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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Board Meeting Date	October 13, 2021
Subject	2021-2022 School Plan for Student Achievement (SPSA) - Reach Academy

Ask of the Board

Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Reach Academy.

Background

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

Discussion

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

Fiscal Impact

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment

2021-2022 School Plan for Student Achievement (SPSA) for Reach Academy

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School:	**REACH Academy**
CDS Code:	1612590110239
Principal:	Natasha Moore
Date of this revision:	5/20/2021

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

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

   Date(s) plan was approved: 5/21/2021

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	Natasha Flint-Moore	6/4/2021
Principal	Signature	Date
Jamila Johnson	Jamila Harrus	6/4/2021
SSC Chairperson	Signature	Date
LaResha Martin	LaResha Martin	6/4/2021
Network Superintendent	Signature	Date
Lisa Spielman	Lisa Spielman	6/7/21
Director, Strategic Resource Planning	Signature	Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/1/2020	SSC	ESTABLISHMENT MEETING - ELECT VOTING MEMBERS, REVISE BYLAWS & REVIEW SPSA
11/9/2020	Staff Meeting	SHARE STUDENT ASSESSMENT DATA - TEAMS ENGAGE IN DDI AND FORM SMALL GROUPS
12/9/2020	ILT/ Culture Meeting	REVIEW AND MONITOR SPSA THEORY OF ACTION - DISCUSS BUDGET ADJUSTMENTS
2/19/2021	SSC	REVIEW BUDGET DEVELOPMENT PROCESS, TIMELINE AND KEY TASKS FOR 2021-22
3/4/2021	Reopening School Parent "Learning Hub" Meeting	DISCUSS GOALS AND SAFETY PROTOCOLS FOR LEARNING HUB - OPEN DISCUSSION
3/11/2021	SSC	REVIEW BUDGET ONE-PAGER AND ENROLLMENT PROJECTIONS FOR 2021-22
3/16/2021	ILT/ Culture	REVIEW "INTENT TO RETURN" SCHOOL-WIDE SURVEY DATA - DISCUSS REOPENING PLANS
03/25/2021	TOWN HALL MEETING	VIRTUAL PARENT ENGAGEMENT USING ZOOM TO CONNECT AND DISCUSS PROGRAMMING
4/20/2021	SSC	REVIEW SCHOOL-WIDE DATA PATTERNS AND TRENDS TO SUPPORT SCHOOL IMPROVEMENT
5/11/2021	ILT/ Culture	REVIEW SPSA GOALS, THEORY OF ACTION AND PRACTICES ALIGNED TO "BIG ROCKS"
05/18/2021 & 05/20/21	In-Person Parent Engagment	COMPLETE PARENT SURVEYS OBTAIN PARENT FEEDBACK AND INPUT ON SPSA GOALS

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (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 California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- ***Refugee & Asylee Program:*** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. 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.
- ***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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$142,270.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$708,035.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$130,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$23,820.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$3,470.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$318,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$56,250.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$8,675.00	TBD	After School Education and Safety Program (ASES #6010)	$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$142,270.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$565,765.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$708,035.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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

School Description

Reach Academy is a rich and diverse community school located in East Oakland. REACH is a "green" school, housed in a beautifully constructed building that includes 16 classrooms (TK-5) along with a Child Development Center (CDC) for our Pre-K class. We are a community of learners including students, parents and staff who are dedicated to creating an academically rigorous, culturally caring and inclusive learning environment with high expectations for all students. We are Reaching Excellence in Academics and Changing History! Together, we are champions of knowledge, our communities, environment and of our futures. The staff is committed to providing a safe and positive school culture where all students can succeed and reach their full potential! We strive to develop a culture of excellence that includes a robust instructional program aligned to the CA Common Core State Standards (CCSS)/ NGSS,as well as the new ELD with a focus on small group instruction through Reading, Writing and Math Workshop. This includes using technology to access the core curriculum through personalized and blended learning platforms to support mastery-based learning. To this end, we seek to create a culturally caring and safe learning environment, as well as to develop well-rounded students who exemplify health, wellness and character development using our core values and school-wide expectations (BE Safe, BE Responsible and BE Mindful). Through Arts integration (dance) and after school enrichment opportunities provided by the YMCA of the Bay Area, students receive rich, extended learning experiences that includes academic tutoring, enrichment and physical activity and development. In addition, we provide parent engagement, volunteer and leadership opportunities with technical support and staffing from the Parent Leadership Action Network (PLAN). A key goal shared by REACH stakeholders is to meet the needs and to serve the “whole child.” To this end, a holistic approach is implemented which includes an on-site, mental health therapist from the East Bay Agency for Children (EBAC) along with a Community Schools Manager and Restorative Justice Coach who work closely with students, families and staff to provide social-emotional supports. Our site also has a Community Liaison Bilingual Assistant who works with REACH families and community-based organizations and the District to coordinate parent engagement efforts including volunteering, serving on formal school governance including the School Site Council (SSC), SELLS and Title 1 parent committees to ensure academic success for ALL students. Our Parent Room serves as a hub to provide parent engagement, empowerment and leadership opportunities. Finally, we support an inclusion model and have a Resource Specialist (RSP), Aide along with a Speech Therapist and a Bilingual Speech Therapist who serve our scholars with Special Needs in our Programs for Exceptional Children (PEC).

