

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for REACH Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for REACH Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: REACH Academy
CDS Code: 1612590110239
Principal: Natasha Flint-Moore
Date of this revision: 6/6/2017

The Single 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 Flint-Moore
Address: 9860 Sunnyside Street
Oakland, CA 94603

Position: Principal
Telephone: 510-729-7775
Email: natasha.moore@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

School Site: REACH Academy

Site Number: 193

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- School Improvement Grant (SIG)

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/4/17

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

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

Signatures:

Natasha Flint-Moore

School Principal

Signature

5/4/2017

Date

Che Phinnessee

Print name of SSC Chairperson

Signature

5/4/2017

Date

Ron Smith

Network Superintendent

Signature

5/23/17

Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Signature

5/25/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/6/2016	Instructional Leadership Team (ILT)	- Review school-wide data and student goals - Establish Theory of Action - Review professional learning plan aligned to SPSA
10/4/2016	School Site Council (SSC)	●Review Establishment Protocol including SSC Election Process - Discuss school bylaws and the Greene Act - Review site budget allocations including Title 1 funds and expenditures - Review Single Plan for Student Achievement (SPSA) major goals and priorities "big rocks" for 2016-17
11/4/2016	REACH Academy Parent Leadership Group	●Present information regarding the School-Site Council (SSC) election process and officers to the larger parent group - Share information regarding the SPSA Goals, priorities and practices for 2016-17
11/29/2016	Instructional Leadership Team (ILT)	●Finalize School Quality Review (SQR); Review academic and social emotional learning indicators for the School Performance Framework (SPF) - Align to 2016-17 SPSA and Theory of Action
12/12/2016	Staff Meeting	●Discuss professional development plan - Draft focus and plan for upcoming instructional cycle - Review parent engagement plan including upcoming listening campaign and parent focus groups to receive feedback on school-wide improvement efforts
1/31/2017	Instructional Leadership Team (ILT)	- Finalize Professional Development Scope and Sequence - Identify essential practices to support 2017-18 SPSA draft including teaching, leadership and organzational practices to support improvement strategies
2/14/2017	School Site Council (SSC)	- Reviw, finalize and vote on 2017-18 Budget allocations including Title 1 expenditures
3/2/2017	School Site Council (SSC)	- Review revisions for Single Plan for Single Plan for Student Achievement (SPSA) with a focus on Priority 4: Increasing Parent Engagement - Include additional practices including an evaluation component to monitor parent engagement efforts and participation
4/20/2017	REACH Academy Parent Leadership Group	Present Listening campaign results to parents including next steps to incorporate into SPSA
5/8/2017	Staff Meeting	The Parent Leadership Action Network (PLAN) presented data and results from the yearlong parent listening campaign and focus groups to the staff with recommendations for the SPSA with school-wide improvements to accelerate teaching and student learning

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$69,650.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$281,611.25	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$497,890.09	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$67,953.42	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,275.67	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$70,229.09	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Reach Academy is a rich and diverse community school located in East Oakland. REACH is a "green" school, housed in a beautiful, newly constructed building that includes 16 classrooms (TK-5) along with a Child Development Center (CDC) for our Pre-K. We are a community of learners including students, parents and staff who are dedicated to creating an academically rigorous, culturally caring and inclusive learning environment. The staff is committed to providing a safe and positive culture where all students can succeed and reach their full potential! We develop a culture of excellence that includes an strong instructional program aligned to the Common Core State Standards (CCSS). This includes the integration of science, technology, engineering and math (STEM) into the curriculum. Our core values include support our community to: Be Mindful, Be Safe and Be Responsible. We also provide excellent parent engagement, volunteer and leadership opportunities.

School Mission and Vision

REACH Academy is a community of learners including students, parents and staff who are dedicated to creating an academically rigorous, culturally caring and inclusive learning environment. We are Reaching Excellence in Academics and Changing History! Together, we are champions of knowledge, our communities, the environment and of our futures. REACH scholars are goal-oriented, critical thinkers and community leaders who are dedicated to achieving the highest level of integrity and academic success. We strive to develop a culture of excellence that includes a robust instructional program aligned to the Common Core State Standards (CCSS) with a focus on small group instruction through Reading, Writing and Math Workshop, as well as by building language and literacy across content areas. This includes using technology to access the core curriculum through personalized learning platforms to support content mastery learning. To this end, we seek to create a culturally caring and safe learning environment, as well as to develop well-rounded students who exemplify health, wellness and character development using our core values and school-wide expectations (BE Safe, BE Responsible and BE Mindful). Through Arts integration and after school enrichment opportunities provided by Girls Incorporated of Alameda County (Girls Inc.), students receive rich, extended learning experiences while building a positive school culture. Finally, we support a community schools approach that organizes and maximizes school resources, as well as partnerships to ensure every student is college and career ready and equipped with the 21st century skills and competencies to ensure ALL students thrive!

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy Proficiency

SCHOOL GOAL for Literacy Proficiency:

By June 2020, 25% of students will be reading at or above grade level, as measured by the SBAC ELA.

SCHOOL TARGETS for Literacy Proficiency:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	8.72%	12.86%	17.00%

Other Leading Indicators for Literacy Proficiency:

SRI, Star Early Literacy and reclassification rates

NEEDS ASSESSMENT for Literacy Proficiency:

STRENGTHS	CHALLENGES
<p>Improved SRI results comparison data for Fall and Spring 2014-15 - (5.4% students at or above proficiency in the Fall compared 12.1% in the Spring)</p> <p>Less students multiple grade levels behind using comparison data from the Fall/ Spring for 2014-15- (73.4% in the Fall compared to 50.2% in the Spring)</p> <p>Improved F&P results comparison data for Fall and Spring 2014-15 - (31.6% students at or above benchmark in the Fall compared 41.6% in the Spring)</p>	<p>Greater than 50% of students are multiple grade levels behind as measured by SRI</p> <p>Process for teachers to plan engaging, rigorous and authentic lessons aligned to the Common Core State Standards leads to an uneven practice and fragmented implementation of BAL school-wide - As a result, less than 50% of students are reading at grade level</p> <p>Greater than 50% of students are reading below grade level as measured by F&P- Use reading/ running records to plan instruction</p>

ROOT CAUSE ANALYSIS
<p>The data indicates the need to set up clear systems and structures to support teachers with planning effective lessons and designing rigorous learning experiences for all students through strategic and effective planning by consistently using data and cycles of inquiry to drive instruction. This speaks to the importance of teacher collaboration. The fundamental purpose of the school is to ensure high levels of learning for all students. Thus, it's important to provide teachers opportunities to work collaboratively in communities of practice and ongoing processes of collective inquiry and action research to achieve better results for the students they serve. (Adapted by Learning by Doing)</p> <p>Lesson planning and delivery are not translating to improved student performance. This includes a systematic process for defining grade level proficiency, unpacking the CCSS, determining learning outcomes, creating unit and weekly plans, aligning formative and summative assessments, determining rubrics and criteria for mastery along with a consistent process for analyzing student assessment data and work. Some key root causes also include of lack of progress monitoring to measure reading growth between benchmark assessments for SRI and F&P. It also includes establishing a clear purpose for learning by clearly communicating the content language objectives.</p>

MATHEMATICS PRIORITY: Math Proficiency

SCHOOL GOAL for Math Proficiency:

By June 2020, 25 percent of our students will be at or above proficiency in mathematics, as measured by the SBAC Mathematics section.

SCHOOL TARGETS for Math Proficiency:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	4.12%	8.06%	12.00%

Other Leading Indicators for Math Proficiency:

Math C-EOUs, Math Units of Study embedded assessments, Standards-aligned assessments (Illuminate)

NEEDS ASSESSMENT for Math Proficiency:

STRENGTHS	CHALLENGES

ROOT CAUSE ANALYSIS

CULTURE & CLIMATE PRIORITY: Safe and Supportive Learning Environments to support teaching and learning

SCHOOL GOAL for Safe and Supportive Learning Environments to support teaching and learning:

Reduce office referrals and chronic absence by 10 percent annually.

SCHOOL TARGETS for Safe and Supportive Learning Environments to support teaching and learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Office Referrals	All Students	288	259	233

Other Leading Indicators for Safe and Supportive Learning Environments to support teaching and learning:

Chronic Absence, suspension rates; URF; CHKS Satisfaction Surveys (Parents and Students)

NEEDS ASSESSMENT for Safe and Supportive Learning Environments to support teaching and learning:

STRENGTHS	CHALLENGES
SRI Growth for Low Income students - (moved 3 bands) Suspension Decrease for lowest performing racial/ethnic group (LPRG) and Students with Disabilities - (moved 3 bands) Culture/ Climate - Increased Parent Participation Rates - 40.6%	SBAC ELA and Math - (Scored in the lowest performing band (2%) Chronic Absence - (20% of students miss school regularly) SRI Growth for English Learners - Low reclassification rates (5%)

ROOT CAUSE ANALYSIS

The data speaks to the need of REACH Academy to improve by: (1) building a supportive and challenging learning environment by employing school-wide systems, routines, procedures, norms and positive behavior supports (PBS) within a caring and responsive school community to ensure a climate in which ALL students can learn. This will reduce the amount of out of class referrals and disruptions; (2) by establishing student-centered learning environments with a focus on building language and literacy across content areas; (3) by implementing a balanced approach to literacy through Reading and Writing Workshop and (4) by increasing "instructional learning time" by reducing chronic absenteeism. Staff turnover and fragmented implementation has led to an uneven practice in classrooms across the school. The goal is to create a school environment where high quality teaching and learning can take place. In order to achieve this goal, the following results-oriented action steps are required: (1) developing a clear and compelling vision (2) setting rigorous academic and socio-emotional goals (3) developing clear strategies and plans by creating a theory of action (4) distributing leadership, 5) monitoring implementation and adjusting teaching, leadership and organizational practices based on a deep analysis of school-wide data (i.e. academics, attendance, discipline, culture and climate etc.) and the impact on student learning.

Some of the root causes for performance challenges identified above include the lack of: (1) creating and maintaining effective environments for students learning; (2) systematically teaching, modeling and reinforcing school-wide expectations and routines as it relates to safety and to maximizing instructional learning time; (3) creating a rigorous learning environment with high expectations and appropriate supports for all students; (4) using instructional time to optimize learning; as well as (5) developing strong systems and supports to respond and to provide interventions to address chronic absence. All of these factors coupled with staff turnover result in a lack of student and parent engagement which have a direct impact on student achievement and school success especially for historically, underserved students including English Learners.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Increased Parent Engagement, Participation and Leadership Opportunities

SCHOOL GOAL for Increased Parent Engagement, Participation and Leadership Opportunities:

Increase CHKS parent participation rates to 75% by June 2020.

SCHOOL TARGETS for Increased Parent Engagement, Participation and Leadership Opportunities:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
CHKS Participation Rate	All Parents	18.40%	50.00%	60.00%

Other Leading Indicators for Increased Parent Engagement, Participation and Leadership Opportunities:

Participation rates at school events and parent workshops; volunteer efforts and satisfaction surveys

NEEDS ASSESSMENT for Increased Parent Engagement, Participation and Leadership Opportunities:

STRENGTHS	CHALLENGES
-----------	------------

Collaboration with Parent Leadership Action Network (PLAN) has created volunteer and leadership opportunities, as well as consistent workshops and trainings to build parent leaders and voice to support school-wide goals.
Partnership with High Expectations to create school-wide Literacy team - Provide trainings to build parents' capacity on how to support students' literacy needs and skills at home. This includes hosting Literacy Nights. Updated website to communicate key information with families in a timely manner. This includes key information on curriculum, school events, calendar, links to Standards, as well as to District and school policies.

Infrequent attendance impacts student performance and growth - School-wide Tier 1 and 2 attendance supports inconsistent
Inconsistent school-wide communication - Many phones are disconnected - Many flyers don't make it out of backpacks - Inconsistent printed materials for Middle Eastern and Samoan families
Providing families with access to information, community resources and support services is essential to supporting student success.

ROOT CAUSE ANALYSIS

The data suggest the need for the school to improve systems, structures and efforts to increase family engagement, empowerment and parent leadership. Families should be meaningfully engaged to support students from preschool through 5th grade in their learning, growth and development. This includes: (1) welcoming families as advocates for their children's success; (2) developing positive relationships with students and families; (3) providing families from diverse cultures with access to information to support their student(s) at home; (4) Linking to learning - The goal is to encourage and to support families to become actively involved in their children's learning at home and at school through volunteer opportunities, regular communication, as well as regularly sharing assessment data on student goals aligned to school priorities.

Some key root causes for performance challenges include (1) Access and Equity - Making social justice a reality by ensuring every student has access to high quality teaching and learning - (2) Student Achievement - Create learning environments that foster highly engaged and joyful learners and that support every student reaching his or her potential - (3) Accountability - Keeping promises to engage families across the diversity of our student population to build understanding and inclusion for all students.

ADDITIONAL PRIORITY:

SCHOOL GOAL for :

SCHOOL TARGETS for :

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:

Other Leading Indicators for :

NEEDS ASSESSMENT for :

STRENGTHS	CHALLENGES
-----------	------------

<p>Improved SRI results comparison data for Fall and Spring 2014-15 - (5.4% students at or above proficiency in the Fall compared 12.1% in the Spring)</p> <p>Less students multiple grade levels behind using comparison data from the Fall/ Spring for 2014-15- (73.4% in the Fall compared to 50.2% in the Spring)</p> <p>Improved F&P results comparison data for Fall and Spring 2014-15 - (31.6% students at or above benchmark in the Fall compared 41.6% in the Spring)</p>	<p>Regular and inconsistent school attendance is resulting in a loss of "instructional learning time"</p> <p>Lack of consistent progress monitoring and using data to provide students with appropriate scaffolds and targeted interventions</p> <p>Struggling readers and English Learners are performing behind their peers with regards to reading proficiency - This speaks to the need for providing Tier 1 and Tier 2 supports of a RTI framework including small group instruction and targeted interventions using LLI.</p>
---	---

ROOT CAUSE ANALYSIS

The fundamental purpose of the school is to ensure high levels of learning for all students. Given the data along with an achievement gap analysis the following action steps are needed to address the instructional program and improvement efforts to better serve and to support ALL students with a focus on struggling readers and English Learners. (1) Review CELDT and other assessments data (i.e. SRI, F&P and running records) to inform appropriate instructional strategies for ELs - (2) Engage teachers in ongoing professional development at the site with a focus on preventing or supporting Long-Term English Learners. (3) Support teachers to plan, design and to implement rigorous ELD and content area lessons with high-impact and SDAIE strategies, as well as with rich opportunities for structured language practice to support oral language acquisition.

Teachers understanding, knowledge and capacity to collectively develop units that specify the standards and skills they will teach in each unit in order to reach student achievement goals. This speaks to the need to differentiate coaching and professional development based on student achievement and teacher practice data. Also, teachers inability to use a range of assessment data to monitor students progress and to analyze what students need to inform instruction. This includes the inconsistent use of weekly, common formative assessments including running records to assess and to monitor students reading growth between benchmarks. It also includes establishing structures (i.e. data meetings) to engage teachers in deep data analysis after every cycle/benchmark to identify trends/ patterns for reteaching and acceleration.