School Mission and Vision

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

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	50% of students returned for in-person instruction. Participation rates increased on key benchmark assessments from the Fall to the Winter admnistration. i-Ready growth - Comparison data from Fall to Winter for the 2020-21 administation - School-wide: Fall: %; Winter: % - Growth: % - Reading Inventory (RI): 3rd - % at or above grade level; 4th - % at or above grade level; 5th - % at or above grade level - SEEDS of Learning Growth for TK students for foundational skills inlcuding letter names, letter sounds, alliteration, rhyming and vocabulary.	Greater focus on ensuring the academic succss for all scholars with a focus on building Languager and Literacy proficiency for English Language Learners (ELLs), African-American, and Students with Special Needs by continuosly improving the instrucitonal program and developing a system for teacher professional learning and supports. Implement data-driven, differentiated small group instruction using the Workshop model. This includes targeted professional development, instructional coaching and time for teacher collaboration.

Focal Student Supports	Provided SIPPS instruction to support reading foundation skills. This includes systematic, explicit phonics instruction. Funded Elementary Literacy tutors to support focal students by provided targeted intervention and literacy support including building phonemic awareness skills in the Early Grades. 11.9% of students are at or above grade level which is slightly higher (+1%) as compared to the beginning of year for 2019-20 - This is taking into account the unfinished teaching and learning & participation rates. 18.7% of 5th graders are at or above grade level at the BOY with 10.2 % approaching - This grade level has struggled and lagged behind over the last several years. This is a testament to the acceleration in 4th grade.	Use assessment data (i.e. i-Ready, RI and IAB's for 3rd-5th) to provide a robust Response to intervention and instruciton to consistently form and to implement small guided reading and math groups - Increased opportunities for students to access complex text using interactive read-alouds and close reading strategies. Provide regular instructional time in daily schedules for students to self-select and to be matched with "just right books" - Independent reading increases students' fluency, comprehension and confidence as readers. This, in turn, motivates students to read more. Continue funding **Reading Partners** along with the **Book Trust** to support literacy development and proficiency to support our English Language Learners (ELLs) and our Academic Language Learners (ALLs)
Student/Family Supports	Increased parent participaton, engagement and leadership roles in school governance (i.e. SSC, SELLS and Culture Team). This includes partnering and amplifying parent voice to support the site and budget process. With the pandemic, the site was able to provide $10,000 in support to families in need (i.e. food, shelter, clothing, toiletries, etc.) This included partnering with the Oakland Public Education Fund to provide Covid relief funding to families in crisis/ need. Finally, we partnered with the District, as well as community-based organizations to provide technology support, learning kits, etc. to improve life and student learning outcomes.	Building strong relationships and alliances with parents and students to support the decision-making process (i.e. school governance) along with a postive school culture. This includes implementing a full-service community schools model which supports the academic, social-emotional, as well as the health and wellness needs of families to support student achievement. In addition, it includes creating a Parent Action team to serve as leaders in the school, as well as partnering with District supports to provide parent workshops highlighting instructional strategies and best practices. Finally, it includes funding to support enrichment through our **after school programming and lead agency,** as well as funding for a **Science Prep EEIP teacher .20 FTE)**. A goal is to build out a visual and performing arts integrated school-wide program to support multiple intelligences and meeting the needs of the whole-child.
Staff Supports	Creating more opportuniites for distributive leadership by enrolling teacher leaders and support staff in decisions and implementation of the site's professional learning plan related to establishing student achievement goals, curriculum, instruction and assessments.	Continue to model an ongoing commitment to improve professional learning to build capacity around effective systems and structures to support student achievement. This includes the creation of powerful teams (i.e. ILT, COST, Culture, SART, SSC, etc.) to support the school-wide goals and priorities.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