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Literacy Proficiency:</p>	<p>If teachers implement Balanced Literacy with a focus on language and literacy through Reading and Writing Workshop; setting student achievement goals, planning instruction to meet the diverse needs of English Learners in their classrooms, including the use of language objectives, vocabulary instruction, as well as high impact language and GLAD strategies to support integrated and/or designated ELD, then student learning outcomes and reading growth will accelerate.</p>
<p>SCHOOL THEORY OF ACTION for Math Proficiency:</p>	<p>If teachers use the Common Core State Standards (CCSS) and the Standards for Mathematical Practices along with key Math Strategies (i.e Three Reads Protocol, Math Talks and Math quizzes) within the Workshop model to implement the core curriculum and to design rigorous math tasks with appropriate DOK that requires students to engage in problem solving, critical thinking and collaboration, as well as design tasks that require procedural, conceptual knowledge, and the application of skills in context to build understanding, then students' math proficiency will increase and ALL students will be successful.</p>

SCHOOL THEORY OF ACTION for Safe and Supportive Learning Environments to support teaching and learning:	If multi-tiered systems and supports are established for School Culture and Climate using a Response to Intervention (RTI) model with a focus on establishing a strong Tier 1 (i.e. Building strong relationships, PBIS and Restorative Practices) along with the Toolbox, social-emotional curriculum to accelerate student learning by creating safe and supportive learning environments, then we will ensure that every student thrives and is ready for college, career and community success.
SCHOOL THEORY OF ACTION for Increased Parent Engagement, Participation and Leadership Opportunities:	If we use collaborative leadership and shared decision-making through formal and informal governance (i.e. SSC, ELAC, REACH parent ambassadors, etc.) to engage parents as partners; to strengthen the REACH school community and improve our services to students and families by improving two-way communication and volunteer efforts, we will see increased participation, efficacy and student achievement.
SCHOOL THEORY OF ACTION for :	

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Standards-Based Planning: Teachers use the Common Core State Standards (CCSS) and Shifts to backwards map and to plan rigorous instructional units, assessments and daily lesson plans using DOK. Teachers guide students in academic discussion, reading of complex text, and writing with evidence across the curriculum. In Math, instruction shows evidence of focus, coherence, and rigor.
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
---	------------------------	----------------------------------	--

1-1	<p>Teachers use the Understanding by Design (UbD) model to backwards map and to collectively plan Unit, weekly and daily lessons that specify the standards and skills they will teach in order to achieve student learning goals.</p> <p>Identify Desired Results - Use the Common Core State Standards (CCSS) and shifts to determine the essential learning skills and concepts for students to learn. Determine what students should know, understand and be able to do. Craft essential questions based on enduring understandings (big ideas) along with the CCSS to write key learning outcomes. Use funds to purchase Leveled Literacy Intervention (LLI) to support struggling readers.</p>	<p>Conduct weekly walkthroughs including lesson plan checks to monitor implementation and effectiveness. School leader regularly monitors student achievement data (i.e. diagnostic, benchmark, formative and summative) and analyze them against end of year goals. (2) School leader monitors teacher practice to assess progress towards implementation of instructional priorities for curriculum, instruction, assessment and intervention. (3) School leader establishes systems and structures to provide professional development opportunities for teachers across grade levels and departments to work together as a professional learning community (PLC) to share best practices as it relates to implementing a balanced approach to literacy/ Math by learning from one another (4) Develops professional development that enables teachers to take immediate action (i.e. clear models and examples, provides time to plan next steps) to improve teaching and learning. (5) School leader works with the ILT to create professional learning opportunities for developing personal and collective proficiency to create improve school-wide practices. This includes working with the CCTL and ILT to create structures to support and to accelerate student achievement growth for all students.</p>	<p>(1) Establish a strong instructional core program aligned to the CCSS with a focus on school-wide implementation of Balanced Literacy through Readers' and Writers' Workshop (2) Students will be assessed 3X a year using F&P and SRI assessments - (3) Running records will be used as a progress monitoring tool between benchmark assessments to measure reading growth - (4) SRI will also be used during Cycles as a progress monitoring tool -(5) Focal students will be identified each cycle to monitor progress. (6) Literacy trackers will be evident in classrooms to measure student reading growth</p>
-----	--	---	---

1-2	<p>Determine Assessment Evidence - Consider how to evaluate student performance and to know if students achieve the desired results? How will students demonstrate their understanding and mastery? What evidence will be collected? Decide diagnostic, benchmark and summative assessments to identify student strengths and needs, monitor progress and to inform yearlong planning.</p> <p>Plan Learning Experiences and Instruction - Engage students in rigorous, meaningful tasks by using instructional strategies and materials to support equitable engagement and access for ALL students. Provide students with rich opportunities to read, write, think, discuss and to interact daily with text in meaningful ways. Ensure high quality, rigorous lessons aligned to the Common Core State Standards (CCSS) are taught daily by high-quality teachers.</p>	Complete Fall and Spring TGDS Observations with Fidelity	<p>(7) Library will serve all classrooms weekly - (8) Library Tech will develop systems for students to check out books. (9) CCTL along with Library Clerk will coordinate school-wide literacy initiatives, events and incentives to support school, home and family reading efforts and initiatives. (10) Professional development will allow teachers time to practice the application of new learning and for planning. (11) Finally, create student centered and literacy rich learning environments across content areas using a Workshop model to support small group, differentiated instruction to support ALL students. (12) Maintain computers in the lab and Chrome book carts to support instructional needs reading growth</p>
1-3	Planning a Lucy Caulkins Units of Study together - incorporating it into a workshop model. Tailoring it to all levels	Literature satured classrooms to allow for Guided reading groups and book clubs	Provide teachers with CCSS resources
1-4	Teachers use high impact strategies to support English Language Learners	STIP sub to allow for peer observation using Lesson Study model	Implement a Response to Intervention, RTI to accelerate reading growth
1-5		Create schedule and use norms for facilitating peer observations	Continue partnership with Reading Partners to provide 1:1 support for classrooms
1-6	Teachers use protocols to engage students in "academic conversations "student talk"	Provide and create folder with shared files across grade levels that support each standard on the REACH Drive.	Provide enrichment opportunities including STEM for GATE identified students.
1-7	Teachers use effective teaching strategies that allow for students to access complex text, use sentence frames, and daily writing to improve their academic skills		
1-8	Teachers consistently scaffold information for students to access information and build their capacity		

1-9	Scaffold ideas/practices - differentiate between "high exp		
-----	--	--	--

Improvement Strategy #2:	Differentiated Small Group Instruction: Teachers use data to group students and to provide differentiated instruction targeted to meet student needs across content areas. This includes providing targeted interventions for struggling students working below grade level to meet proficiency.
	Teachers use technology to differentiate instruction, set student goals, monitor progress, as well as to provide feedback to students and parents/guardians.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Take collective responsibility for reaching student achievement goals by sharing best practices, pooling resources, supporting each other's professional growth and holding each other accountable to school agreements.	Ignite and form strong and trusting teams with clear roles and purposes aligned to school-wide improvement goals and priorities. Build the capacity of school teams to implement effective practices to ensure success for all students. This includes our struggling readers and writers who are not currently working at grade level, LPRG, ELs and students with disabilities. It also includes teams using consistent evaluation methods and tools to plan and to monitor the impact on teaching and learning.	Provide academic supports for students who are struggling so school becomes a place of success rather than a negative experience. This includes: (1) differentiating instruction during the school day - (2) providing teachers with extended hours after school to provide targeted interventions including small group instruction using the Leveled Literacy Intervention (LLI) - (3) using Reading Partners to provide 1:1 tutoring. Literacy Lab will provide support including parent workshops and books to help build students' independent reading at home in the TK class.
2-2	Establish standards-aligned, content-language objectives and criteria for mastery. Use knowledge of students' academic readiness, language proficiency, cultural backgrounds and individual development to plan standards-aligned instructional plans. This includes providing acceleration for GATE identified students.	Build positive relationships across differences with teachers, families, students and staff to provide ALL students with the skills, competencies and dispositions they will need to excel and to become college and career ready.	Use assessment data to establish learning goals, to plan, to differentiate and to adjust plans. This includes the administration of annual assessments of English Language proficiency using the California English Language Development Test (CELDT) and SBAC. This includes using reading and running records to plan instruction, small groups and interventions.