College/Career Readiness	Lack of mastery of reading foundational skills in the early grades. This includes letter name recognition, letter sounds, blending, segmenting, basic sight words, rhyming, etc. (Add Winter F&P reading foundations data.) Greater than 70% of students are reading below grade level as measured by IABs: Math IAB —> 3rd: 44% Below Standard 4th: 68% Below Standard 5th: 52% Below Standard ELA IAB —> 3rd: 61% Below Standard 4th: 26% Below Standard 5th: 41% Below Standard - 3rd Grade: 6.1% are At or Above grade level; 3.0% approaching; 66.7% multiple years below 4th Grade: 11.9% are At or Above grade level; 13.6% approaching; 59.3% multiple years below 5th Grade: 18.7% are At or Above grade level; 10.2% approaching; 64.4% of students multiple years below	Inconsistent use of systematic, explicit word study and phonics program (i.e. SIPPS) - Teachers require more support with standards-based, backwards mapping and unit planning. This inlcudes looking at the standard progressions and identifying needed student skills, as well as uising data to drive instruction. Finally, it includes the consistent implementation of complex task (e.g. high DOK), access to complex text sets, writing with evidence) aligned to common rigorous academic standards. As a result, the lack of standard-based planning, lesson delivery and task-standard alignment has led to a lack of fidelity and coherence. Funding a .15 FTE Science Prep Teacher (EEIP) with the remaining out of base will provide critical coaching to teachers to implement rigorous science instruction and to support deeper learning for students (i.e. critical thinking, problem solving, collaboration, communicating and development academic mindsets) to support mastery-based learning.
Focal Student Supports	Use of data-informed cycles of inquiry with multiple forms of assessment to progress monitor and to implement school-wide and grade-level continuous improvement plans. This includes differentiating instruction using scaffolds/ interventions to raise the level of rigor and student-centered engagement for all scholars regardless of current levels of achievement. Teachers differentiating instruction using appropriate scaffolds/ interventions to raise the level of rigor and student-centered engagement for all scholars regardless of current levels of achievement or ethnicity. Currently 0% of our Asian Pacific Islander students are meeting standards in reading as measured by District benchmark data reducing equitable outcomes for important sub-groups. [Include ELPI data from the California Dashboard.]	Fragmented implementation of an effective Response to Intervention and instruction (RTI) model using targeted interventions and by integrating multi-tiered systems of support (MTSS) through a continuum of care to accelerate and to meet the needs of all students. Implement the daily school-wide, 30-minute Desginated English Language Development (ELD) block to support English Language Learners (ELLs) with becoming reclassified Fluent English Proficient (RFEP). Teachers need support in supporting tudents with setting and monitoring their own progress towards meeting academic, attendance and behavioral goals for each cycle. This includes providing individualized feedback with corrective action plans. Funding allocated to support Teacher extended hours to support teams with instructional planning and tutoring.
Student/Family Supports	Chronic Absenteeism - Greater time and focus on creating a strong attendance team and MTSS with consistent Tier 1 school supports. Close to 30% chronic absence - Most prevalant in Kindergarten and 1st grade were reading foundational skills are critical. Increase parent participation rates to reflect school diversity - 33% of parents completed the CHKS Parent participaton survey. In terms of the LCAP connectedness, 53.3% of 5th grader students reported feeling connected. (*It would be helpful to secure funding for a Family Liaison .5FTE or 1.0FTE to provide more family support to address academic and social-emotional needs. This also includes funding to receive more targeted reading support and interventions to address unfinished teaching and learning.). The Springboard Collaborative model engages student and families in accelerating reading growth using whole-child approach.)*	Need to build capacity of attendance team to implement multi-tiered systems of support (MTSS) to address chronic absence attendance barriers to increase instructional learning time. This includes creating and following up on action plans recommended by the COST, and incentives to support goals. In addition, we have to address the learing gaps exascerbated by the extended Shelther in Place and remote learning as a result of COVID. This speaks to the need for coherent plan including more targeted interventions, as well as social emiotion leanring (SEL) supports for students. **Funding a Community Schools Manager at .45 FTE will help to mitigate these barriers by providing critical staffing to support school to community partnerships through the Coordiantion of Services Team (COST) aligned to our SPSA goals and key priorities/ practices.**

Staff Supports	PLCs - Need greater focus on results. This includes engaging in cycles of inquiry using student data and learning, as well as teacher practice to promote continuous improvement. Implementing evidenced-based strategies to teach PBIS and SEL skills into units/lessons including trauma- informed practices. ADDENDUM for 21-22: Work to align assessments with IAB (or other standardized testing) so that students can apply their learning in a different testing environment, i.e., students who have math skills in Zearn may not be able to do the same work on the IAB because of the language load, lack of visuals and lack of manipulatives.	Teachers require more support with standards-based planning and with implementing a Balanced Approach to Literacy with a clear gradual release of responsibility focusing on the mini-lesson, guided reading and conferring with students. Also, require the integration of data-driven instruction (DDI) after each cycle. This includes the administration of interim and formative assessments; data analysis with data meetings after each cycle to engage teachers in action planning, as well as consistent observation and feedback.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	By May of 2024, > 75% of all Kindergarten through 2nd grade students will meet reading proficiency and mastery of foundational literacy skills. This also includes greater than 50% of 3rd - 5th students scoring at or above benchmark as measured by i-Ready, the Reading Inventory (RI) and IAB District benchmark assessments.

Instructional Focus Goal:	*All students experience success in the early years.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	62.9%	75.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	15.0%	25.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	10.0%	20.0%
Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Language Arts.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-95.4 (Spring 2019)	n/a	-85.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	>10 points
IAB ELA at or above Standard	All Students	n/a	n/a	10.0%	20.0%
Curriculum- Embedded Formative Assessments (ELA)	All Students	n/a	n/a	15%	25.0%
Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Math and Science.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	- 90 (Spring 2022)
IAB Math Above Standard	All Students	n/a	6.9%	n/a	20.0%
CAST (Science) at or above Standard	All Students	n/a	1.6% (Spring 2019)	n/a	20.0%

Curriculum- Embedded Formative Assessments (Math)	All Students	n/a	10.00%	20%	25%

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal for May 2024:		By May 2024, > 30% of all students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC ELA and > 25% for the Math assessments. This includes reducing the number of students who are currently “multiple years below grade level” (red) by 20% and increasing by 15% the number of students who are currently “approaching grade level” (yellow) will move to “at grade level”.			
Instructional Focus Goal:		*All students continuously grow towards meeting or exceeding standards in Language Arts.*			
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-132.5 (Spring 2019)	n/a	-90.0
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-128.4 (Spring 2019)	n/a	<-100
IAB ELA at or above Standard	Students with Disabilities	n/a	tbd	10.0%	15.0%
IAB ELA at or above Standard	Low Income Students	tbd	tbd	10.0%	20.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	54.8%	Coming soon	45.0%
Instructional Focus Goal:		*All students continuously grow towards meeting or exceeding standards in Math and Science.*			
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-154.7 (Spring 2019)	n/a	<-100
SBAC Math Distance from Standard Met	Low Income Students	+20 points DF3	-100.2 (Spring 2019)	n/a	-90.0
IAB Math Above Standard	Students with Disabilities	n/a	6.7%	10.0%	15.0%
IAB Math Above Standard	Low Income Students	n/a	7.4%	10.0%	20.0%
Instructional Focus Goal:		*English Learner students continuously develop their language, reaching English fluency in six years or less.*			
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
ELL Reclassification	English Learners	Reclassify 16%	4.7%	n/a	15.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	25.0%	n/a	25.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal for May 2024:		By May 2024, increase parent participation rates and connectedness to the school by at least 10% annually as measured by the California Health Kids Survey (CHKS). This goal will create opportunities for parent leadership, engagement and participation through school governance, as well as shared and data-based decision-making to support LCAP goals.			
Instructional Focus Goal:		*All students build relationships to feel connected and engaged in learning.*			
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Connectedness	All Students	+5pp	53.3%	n/a	80.0%