2-3	Teacher will create lessons using instructional strategies for EL students. This includes a focus on the content language objectives, vocabulary development, sentence frames and structured language practice. Provide opportunities for student to use language to express, expand and to clarify their thinking. Implement 30 minutes of ELD for ELs daily.	Align key professional capacity systems (PD, PLC, ILT and Coaching) to provide support in meeting school-wide goals. Expand and differentiate professional development offerings and site support on SDAIE-based, Balanced Approach to Language and Literacy for ELs.	Expand the implementation of Leveled Literacy Intervention (LLI) curriculum as a targeted, academic intervention for struggling readers. Teachers, CCTL and TSAs will receive training. Academic English for all learners with varied opportunities for oral language development, explicit vocabulary instruction and word study.
2-4	Help student to listen carefully to one another and to negotiate meaning using collaboration protocols to increase academic discourse and "student talk". Use Three High - Impact Language Practices (Using Complex Text, Fortifying Complex Output and Fostering Interaction), as well as strategies to support ELs in Jeff Zwiers books including Academic Conversations and Common Core Standards in Diverse Classrooms: Essential Practices for Developing Language and Literacy.	Coaching resources are equitably distributed based on student need and/or instructional quality in order to build teacher capacity and to impact student achievement. Instructional coaches engage in coaching cycles that consistently include pre-conference, modeling, observations and debriefs based on next steps.	Collect and analyze assessment data from a variety of sources for focal students each Cycle to inform instruction and targeted interventions. Create/ post data tracking system to map student data patterns and trends. Establish an intervention room to conduct small group instruction, as well as a space for TSAs to provide coaching supports and resources.
2-5	Small group instruction will focus on implementing guided reading groups and conferring, as well as Leveled Literacy Intervention (LLI) for struggling readers. Also, implement Interactive Read-Alouds with Accountable Talk as an instructional strategy.	Introduce new California English Language Development (ELD) Standards including the major shifts of the CA ELA Common Core State Standards. Conduct a crosswalk to identify common patterns and trends as it relates to Language and Literacy. This will also include the Disciplined-Specific and Academic Language Expansion (DALE) strategies to support Language functions.	Create ELL Parent Advisory Group to support English Learners and their families and to provide them with the most up to date information, resources and policies. Utilize 0.5 Bilingual Community Relations Assistant to support ELL Parent Advisory group.
2-6	Integrate the three High Impact Language Practices into Reading and Writing Workshop by utilizing the 4 Ts - Task, Text, Talk and Time. This includes using Discipline-Specific and Academic Language Expansion strategies for designated and integrated ELD.	Principal, CCTL and TSA will ensure data wall and data tracker are updated every Cycle.	Support school staff in demonstrating a "growth mindset" and high expectations by engaging all students in rigorous learning experiences that access higher order and critical thinking skills.
2-7	Use a range of instructional strategies (SDAIE), resources and technologies to meet students' diverse needs. Include the use of realia to support ELs with constructing knowledge, understanding and for building schema.	Engage the Community Schools Manager and the broader professional and local school community in supporting teaching and learning. This includes developing strong relationships and school to community partnerships.	Expand professional development offerings (i.e. District sponsored professional development trainings), as well as GLAD strategies and site support of SDAIE-based Balanced approach to Language and Literacy for English Learners.

2-8	Integrate technology and the use of blended learning tools and platforms to support differentiation and to increase access to the core curriculum across content areas.	Build capacity by providing structures to support coaching, professional development and collaboration. Work collaboratively with teachers to answer four critical questions when planning - (1) What do we want students to learn? (Use standards to plan learning outcomes/ expectations) - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't learn? (Differentiation/ Interventions) - (4) How will we respond if students already know it? This includes supports for homeless and foster youth and for Gifted and Talented students.	Provide academic supports and targeted interventions for homeless and foster youth including an Arts integrated model to support access and differentiation across subject areas.
2-9	Teachers use small group instruction to improve student academic skills	Leadership decisions are based on data (action research)	Workshop infrastructure embedded
2-10	Teachers use personalized learning platforms (frontrow, Math, etc)	Leadership consistently adheres to scheduling to address content areas and assessment	Leveled libraries, genre categories, non-level sections
2-11	CCSS shifts focus: Teaching rigor which includes - conceptual understanding, procedural skills and fluency, and application	Full participation commitment to PLCs	Procedural protocols established and practiced
2-12	Teachers use standards based instruction and planning based upon information they know about where their students are academically and where they need to grow	Procedural protocols established and practiced	

Improvement Strategy #3:	<p>School-wide Professional Learning Communities (PLCs) using a Results Oriented Cycle of Inquiry (ROCI) to conduct regular cycles of inquiry -</p> <p>Establish school-wide PLC's with a focus on accelerating student achievement goals using a Results Oriented Cycles of Inquiry (ROCI).</p> <p>This includes setting goals, planning rigorous lessons, teaching, assessing, as well as reflecting and adjusting. Teachers and staff teams conduct cycles of inquiry to guide collaboration by assessing, scoring, analyzing and planning using a process of data-driven instruction (DDI).</p>
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
---	------------------------	----------------------------------	--

3-1	Monitor progress towards goals and celebrate successes by identifying successful teaching practices and understanding why students struggled to master a skill or standard.	Work collaboratively to answer four critical questions when planning - (1) What do we want students to learn? (Use standards to plan learning outcomes/expectations) - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't learn? (Differentiation/ Interventions) - (4) How will we respond if students already know it? (Extension)	
3-2	Identify individuals and groups of students who need more support and create intervention plans to meet their specific needs.		
3-3	Identify focal students to track progress.		
3-4	Implement Progress Monitoring tool between benchmarks		
3-5	Backwards Planning - Teachers use the UbD model to collectively develop units that specify the standards and skills they will teach in order to achieve student learning goals.	Provide regular, protected time for teacher collaboration and staff professional development within the school schedule. Establish strong structures for teachers to collaborate weekly in professional learning communities (PLCs) to improve their practice. Work with the ILT to develop a year-long professional learning plan.	Establish PLCs school-wide to support teaching and to accelerate student learning by using assessment data to plan rigorous, engaging lessons and to conduct cycles of inquiry. Teachers and support staff demonstrate a growth mindset and high expectations by engaging all students in learning experiences to access higher order thinking skills.
3-6	Identify Desired Results - Use the Common Core State Standards (CCSS) to determine the essential learning skills and concepts for students to learn. Determine what students should know, understand and be able to do. Craft essential questions based on enduring understandings (big ideas) along with the CCSS to write key learning outcomes. Use funds to purchase Leveled Literacy Intervention to support struggling readers.	Provide structures and tools for conducting data analysis including root cause analysis to identify strengths and areas of improvement. Conduct regular data meetings with teachers.	School will use a variety of diagnostic, formative and summative assessment data from multiple measures (F&P, SRI, STAR Early Literacy and Reading, running records, end of unit assessments, SMI, exit tickets, writing samples, notebooks, etc.) to inform instruction.