Suspensions	All Students	-2pp	1.9%	n/a	1.3%
Suspensions	African-American Students	-2pp	3.8%	n/a	1.5%
Suspensions	Students with Disabilities	-2pp	5.4%	n/a	2.5%
Chronic Absence	All Students	-2pp	29.8%	n/a	<20%
Chronic Absence	African-American Students	-2pp	36.2%	n/a	15.0%
UCP Complaints	All Students	n/a	n/a	5%	3%

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal for May 2024:		By May 2024, 20% of English Language Learners (ELLs) will be reclassified as Fluent English proficient (RFEP) as measaured by the ELPAC and i-Ready assessments.			
Measure	**Target Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	85.0%	90.0%
Teacher Retention	All Teachers	n/a	61.1% (Fall 2020)	85.0%	90.0%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: REACH Academy	**SPSA Year Reviewed:** 2020-21	**SPSA Link:** 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)		
20-21 Conditions for Student Learning Priority:	**Conditions to Support Student Learning and Engagement**	
Theory of Change:	If teachers, support staff and leadership provide multi-tiered levels of academic, social emotional and behavior supports to all students through a continuum of care that proactively identifies student needs, matches researched-based interventions and regularly monitors student progress using assessment data to make decisions, THEN we'll create safe, supportive and student-centered learning environments to ensure every scholar thrives and is ready for college, career and success.	
Related School Goal:	By June 2021, we will reduce the chronic absence rate by 15% with a focus on A.A. students. All students build healthy and safe relationships to feel connected and engaged in their learning.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
If teachers, support staff and leadership provide multi-tiered levels of academic, social emotional and behavior supports to all students through a continuum of care that proactively identifies student needs, matches researched-based interventions and regularly monitors student progress using assessment data to make decisions, THEN we'll create safe, supportive and student-centered learning environments to ensure every scholar thrives and is ready for college, career and success.		
What evidence do you see that your practices are effective?		
A data point includes the weekly engagment report with weekly attendance data, as well as longitudinal and comparison data. This also correlates with increased student achievement as measured by assessments including SRI, SEEDS of Learning foundational skills (TK only), increased Reclassification rates, etc. due to increased instructional time and school satisfaction measured by CHKS.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
Our goal is to continue a focus on differentiated, small group instruction during the 2020-21 school year. Also, this includes building teachers capacity to support scholars with accessing grade level, complex text, as well as to engage students in reading, writing, listening and speaking using evidence across content areas. A further goal would be to ensure that teachers are using data from personalized learning platforms strategically to support mastery-base learning. This could mean selecting high leverge platforms in ELA and Math to to drive instruction.		
20-21 Standards-Based Instruction Priority:	**Increase Math Proficiency**	
Theory of Change:	If teachers use the Common Core State Standards (CCSS) to backwards map and to plan rigorous, instructional units, assessments and daily lessons using DOK, as well as use assessment data to conduct regular cycles of inquiry to plan instruction, THEN student agency, independence and achievement will excel. This includes implementing explicit lesson design steps, along with complex tasks that support deeper learning (i.e. collaboration. communication, critical thinking, problem solving and academic mindsets). This also addresses the shifts related to focus, coherence and RIGOR.	
Related School Goal:	By 2021, >20% of 3rd-5th grade students will achieve "Standards Met" or "Standards Exceeded" as mearsured by the SBAC. This includes 20% of students scoring "Above Standard" on the Interim Assessment Blocks (IAB) and 50% of K-2nd students scoring proficient on the OUSD Math CEoU.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		

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

What evidence do you see that your practices are effective?

A focus has been providing students with rich opportunities to engage in complex math tasks through small group instruction and deeper learning (i.e. critical thinking, problem solving, communicating, collaborating and developing academic mindsets) using Zearn Math adapted from Engage NY (pilot). The inlcudes a focus on the instructional core and by implementing rigorous, standards aligned learning tasks. Students are engaged in protocols to increase student discourse in Math through signature strategies (i.e. Math Talks, 3 Reads protocol, as well as think-pair-shares) where students built on each other's thinking and used the Standards for Mathematical Practice to support multiple approaches based on diverse learning styles. Working collaboratively has been a major focus of Professional Learning over the past three years. We want to continue to ensure that teachers are positioning students to engage in productive struggle and to do the heavy lifting of the lesson. During Cycle Two, teachers conducted a cycle of inquiry around analyzing student work to expand students' mathematical thinking and reasoning. Teachers were asked to identify focal students and progress monitor them throughout the course of the unit. Using the Math IAB has been a powerful assessment tool to unearth teaching practices that are not impactful. As a result we saw a double-digit growth in the percentage of students Near Standard (3rd-5th) as measured by the IAB along with a decrease in the number of students Below Standard. We'll expand implemenation to increase coherence, standards-alignment and mastery-based learning.