3-7	Determine Assessment Evidence - Consider how to evaluate student performance and to know if students achieve the desired results? How will students demonstrate their understanding and mastery? What evidence will be collected? Decide diagnostic, benchmark and summative assessments to identify student strengths and needs, monitor progress and to inform yearlong planning.	Schedule regular visits to classrooms that promote teachers' professional growth, with feedback and dialogue based both on school priorities, planning and individual teachers' improvement goals. Conduct TGDS cycles.	Staff will review data, both individually and with colleagues to monitor student learning. Teachers will track each student's reading growth and confer regularly with students to set goals.
3-8	Backwards map to align daily content language objectives to weekly outcomes and formative assessments to assess students ability to transfer learning to new situations.	Organize "instructional rounds" that engages teams of teachers including the ILT in solving a "problem of practice" related to student learning.	Students are involved in self-assessment, reflection, goal setting and monitoring progress.
3-9	Plan Learning Experiences and Instruction - Engage students in rigorous, meaningful tasks by using instructional strategies and materials to support equitable engagement and access for ALL students. Provide students with rich opportunities to read, write, think, discuss and to interact daily with text in meaningful ways. Ensure high quality, rigorous lessons aligned to the Common Core State Standards (CCSS) are taught daily by high-quality teachers.	Build the instructional core, which includes an integrated professional learning plan designed around the transition to the Common Core State Standards/ NGSS. Compose an ILT focused on instruction and accelerating student achievement. It consistently sets goals, defines a focused theory of action, creates and follows through on concrete action plans and systematically monitors school-wide progress.	Staff uses assessment information to share timely and comprehensible feedback with students and their families. Includes using available technologies to assist in assessment, analysis and communication of student learning. It also includes providing extended learning opportunities for students in the after school program to receive differentiated, targeted interventions. Girls Inc. will serve as the lead agency.
3-10	Develop and sequence long-term and short-term instructional plans to support student learning. This includes using student assessment data to establish learning goals, to plan, differentiate and to modify instruction. It also includes using and adapting resources, technologies, standards-aligned instructional materials and adopted materials to make the subject matter accessible to all students. Teachers move along a continuum: CCSS - Blueprints - Unit Plans - Weekly - Daily - Submit weekly lesson plans along with curriculum mapping for Unit/ Cycle.	Regularly checks lesson plans and unit maps and provides feedback to teachers. Transform approach to Early Literacy/ Pre-K-3 in order to bring together the pre-schools and elementary schools in providing a continuum of rigorous, high-quality curriculum and instruction, together with common assessments to measure student success in order to make progress toward closing the "achievement gaps" in school readiness by kindergarten and in reading and math by 3rd grade. This specifically relates to creating environments with a focus on developing Pre K-3 Early Literacy skills.	School teams meet for the express purpose of improving the quality of education students receive to ensure that every student is successful and thrives. This along with assessment data using multiple measures (F&P, SRI, STAR Early Literacy and Reading, running records, SMI, exit tickets, writing samples, end of the unit assessments, informal observations, etc.) have direct implications as it relates to curriculum, differentiated instruction, assessments and targeted interventions.

3-11	Work collaboratively to answer four critical questions when planning - (1) What do we want students to learn? (Use standards to plan learning outcomes/ expectations) - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't learn? (Differentiation/ Interventions) - (4) How will we respond if students already know it? (Extension)	Establish school-wide expectations for curriculum, instruction and assessments as it relates to the deliverables. This will include a guidance document of, Principal Expectations.	Support staff including CCTL, TSA, Administrator and teacher leaders serving on the ILT will act as facilitators for PLCs.
3-12	Teacher collaboration is guided by Results-Oriented Cycles of Inquiry (setting and monitoring progress toward goals, planning instruction, teaching, assessing, reviewing data, reflecting on classroom practice and adjusting instructional plans). The Results Oriented Cycle of Inquiry is a powerful process for focusing directly on student outcomes. ROCI engages all school stakeholders in a process of continuous improvement by building on successful practices and diagnosing areas of concern.	Serve as lead learner alongside teachers. Communicate strong professional values and beliefs along with a commitment to continuous improvement as it relates to social justice, schooling, teaching and student learning.	Explore Lesson Study as a possible structure to support teacher collaboration, planning and peer-to-peer observations. Consider the role of the Alternate Observer in this structure.
3-13	Student Achievement Goals - Teachers collectively define SMART goals for student achievement goals for each Unit/ Cycle. SMART goals are Specific, Measurable, Attainable, Relevant and Time-Bound). Teachers post literacy trackers in classrooms to measure reading growth and stamina.	Provide instructional guidance to ensure (1) Curriculum resources/ materials are aligned to the CCSS and Blueprint (i.e. The Continuum of Literacy Learning) - (2) Instructional materials (mentor texts, books for classroom libraries, etc.) and technology licenses are ordered and used to support the core-curriculum (e.g. MyOn, News ELA, Reading A-Z, and Front Row Math).	Professional development trainings and PLC will be organized to allow teachers time to plan for the application of new learning and implementation of strategies presented.
3-14	Teachers use standardized grading procedures and weekly assessments - Teachers share best practices and pool resources to establish content-aligned language objectives	Schedule and plan weekly deliverables	Standardizing completion of deliverables and schedule of focus
3-15	Teachers plan unit series together	Regularly scheduled CCTL and TSA check ins	Increase trusting relationships between teachers
3-16	Teachers use knowledge of students academic readiness	Follow up on deliverables	School wide PLC charter and fidelity check list
3-17	Regular collection of formative data in each lesson series	Shared communication plan of important expectations and reasons for deliverables	Commitment to PLC process
3-18	Teachers use focal students as a way to monitor corrective instructions and data collection	Bi-monthly data collection deliverable on focal students (check ins)	Communicating about focal students on school wide tracker

Improvement Strategy #4:	Multi-tiered Systems of Support (MTSS) using a Response to Intervention Model with a focus on Tier 1 base supports. A continuum of care is created through the Coordination of Services Team (C.O.S.T.) to meet the unique needs of all students.
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
---	------------------------	----------------------------------	--

4-1	<p>Implement a strong Tier 1 for Culture and Climate - Positive Behavioral Interventions and Supports (PBIS) - A system for positive reinforcement is developed to acknowledge appropriate behaviors. includes: (1) establish and teach school-wide expectations (BE Safe, BE Responsible and BE Mindful) in all common areas; (2) implement classroom management strategies including establishing positive relationships with all students; No Nonsense Nurturer (NNN); 5:1 ratio of positive to negative interactions; visual schedule; positive greeting at the door; motivation system to reward desirable behaviors, as well as goal setting and performance feedback; (3) implement a Social Emotional Learning Curriculum (SEL) - (ex. Toolbox) to teach, model and reinforce self awareness, self-management, relationship skills and responsible decision-making; (4) implement Restorative Justice through daily circles to build a caring classroom community supportive of teaching and learning and (5) establish a progressive response to discipline. (Teachers will complete all office referrals using Universal Referral Form and interventions). Classroom rules (positively stated) are posted, taught, reviewed, monitored and reinforced.</p>	<p>(1) Articulates a clear, shared vision for school improvement to all stakeholders and communicates a sense of urgency that promotes high expectations for all students. (2) Creates an environment built on relational trust in which all members of the school community demonstrate respect, integrity and belief in one another. (3) Identifies annual priorities for improving the culture and climate, as well as the instructional program (including curriculum, instruction, assessment and intervention) in order to meet their student achievement goals. (4) Establishes clearly defined, measurable, accelerated student achievement goals (school-wide and for each significant sub-group). (5) Communicates expectations for culture and climate, curriculum, instruction, assessment and interventions, as well as for engaging in professional learning to all stakeholders (6) Develops a plan for supporting teachers to improve instruction that includes clear expectations, roles and responsibilities, structures and resources to support and to monitor the school culture and instructional improvement. (7) Intentionally distributes leadership by enrolling teachers in decisions and the implementation of school-wide plans (i.e. student achievement goals and theory of action). (8) Establishes an instructional leadership team (ILT) that reflects a diversity of perspectives and shares a collective responsibility for the school's vision, mission, core values and priorities. (9) Supports the ILT with the implementation of the theory of action and professional learning plan aligned to priorities and school-wide goals. This includes mapping out year-long plan for professional development, teacher collaboration and coaching.</p>	<p>(1) Ensure a safe, supportive and welcoming learning environment that supports inclusiveness and promotes student, staff and family diversity. Address issues of bullying and exclusion on the basis of language and culture through anti-bullying curriculum and Restorative Justice practices. (2) Build strong staff and community by engaging staff in understanding the diverse student population by conducting home visits. (3) The school-wide expectations are posted, taught, reviewed, monitored and reinforced and include (BE Mindful, BE Safe and BE Responsible) by all stakeholders including students, staff, parents and community members. (4) Provide families accessible and thorough information and engage them in making informed decisions about available program options and supports. (5) Provide extended learning opportunities through the REACH Academy after school program as an extension of the school day to support academic, social-emotional and physical development. (6) Establish a community schools model with a focus on the physiology of learning including diet, exercise, sleep, hygiene and mental health. (7) The school leadership teams (Culture and Climate as well as Instructional) communicates decisions to staff in a transparent and timely manner. This includes a two-way feedback loop for staff. (8) Regularly review attendance, discipline including suspensions and universal office referrals, as well as academic assessment data minimally on a monthly basis. (9) Finally, provide parents with this information using progress reports (between report cards) two times per year.</p>
-----	--	---	---