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

As a site, fragemented implementation has led to alignment and coherene inconsistencies across grade-levels. Differentiated PD and more time dedicated in the professional leanring plan to unpack units and to regularly review data is required. This inlcudes a focus on embedded, curriculum and common formative assessments. Many teachers seemed to struggle with keeping up with the pacing, as well as planning effective lessons and delivering the adopted curriculum that builds conceptual knowledge for students. To address this, teachers will have the opportunity over the summer and at the beginning of the year to use the priority standards to develop a scope and sequence. This includes standards-task alignment and providing appropriate scaffolds to support students with mastering skills in support of mastery-based leanring. Thus, it's vital to to implement progress montitoring tools along with targeted interventions. We'll continue the implementation Zearn Math (K- 5th) with a focus on the explicit design steps to deliver grade-level content and effective lessons. ADDENDUM for 21-22: Consult with grade(s) above to hear what the biggest gaps are; the skills that students are not bringing with them and need; insure that these skills are prioritized. In this consultation time between grade levels. This work takes some time and discussion for understanding and integration. Evaluate priority standards and pick which of these can be taught fully, practiced frequently enough to truly be integrated by students with fluency, WITH A FOCUS ON READING AND UNDERSTANDING MATHEMATICAL ACADEMIC LANGUAGE AND LOGIC to understand how to apply the mathematical skills. Refrain from exposing teachers to a constant flow of new information. Align with the top priority standards and revisit, reflect, adjust practice. Repeat the process to support improvement efforts.

20-21 Language & Literacy Priority:	**Increase Reading Foundations and Proficiency**
Theory of Change:	If teachers implement a rigorous, core instructional program (EL Education) and use data to provide differentiated, small group instruction targeted to meet students needs by using a Balanced Approach to Literacy through Reading and Writing Workshop with focused language supports, THEN student learning outcomes and literacy growth across content areas will accelerate. This includes a focus on implementing key focal practices (i.e. access to complex texts and tasks, academic discussions and evidence-based writing) It also includes integrating purposeful assessments, reading foundations and appropriate scaffolds to support effective instruction, Teachers will integrate technology to support mastery-based learning through blended and personalize learning platforms which includes setting student learning goals, progress monitoring and providing regular feedback to students and families.
Related School Goal:	By May 2021, 20% of students will meet or exceed standard as measured by the IAB and SBAC ELA. By May 2021, students in 3rd-5th grades will show double-digit growth as measured by the RI. By May 2021, 50% or more of K-2 studetns will meet benchmark as measured by iReady assessment.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers use student assesment data to conduct cycles of inquiry and data-driven instruction (DDI) using i-Ready, Reading Inventory and IAB data (3rd - 5th), as well as formative assessments to progress monitor students' progress toward proficiency. All students were provided with a chromebook device and internet access to connect to virtual leanring to support student engagment. All teachers had a one on one data conference with the Principal and ITL in order to decide on focal students, set goals and determine what teaching practices are working for certain students and which practices need to be adjusted. Teachers are also implementing small grou instruction, which provides opportunities for teachers to provide immediate feedback to students regarding their reading. We have also provided professional learning around how to provide scaffolds for students to be able to access grade level complex text. We also conducted instructional walkthroughs to ensure teachers are implementing practices that are provided during professional development.

What evidence do you see that your practices are effective?

Teachers use student assesment data to conduct cycles of inquiry and data-driven instruction (DDI) using i-Ready reading foundations assessment Seeds of Learning for TK (ProMoT), Reading Inventory (RI) and IAB data (3rd - 5th), as well as formative assessments to progress monitor students' progress toward proficiency. This also includes rich qualitative data captured during distance learning. Data meetings were conducted with teachers and grade-level teams in order to decide on focal students, set goals and determine what teaching practices are working for certain students and which practices need to be adjusted. Teachers are also implementing small grou instruction, which provides opportunities for teachers to provide immediate feedback to students regarding their reading. We have also provided professional learning around how to provide scaffolds for students to be able to access grade level complex text. We also conducted instructional walkthroughs to ensure teachers are implementing practices that are provided during professional development.

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

Our goal is to implement a balanced approach to literacy that includes whole-group instruciton along with a continued focus of implementing differentiated, small group instruction during the 2021-22 school year. Also, this includes building teachers capacity to support scholars with accessing grade level, complex text through close reading, as well as to engage students in reading, writing, listening and speaking using evidence across content areas. A further goal is to ensure teachers are explicitly teaching reading foundational skills using SIPPS, Heggerty and i-Ready instructional resources/ tools, as well as using data from diagnostic, benchmark and summative (curriculum- embedded assessments) and from personalized learning platforms strategically to drive instruction and to support mastery-based learning. This means streamlining tools and selecting high leverge actions to improve student achievement.

20-21 Conditions for Adult Professional Learning Priority:	**Conditions to Support Adult Professional Learning and Culture**
Theory of Change:	If we create conditions to support adult learning by focusing on the systems of supports which include providing differentiated coaching, professional development and opportunities for teachers to regularly collaborate in professional learning communities (PLCs) by using assessment data to engage in cycles of inquiry, THEN teacher efficacy, instructional practices and student learning will increase.
Related School Goal:	By 2021, all grade-level teams will have established protocols and systems for teacher collaboration grounded in data-based cycles of inquiry in connection with grade-level and school priorities for PLCs.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The ILT and Culture teams met bi-weekly to establish a robust professional learning plan to support effective teaching, as well as student engagement and learning. This included a focus on professional development, coahcing and grade level collaboration through PLCs. The SART team has been holding weekly meetings to look at attendance data and determine which students and families need additional support in attending school daily. This was especially important with distance learning and the hybrid, in-person model. These supports included daily phone calls home, case managing families that are on the moderate/chronic absenteeism list and determining root causes of attendance. It was equally important to monitor the "watchlist" and to progress monitor using the weekly attendance and engagment tracker.

What evidence do you see that your practices are effective?

The weekly attendance and engagement tracker was used as a progress montioring tool. Student engagment was >90% for the 2020-21 school year. Teachers also reported satisfaction with professional development especially the work as staff to create anti-racist learning spaces to enusre equity for all students. In addtio, we saw an increase in the percentage of students "approaching" proficiency and decrease in the number of students multiple-years below in ELA and Math. Finally, we saw an increase in using qualitative data to measure students success. This includes evidence of joyful learners who returned for in-person instruction.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
It would be a great practice for us to review longitudal academic and attendance data to determine which families we will be reaching out to about attendance before school starts. It would be great for us to be able to support students who were on the chronic/moderate absenteeism list during 2020-21. Finally, it's important to create a strong Response to Intervention using multi-tiered systems of support (MTSS).

20-21 Conditions for English Language Learners Priority:	**Conditions to Support English Language Learners**
Theory of Change:	If teachers integrate embedded supports and scaffolds to make content accessible by engaging English Language Learners (ELLs) in focused language study by incorporating complex text, "student talk" protocols, explicit vocabulary instruction and text dependent questions through the use of Guided Language Acquisition Design (GLAD) strategies, SDAIE and High Impact Language Practices: Fortifying Complex Output and Fostering Interactions to build language development across content areas by providing students with rich opportunities to unpack "juicy sentences, to engage in regular academic discussions and structured language practice, THEN oral language acquisition will increase.
Related School Goal:	By June 2021, 20% of English Language Learners will be reclassified as Fluent English proficient. English Leaners continue to expand their oral language skills and to interact in meaningul ways.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
Overall, implementation of these practices has been quite effective. We have been working on strategies for student talk for several years. A .5 FTE ENTL was also funded to provide targeted supports for Newcomers/ English Language Learners (ELLs.). These strategies included lanugage supports, small group work and class discussions. Strategies also include strategic grouping that allows opportunities for students to partner with students of varying English Proficiency levels. Daily designated ELD instruction has also been an expectation for all teachers, mainly using "language dives". However, implementation has been fragmented due to distance leanring and more PD needed. Our Elementary Newcomer Teacher Leader supported virtual and in-person student groups for English Language Development.
What evidence do you see that your practices are effective?
We are seeing teachers utilize and implement high impact language practices modeled in professional development school wide through the implementation of designated and integrated ELD strategies. These practices include vocabulary instruction, sentence frames, particapation protocols and engagement strategiges to support oral language output and acquisition.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To ensure that this work continues during 2021-22, there will be a plan in terms of master scheduling to ensure Designated ELD is implemented school-wide to support language and literacy. This includes using student achievement data to group students by English proficiency levels and switch classes for designated ELD to support English Language Learners (ELLs) and Academic Language Learners (ALLs) as well. This will support an effecrtive Response to Intervention (RTI). The leadership team will conduct walkthroughs during Designated ELD to ensure that there is consistency with using the district-approved curricula and instructional practices effectively. Finally, the Elementary Newcomer Teacher Leader will be increased to a 1.0FTE. This will allow more time for coaching and student support.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

Based on District funding for the 2021-22 school year, REACH Academy will receive a 1.0FTE certificated staff to support our Newcomers.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: REACH Academy					**School ID:** 193
3: SCHOOL STRATEGIES & ACTIONS		**Click here for guidance on SPSA practices**			
District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**					
School Priority ("Big Rock"):	Conditions to Support Student Learning and Engagement				
School Theory of Change:	If teachers, support staff and site leadership provides multi-tiered levels of academic, social emotional and behavior supports (MTSS) to all students through a continuum of care that proactively identifies student needs, matches researched-based interventions and regularly monitors student progress using assessment data to make decisions, THEN we'll create safe, supportive and student-centered learning environments to ensure every scholar thrives and is ready for college, career and success.				
Related Goal(s):	All students build relationships to feel connected and engaged in learning. Reduce number of AA students: -In Special Education -Experiencing Chronic Absenteeism -Not “Feeling connected to peers and adults.” Increase staff education related to anti-racism and implicit bias in the hopes of reducing disproportionality.				
Students to be served by these actions:	*All Students*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**