4-2	Chronic Absence: Create engaging, relevant and challenging lessons to ignite students curiosity, creativity and innovation so they become joyful learners who are motivated to attend school every day and who are inspired to become life-long learners.	Communicate the importance of consistent and good attendance to the entire school community (i.e. staff, students and parents) and clearly articulate how each staff member can work with the Attendance team to model for all, as well as to help students who are chronically absent.	Promote a culture of attendance that educates parents about the value of the learning/ skill development that begins with school entry. Offer orientation/ education for parents new to the school that emphasizes regular attendance.
4-3	Talk with parents early in the school year to share the value of good attendance and let them know that you are there to support them.	Establish expectations for maintaining good attendance (>3%) with students and their families. This includes creating a culture of attendance , as well as defining what happens when a student misses school (eg. loss of instructional time which equates to lower school performance and achievement). This also includes working with the SART to provide tiered levels of support to address barriers.	SART team will target and prioritize students with severe chronic absence from the 2015-16 school year at the beginning of the 2016-17 school year and create improvement plans. Establish 6 week cycle goals to measure the effectiveness of the intervention plans. This also includes making daily phone calls for absent students to assess barriers and to provide targeted interventions.
4-4	Take roll daily and input into AERIES by 9:30am. (Please document tardy students.) Teacher sign weekly attendance reports.	Meet weekly with the Attendance Clerk and the SART team including the 0.5 FTE Bilingual Community Relations Assistant, Community Schools Manager and the Network Partner to review attendance data and to respond to students with chronic absenteeism. This includes contacting families, creating action plans and implementing interventions to improve attendance.	Create a school-wide bulletin board that tracks monthly attendance and reading progress. Create a school-wide campaign with incentives, rewards and recognitions for good attendance and for reading goals. Target students who were chronically absent for the 2015-16 school year. Establish progress monitoring tool to track attendance progress towards goals.
4-5	Contact parent(s) or caregiver(s) when students are absent or tardy and update classroom attendance tracker to support reduction of chronic absences and tardies.	Every week, examine the list of students with attendance issues with the SART (Attendance Clerk, Parent Liaison, Network Partner, Nurse and Administrator) to ensure that each student receives the appropriate supports.	Attendance data will be shared with families on a regular basis through the school website, newsletter, parent teacher contacts, REMIND text alerts and workshops. Also, the Community Relations Assistant will coordinate with the REACH parent leaders to spread the word.

4-6	Establish daily attendance tracker in the classroom to monitor attendance.	Principal will use CIG cycles to guide attendance team in implementing and monitoring impact of focused strategies. This includes meeting with all incoming Kindergarten parents and using chronic absence and student achievement data to communicate the importance of good attendance. It also means having teachers, the Attendance Clerk, the Community Relations Assistant and Administrative Assistant and Administrator make personal calls to every chronically absent student throughout the year.	Conduct home visits to build positive relationships with students and families and to communicate the importance of attendance. (Participate in the district sponsored program.)
4-7	Establish classroom incentives and rewards for good attendance including growth.	Understands and maintains critical school systems that allows for the smooth running of day-to-day school operations. This correlates to Standard 1 best practices for the LGDS - Improving organizational effectiveness and culture (School Culture, Social Emotional Learning, Academics and Supports for Schools).	The Attendance Clerk, Community Relations Assistant and the Community Schools Manager will meet with parents to develop attendance support plans for all chronically absent students. Establish weekly progress monitoring.
4-8	Teach school wide expectations (PBIS)	Create and implement clear school wide culture plan - clearly communicate vision and expectations	School wide mindfulness
4-9	No nonsense nurturer teaching strategies (school wide) to build positive classroom culture	Develop a professional learning plan to build capacity	Build in opportunities to learn more about trauma: What is it? How to better approach and work with children impacted by trauma
4-10	Restorative Justice morning meetings	Clearly define roles and support	Safety protocols: Parent protocols - People entering school and when
4-11	Teachers intentionally build positive relationships with students	Create monitoring and evaluative systems	School wide mentoring
4-12	Teachers use rewards, incentives, and consequences	Establish measurable student achievement goals	Strong, terrific bucks systems

Improvement Strategy #5:	Increase parent/ family engagement, participation and leadership opportunities by enlisting parents as partners in a community schools approach by connecting families to services and resources that supports students' safety, well-being and learning. This includes creating a range of opportunities for parents to understand their child's academic and social-emotional progress and how to best support their growth. This also includes sharing power and decision making. Encourage families to participate in formal and informal structures for making decisions about their children, schools and the District. Increase Parent/Family Engagement to support school-wide Literacy goals and to reduce chronic absenteeism.
---------------------------------	--

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1	Communicating: Communicate regularly with families about classroom expectations, curriculum, academic goals, events, assessment results and student progress through effective school-to-home and home-to-school communication. This includes weekly newsletters about what students are learning and their goals. Ensure that translation is provided where needed.	Ensure multiple forms of communication with diverse families with special attention to cultural/ linguistic needs. Create equitable forums for all voices to be heard including holding Monthly Principal Cafe to meet and listen to parents. Adminster parent satisfaction surveys to provide feedback on continuous improvement efforts.	Volunteering: Improve recruitment, training, communication, leadership opportunities and schedules to involve families as volunteers and participants at school or in other locations to support student achievement and school priorities. Provide incentives to encourage parents to volunteer a minimum of 10 hrs. for the 2016-17 school year.
5-2	Teachers will use minimum days to schedule Parent Conferences in the Fall/ Spring to provide feedback about students' social-emotional and academic progress.	Principals will provide 0.5 FTE for Community Relations Asst. to support family engagement to implement activities aligned to school priorities including academics, goal setting, attendance, college/career and K2C savings program.	Supporting Strong Relationships: School welcomes and respects families, build community among diverse family populations and actively engage families in the school culture
5-3	Linking to Learning: Encourage and support families to be involved in their children's learning at home and at school including homework and other curriculum focused supports and decisions.	Deepen a Community Schools Approach - Create REACH Academy Parent Ambassador and Leadership program by identifying and training parent leaders to support school-wide priorities. This includes the establishment of room parents.	Facilitating Two-Way Communication: School actively reaches out to hear from families. Communication processes are clear to families and encourage a mutual exchange of information, ideas and perspectives.
5-4	Provide opportunities for parents to volunteer in classrooms and to be involved in their children's education and daily activities.	Increase school-to-home communication. Principal will send weekly newsletter to parents, as well as update the school website to disseminate key information and resources.	Parent Empowerment: Families are encouraged and empowered to participate in formal and informal structures for making decisions about thier child, school and District.
5-5	Elected teachers will serve at SSC meetings, as well as other school-wide committees comprised of parents (i.e. Literacy Team)	Principal will conduct monthly SSC meetings to approve school-wide plans and Title 1 funds	Community Schools Manager and the Community Relations Bilingual Assistant in partnership with the Oakland Education Fund will be responsible for maintaining and expanding Parent volunteer program.