1-1	Teachers complete universal behavior screening (SRSS) 2x/year to identify students that may benefit from Tier 2 and 3 supports. - Following screening, teachers collaborate with grade level partners to determine how Tier 1 classroom practices can be adjusted to attend to wider grade level needs.	SRSS training and follow up sessions are added to PD calendar COST team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively COST team updates data in OUSDForce to reflect student interventions	SRSS spreadsheet data done 3x / year Progress monitoring tools for Tier 2 and 3 interventions OUSDForce Decreased URFs; increased instructional learning time		Tiers 2 & 3
1-2	Implement a robust Response to Intervention and Instruction **(RTI)** to provide targeted interventions to accelerate student learning. Teachers use data-informed cycles of inquiry (i.e. social- emotional learning) to drive instruction and learning.	Provide multi-tiered levels of academic and social- emotional supports (MTSS) to all students through a continuum of care using a Response to Instruction and Intervention (RTI) model to accelerate student learning. *(This includes funding a CSM to facilitate weekly C.O.S.T. meetings and to manage the school to community partnerships aligned to SPSA priorities.)*	Monthly peer-to-peer classroom obervations provide positive feedback to one another. (5:1, OTR, Opportunities to Respond and " Cool Down" Corners) and reflection on data built into PLC agendas regularly	Fund CSM (.45 FTE) using site funds. .55 FTE funded centrally and through Community Schools grant.	Tier 1
1-3	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports **(PBIS)**. This includes restorative practices (RJ) to reduce disproportionality as it relates to trauma -Understand trauma & stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration	Compise ILT and Cuture/ Climate school-wide teams. Establish a dedicated time to meet regularly to review tier I data, establish action plans and to support the professional learning. Dedicated sensory stations available to all students (hallway, office, playground) and "cool down corners" in every classroom	-Progress monitoring will take place at 6 weeks to determine effectiveness and needed adjustments align to goals. -Walk through conducted with behavioral team 3x a year to assess comprehension of school wide expectations		Tier 1

1-4	Teachers implement grade-level, complex tasks aligned to rigorous CA Common Core State Standards (CCSS) to support the "instructional core". Develop with the ILT 6-8 week cycles of inquiry focused on the content and skills that teachers and students need to be successful.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments aligned to student learning goals. This includes conducting regualar walkthroughs with rubrics to assess implementation.	Students engaged in complex tasks that are aligned to posted grade-level standards. Leadership monitoring the effectiveness of practicies by calibrating walkthrough data. Evidence of structures established to collaboratively plan units of study to support site goals and expectations.		Tier 1
1-5	Teachers lead students in setting and monitoring their own learning by setting goals, as well as by providing individual feedback to students to build their agency, motivation and independence.	School leadership uses academic and culture data to progress monitor, to identify focal students, as well as to provide targeted interventions to improve teaching and student learning for ALL.	Teachers meet individually with students to set and to discuss progress towards meeting their goals --students have a tangible way of tracking their progress and can articulate their goals.		Tier 1
1-6	Teachers engage families regularly in two-way communication using home visits (virtual), newsletters, messaging platforms (i.e. ParentSquare,TalkingPoints, etc.) in-person and/or phone calls, to communicate academic, attendance, behavior, as well as strategies to support at home.	Develop evaluation tool to monitor the effectiveness of programming. CSM will serve as a Family Navigator to support the school with community partnerships. This includes supporting families with outreach, consultation, as well as health and wellness needs in alignment with the Community Schools model.	Increased parent participation, volunteerism and leadership roles in the decision-making process and school governance at school. Increased parent workshops aligned to the goals and priorities outlined in site plan. Partner with parent organizaiton (i.e. Plan, Ikuna and High Expectations) to organize efforts to enage our A.A. and API families.		Tier 1

1-7	Staff implement Tier 2 and 3 strategies to support individual student needs and follow up with supports and the recommendations from COST, SST and SART teams. Implement resources (i.e. trauma informed practices, de-escalation, building positive relationships and support with Tier 1 class implementation.	Implement systems of support to build teacher capacity through coaching and aligned professional development. Coaching resources are equitably distrubuted bsed on student need and/or instructional quality in order to build teacher skill and to impact student achievement. Leadership will observe organized structures in classrooms including systems to support positive relationship building and de-escalation (i.e. 5:1, incentives and Zen Dens).	Reduced disproportionality as it relates to the number of Black and Brown students suspended, who receive out-of-class URFs and who are referred to SPED. Expectations and routines are posted clearly in classrooms; instructional learning time increases and elopment decreases; behavior plans are in place; interventions are implemented to fidelity (minimum of four weeks). Tier 1 essential practices and supports solidly in place.		Tier 2, Tier 3

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority ("Big Rock"):	Increase Math Proficiency
School Theory of Change:	If teachers use the Common Core State Standards (CCSS) to backwards map and to plan rigorous, instructional units, assessments and daily lessons using DOK, as well as use assessment data to conduct regular cycles of inquiry to plan instruction, THEN student agency, independence and achievement will excel. This includes implementing explicit lesson design steps, along with complex tasks that support deeper learning (i.e. collaboration. communication, critical thinking, problem solving and academic mindsets). This also addresses the shifts related to focus, coherence and RIGOR.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Teachers know and understand grade-level standards along with the major focus for math instruction. Prioritize the most important concepts, skills and standards to support rigorous and coherent math instruciton.	Plan and schedule professional development for grade level teams at the beginning of the school year to unpack standards and units.	Year-long arc of standards posted and aligned to units of study. This includes a scope and sequence that builds upon the required mastery of skills.		Tier 1
2-2	IN AUGUST Plan the arc of the school year and map the priority standards related to the Zearn scope and sequence pacing guides. Include the unfinished learning from the previous year (or the Missions that bear repeating based on data).	Provide standard resources (i.e. pacing guides) and time for grade level planning.	Leadership (i.e. Principals, Coaches/ TSAs and ILT) check-ins and calibration.		Tier 1
2-3	Implement adopted core curriculum (Zearn Math) with fidelity. Students actively engage in complex math tasks including, daily whole-group fluency and word problems, small group instruction and the completion of 4 follow-up digital lessons (60 minutes weekly). (Ensure access to technology to support student-centered, blended learning environment.)	Monitor school-wide implementation. Create and post a school-wide, math assessment calendar. Ensure adequate time is incorporated into the professional learning plan for grade-level teams to access and to review the embedded progressional development before each unit. Provide check-ins. Conduct walkthroughs with feedback.	Review progress towards goals using Zearn digital reports (pace, progress, tower and sprint alerts) along with curriuculm embedded assessments (mid and end-of-unit assessments) - Math discussions and posted anchor charts both procedural and content-specific, as well as the Standards for Mathematical Practice.		Tier 1
2-4	Provide regular assessments (formative, summative and benchmark) to analyze student learning outcomes and mastery towards meeting standards. Use assessment data to drive instruction and for planning differentiated small groups.	Grade-level PLCs - Create formal and informal assessments to analyze students proficiency and mastery towards goals	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Assessments completed in advance for data analysis, review and corrective action planning using DDI.		Tier 1