5-6	Participate in Back to School Night and other school events to build positive and meaningful relationships with students and families.	The school will collaborate with the African-American Advisory Parent Advisory Council (AAPAC) to outreach to AA families with the support of the High Expectations program. Create English Language Advisory Committee (ELAC) to support parents of English Learners.	Shared Decision-Making: Include parents as full contributing participants in school-wide decisions, including informal and formal governance and advocacy through school councils (SSC), action committees (i.e. Leadership, Redesign Team, etc.) as well as other parent organizations and outreach efforts to receive parent voices and feedback in support teaching and student learning.
5-7	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	The school will conduct Parent Engagement Nights to support school-wide academic goals and initiatives (i.e. Literacy, Math and Science). Provide parent trainings on the transition to the Common Core State Standards and shifts.	Community Schools Manager is responsible for coordinating monthly partnership meetings. This includes the creation of a yearlong parent engagement plan with monthly events, workshops, volunteer efforts and activities to support school-wide priorities with support from the Community Relations Bilingual Assistant.
5-8	Build a respectful classroom community and a welcoming environment to support diverse families by creating a shared responsibility.	Collaborate with the Parent Leadership Action Network (PLAN) to outreach to families with the goal of developing parent volunteer programs, advocacy, as well as health/ wellness initiatives. Create an evaluation tool/ rubric to measure the effectiveness of parent engagement efforts (i.e. attendance, participation and engagement rates).	Community Schools Manager will coordinate resources and services for students and families and the school with community-based organizations and agencies, businesses and other community groups to provide services to the community to support health and wellness (i.e. Alameda County Food Bank).
5-9	Ensure ample opportunities and hours exist for parents to meet during the week to discuss their child's progress or concerns.	Support Community Schools Manager and Community Relations Assistant to establish continuing education including the Mobile Classroom, ESL and Spanish classes.	Community Schools Manager will assist families with outreach including parenting classes, understanding child and adolescent development and setting home conditions that support students at each age/ grade level. This includes support for homeless and foster youth.
5-10	Teachers will maintain and display monthly attendance tracker in the classroom to promote regular school attendance.	Convey the importance to families that school attendance is critical for academic success. Lead recruitment efforts to enlist parents support by creating commitment pledges of 10 hours. This can include participating in school events, workshops, serving on committees & volunteering.	Community Relations Bilingual Assistant will ensure family resource and parent room serve as a "hub" to empower families to navigate educational and other social service systems and to provide desired supports and resources.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract for afterschool program	Provide extended learning opportunities through the REACH Academy after school program as an extension of the school day to support academic, social-emotional and physical development. Girls Incorporated of Alameda County will serve as the lead agency (6) Establish a community schools model with a focus on academics, physical activity and enrichment opportunities including dance and garden.	A1.6: After School Programs	5825				193-1
\$37,786.75	General Purpose Discretionary	Supplies to support overall school operation	Provide instructional materials to support teaching and student learning	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				193-2
\$21,023.25	General Purpose Discretionary	Surplus, potentially to fund Noon Supervisor	Provide MTTSS by creating and monitoring safe and supporting learning environments during transitions including recess and lunch, as well as during instructional blocks as apart of implementing Tier 1 (PBIS)	A2.2: Social Emotional Learning	4399				193-3
\$840.00	General Purpose Discretionary	Computers for personalized/blended learning	Teachers use personalized learning platforms (frontrow, Math, etc)	A3.1: Blended Learning	4420				193-4
\$10,000.00	General Purpose Discretionary	Copier Maintenance	Understands and maintains critical school systems that allows for the smooth running of day-to-day school operations. This correlates to Standard 1 best practices for the LGDS - Improving organizational effectiveness and culture (School Culture, Social Emotional Learning, Academics and Supports for Schools).	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				193-5
\$17,573.52	LCFF Concentration	African American Manhood Development Facilitator	Provide facilitator to provide coaching/ mentoring for African-American boys (4th and 5th grade students) to reduce disproportionality.	A3.2: Reading Intervention	5733				193-6
\$11,860.50	LCFF Concentration	Instructional Teacher Lead (TSA)	Implement systems for professional learning as it relates to facilitating professional, development, coaching, targeted interventions and conducting data analysis. Teacher collaboration is guided by a Results Oriented Cycle of Inquiry (ROCI) in PLCs.	A3.2: Reading Intervention		11 MONTH CLASSROOM TSA	C11TSA0350	0.15	193-7

\$20,565.98	LCFF Concentration	STIP to support professional learning in support of ELLs	Provide sub coverage for teachers to conduct peer observations and to receive PD to use high impact and GLAD strategies to support English Language Learners. Support with peer observation cycles.	A4.3: Newcomer Programs		TEACHER STIP	TCSTIP9999	0.40	193-8
\$6,757.70	LCFF Supplemental	Supplementary ELD materials & instructional technology: Computers	Provide technology to support personalized learning platforms to support students with acquiring oral language acquisitions and content mastery learning. Licenses will also support differentiated content across subject areas to support GATE Identified students.	A3.1: Blended Learning	4420				193-9
\$62,500.00	LCFF Supplemental	Community School Manager	Manage the school to community partnerships to support the goals and priorities outlined in the SPSA with a focus on implementing a MTSS for academic and culture and climate. This includes a focus on C.O.S.T., SSTs, attendance and providing resources to support the community schools model.	A3.3: Family Engagement focused on Literacy Development	5730				193-10
\$86,000.00	LCFF Supplemental	Restorative Justice Facilitator	Implement strong Tier 1 (MTSS) to support to create a positive school culture and climate, as well as the conditions to support teaching and learning with a focus on establishing community circles, restorative approaches to establish strong relationships and the No Bully protocol.	A5.2: Health and Wellness (Mental & Physical Health)	5736				193-11
\$30,848.98	LCFF Supplemental	STIP to support professional learning in support of ELLs	Provide sub coverage for teachers to conduct peer observations and to receive PD to use high impact and GLAD strategies to support English Language Learners. Support with peer observation cycles.	A4.3: Newcomer Programs		TEACHER STIP	TCSTIP9999	0.60	193-12
\$34,385.57	LCFF Supplemental	Bilingual Community Relations Assistant	Support parent engagement, empowerment and leadership efforts to accelerate student learning	A4.3: Newcomer Programs		COMMUNITY RELATIONS AST I BIL	CMRAIB0021	0.50	193-13
\$870.00	Measure G: TGDS	Supplies to support TGDS	Complete Fall and Spring TGDS Observations with Fidelity	A2.6: Teacher Evaluation	4310				193-14
\$25,000.00	Measure G: TGDS	Surplus to be allocated to ITL.	n/a	n/a	4399				193-15
\$4,000.00	Supplemental Program Investment	Clerical stipends for overtime for kindergarten registration in August and translation throughout the year	Communicating: Communicate regularly with families about classroom expectations, curriculum, academic goals, events, assessment results and student progress through effective school-to-home and home-to-school communication. This includes weekly newsletters about what students are learning and their goals. Ensure that translation is provided where needed.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2420				193-16

\$2,403.04	Supplemental Program Investment	Computers for personalized/blended learning	Teachers use personalized learning platforms (frontrow, Math, etc)	A3.1: Blended Learning	4420				193-17
\$5,517.48	Supplemental Program Investment	African American Manhood Development Facilitator	Provide facilitator to provide coaching/ mentoring for African-American boys (4th and 5th grade students) to reduce disproportionality.	A3.2: Reading Intervention	5733				193-18
\$25,000.00	Supplemental Program Investment	Licensing agreements for software to support academic acceleration	Teachers use personalized learning platforms (frontrow, Math, etc)	A3.1: Blended Learning	5846				193-19
\$743.92	Title I Basic	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				193-20
\$67,209.50	Title I Basic	Instructional Teacher Lead (TSA)	Implement systems for professional learning as it relates to facilitating professional, development, coaching, targeted interventions and conducting data analyzsis. Teacher collaboration is guided by a Results Oriented Cycle of Inquiry (ROCI) in PLCs.	A3.2: Reading Intervention		11 MONTH CLASSROOM TSA	C11TSA0350	0.85	193-21
\$1,075.67	Title I Parent Participation	Supplies for parent engagement	Provide academic supports for students who are struggling so school becomes a place of success rather than a negative experience. This includes: (1) differentiating instruction during the school day - (2) providing teachers with extended hours after school to provide targeted interventions including small group instruction using the Leveled Literacy Intervention (LLI) - (3) using Reading Lab will provide support including parent workshops and books to help build students' independent reading at home in the TK class.	A3.3: Family Engagement focused on Literacy Development	4310				193-22
\$1,200.00	Title I Parent Participation	Parent Workhops	Provide academic supports for students who are struggling so school becomes a place of success rather than a negative experience. This includes: (1) differentiating instruction during the school day - (2) providing teachers with extended hours after school to provide targeted interventions including small group instruction using the Leveled Literacy Intervention (LLI) - (3) using Reading Lab will provide support including parent workshops and books to help build students' independent reading at home in the TK class.	A3.3: Family Engagement focused on Literacy Development	5825				193-23



The REACH Academy School Home Compact represents a voluntary agreement between the Oakland Unified School District families, students and staff to work in partnership to help each student reach his or her full potential and to receive the skills to be college and career ready. AS A SCHOOL and as partners, we will:

AS A SCHOOL, we will:

- 1) Provide a safe and supportive learning environment for your child.**
- 2) Implement a rigorous instructional core program aligned to the Common Core State Standards.**
- 3) Teach, model, review and post all school-wide expectations – (BE Safe, BE Mindful & BE Responsible)**
- 4) Require respect for the school and personal property.**
- 5) Focus on a reduction of “bullying” through school-wide PBIS, Restorative Practice, as well as by implementing the Toolbox Social-Emotional learning curriculum.**
- 6) Accept a NO BULLYING AND HARRASSMENT policy – This includes discrimination/ harassment in any form (name calling, hitting, kicking, yelling/ screaming, spitting, excluding, being mean, etc.).**
- 7) Assist your child in managing stress and conflict between individuals in a non-confrontational, non-violent manner. This includes using Restorative Justice to build relationships and repair harm.**
- 8) Not accept inappropriate language (cursing).**
- 9) Require appropriate dress for college and success. (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. Student will receive lessons to avoid cyber bullying.**

School Principal Signature

AS A STUDENT, I will:

- 1) Behave appropriately to ensure a safe environment where learning is my top priority.**
- 2) I will respect the school-wide expectations and follow them at all times. This includes choosing to be safe, mindful and responsible.**
- 3) Use self-control and show respect for myself and others. This includes using the Toolbox to regulate**
- 4) Show respect for school and personal property.**
- 5) Work with my parent/guardian in selecting proper media (television, movies, video games, music and printed materials). I will use technology responsibly and only visit approved, school websites.**
- 6) Avoid “bullying” behaviors in any form (verbal and/or physical) and to not encourage harassment of others.**
- 7) Solve my problems without causing physical harm or injury and to seek adult help when necessary. This includes using RJ, Mindfulness and the Toolbox to build positive relationships and repair harm.**
- 8) Use appropriate language at all times (no cursing or the use of “put downs”).**
- 9) Dress in the school uniform for college, career and success in accordance with school rules.**
- 10) Only bring educational materials required for school and use them only in a safe and appropriate manner. No cell phone use during school instructional hours with the exception of an emergency.**
- 11) Accept responsibility for my own actions. I will ask for help from a caring adult when I need support.**

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

Student Signature

AS A PARENT, I will:

- 1) Reinforce school-wide expectations with my child to ensure that a safe environment exists and that learning is the top priority.**
- 2) Review and reinforce all school rules with my child (BE Safe, BE Mindful and BE Responsible).**
- 3) Teach, discuss and model self-control and respect for myself and others.**
- 4) Require my child to respect school and personal property.**
- 5) Assist my child in selecting proper media (television, movies, video games, music and printed materials) to reduce his/her consumption of violence. I will monitor technology usage.**
- 6) Volunteer (10 hours) at the school during the calendar year (if able).**
- 7) Encourage my child to solve problems using a non-violent, Restorative approach and to seek adult help when necessary.**
- 8) Model and encourage appropriate language (no cursing).**
- 9) Ensure my child is dressed in uniform for safety and success in accordance with school policy.**
- 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 schools standards and 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



School Site Council Membership Roster – Elementary School

School Name: REACH Academy

School Year: 2016-17

Chairperson: Che Phinnessee		Vice Chairperson: Maria Lopez	
Email:	Phone:	Email:	Phone:
Secretary: Marilyn Tojong		LCAP Parent Advisory Nominee: Che Phinnessee	
Email:	Phone:	Email:	Phone:
LCAP EL Parent Advisory Nominee: Maria Lopez		LCAP Student Nominee: Andrea Yanez-Paladino	
Email:	Phone:	Email:	Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Che Phinnessee					X	
Maria Lopez					X	
Marilyn Tojong					X	
Alexandra Shane					X	
Lakeitha Smith					X	
John Broussard			X			
Edgar Rodriguez Ramirez			X			
Elaine Shelly-Burns			X			
Alexandra Velasquez				X		
Natasha Moore		X				

Meeting Schedule (day/month/time)	Tuesday, October 4, 2016 from 3:00 - 4:00pm
--------------------------------------	---

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff

AND

5-Parent /Community

Revised 8/22/2016



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 following rights:

- REACH Academy will jointly develop a policy with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and caregivers agree on.
- REACH Academy will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable. This includes distributing this policy to parents in a language the parents can understand.
- REACH Academy will make the Parental Involvement Policy available to the local community.
- REACH Academy will update the Parental Involvement Policy annually to reflect and to meet the evolving needs of parents and families in the school.
- REACH Academy will adopt the school-parent compact as a component of its Parental Involvement Policy.
- REACH Academy will ensure a variety of communication channels are established to inform parents about school activities. This includes but is not limited to newsletters, texts, emails, website, as well as various social media outlets including Face Book and Twitter.
- REACH Academy agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

- (A) parents play an integral role in assisting their child's learning;*
- (B) parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other school activities and functions, such as those outlined in the School Site Plan for Student Achievement (SPSA);*
- (E) parents will be invited to participate fully in the school governance and leadership opportunities (i.e. School-Site Council (SSC))*

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

1. REACH Academy will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way. This includes:

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

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

- *The School Parental Involvement Policy will be distributed to parents at Title I parent meetings.*
- *The policy will be posted on the school web site.*
- *Parents of new participating students will receive the policy upon registration if eligible for Title I.*

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

- Ø *monthly School Site Council (SSC) meetings*
- Ø *monthly Parent Leadership team meetings*
- Ø *Parent Café'*
- Ø *General School meetings*

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

- *That REACH Academy participates in Title 1 meetings and related activities,*
- *The requirements of Title I*
- *Of their rights to be involved as outlined in the District Guidelines:*
- *Meetings will be held at flexible and convenient times to encourage parents to attend. Parents will be notified about meetings through school notices, newsletters, the web site, and the automated phone system.*

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

➤ *To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. In situations that prevent parents from coming to the school for meetings, school personnel may make home visits or arrange to meet the parents at a mutually convenient time off campus.*

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

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

- *the annual Title I parent meeting*
- *regular parent/teacher conferences*
- *Title I meetings and Family Nights throughout the year*

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

- *through pre-arranged meetings with the Principal*
- *through meetings with the student's teacher which may include the Principal and other support staff as appropriate*

(b) REACH Academy will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) 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 Travis Unified School District.*

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

∅ *Parent Leadership Opportunities - Parents will convene a recommendation committee for the School Redesign – 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*

∅ *Family Nights/ Workshops – (This includes the 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 the Mobile Classroom to boost technology skills*

∅ *Parent Partnerships – The Parent Leadership Action Network (PLAN) will provide outreach.*

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

- ∅ *The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page.*
- ∅ *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.*

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

- *the Common Core State Standards (CCSS)*
- *regularly provide data using the OUSD academic assessments including alternate assessments (F&P, Star Early Literacy, SRI, SMI, SIRA, writing assessments and SBAC)*
- *the requirements of Title I,*
- *how to monitor student academic progress, and*
- *how to work with educators:*

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

PTA workshops, Kid Friendly Standards, School-Parent Intervention Compact, highlights of the CCSS, list of web sites, school sponsored trainings and workshops.

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

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

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

Encouraging staff to attend parent involvement workshops, parent teacher conferences, cultural celebrations, web-based learning, and site staff development.

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

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

Natasha [Signature] 02/02/2017