2-5	Providing frequent and regular opportunities for students to engage in academic disbussion and to practice academic mathematical vocabulary; explaining their thinking; analyzing other's thinking; building logical reasoning skills.	Conduct walkthroughs and learning walks with a focus on the "instructional core" - The ILT regularly reviews the teacher walkthrough and student achievement data to plan supports to complete student achievement.	Students enaging in rich academic discussions where they have the opportunity to explain their thinking and reasoning across content areas. This includes evidence of "student talk" protocols (i.e. turn and talk, think-pair-shares, the use of sentence frames, etc.)		Tier 1
2-6	Incorporate spiral review and fun math games while implementing SEL curriculum to review prior knowledge while building a strong math culture.	Provide effective structures to support grade-level PLCs - This includes faciliatation. Plan and implement strong routines and procedures to build a postive math culture.	Qualitative data includes anecdoctal notes, student responses, videos and photos of "joyful learners" - Growth mindset where students demonstrate agency, independence and ownership over their learning. Students take risks and engage in active productive struggle.		Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority ("Big Rock"):	Increase Reading Foundations and Proficiency
School Theory of Change:	If teachers implement a rigorous, core instructional program aligned to the priority standards and use data to provide differentiated, small group instruction targeted to meet student needs by using a Balanced Approach to Literacy with focused language supports, THEN student learning outcomes and literacy growth across content areas will accelerate. This includes a focus on implementing key focal practices (i.e. access to complex texts and tasks, academic discussions and evidence-based writing) It also includes integrating purposeful assessments, reading foundations and appropriate scaffolds to support effective instruction, Teachers will integrate technology to support mastery-based learning through personalized learning platforms which includes setting student learning goals, progress monitoring and providing regular feedback to students and families.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Use a balance approach to literacy with a focus on whole-group, mini-lessons and implementing differentiated small group instruction. (Scaffold skills and strategies in the context of real reading.)	Provide consistent coaching and professional development. Provide consistent observation and feedback to improve teaching and learning. Recruit classroom volunteers to support small groups and 1-on-1 tutoring.	Walkthroughs; lesson plans; observation and feedback; coaching cycles - ILT will create the professional learning plan and monitor the theory of action and cycles.		Tier 1
3-2	Use **priority standards** to create a scope and sequence aligned to the adopted curriculum (EL Education) for the 2021-22 school year.	Establish designated time for teachers to meet weekly in PLCs to review essential learnings and to unpack units of study using the Understanding by Design model. Include two additonal days (M/T) to the pre-service week for this critical work.	Align key professional capacity systems (PD, PLC, ILT and Coaching) to provide teachers with support in meeting school-wide goals. Professional development agendas, master scheudles, lesson plans. Evidence of regular observations and feedback in tracker.		Tier 1
3-3	Provide systematic, explicit instruction as it relates to foundational literacy skills to build phonemic awareness, phonics, fluency, vocabulary (syntax) and word work (i.e. SIPPS, Heggerty, etc.)	Provide ongoing PD training to support systematic, explicit phonics/ phonemeic awareness instruction using SIPPS and Heggerty including coaching supports. Provide parent workshops to equip families with resources and activities to support (foundational) literacy skills.	Regular completion of SIPPS Mastery tests; evidence of SIPPS instruction in the master schedule; increased proficiency in reading foundation skills as measured by i-Ready assessments. Parent workshops take place once per month.		Tier 1
3-4	Engage all students in regular close reading of complex, grade-level text to support reading comprehension. Leverage digital platforms.	Provide ongoing training to support EL Education implementation and SIPPS including coaching supports. Include peer observations. Provide structures to support Tier 2 and Tier 3 supports and interventions to meet needs	Align key professional capacity systems (PD, PLC, ILT and Coaching) to provide teachers with support in meeting school-wide goals. Professional development agendas and calendars, lesson plans, observations.		Tier 1

3-5	Scaffold text-dependent questions and learning tasks to support close reading of texts. Provide opportunities for students to collaborate and to talk about their reading. This includes engaging in frequent evidence-based, academic discussions about anchor texts.	Provide protected time during the instructional day for teachers to collaborate in PLCs with grade-level and in cross grade-level teams with the TSAs, ENTL and Administration for coaching and planning supports.	Implemented standards-aligned curriculum and engage students in complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to the Common Core State Standards (CCSS). Teachers will engage in backwards mapping and collectively plan units, weekly and daily lessons aligned to CCSS to meet student learning goals.		Tier 1
3-6	Provide students with rich daily, writing opportunities using evidence-based, anchor texts. Engage students in the writing process across genres.	Incorporate cycles of inquiry and professional development with a focus on writing with evidence across subjects.	Collect writing samples across genres (i.e. narrative, informational, as well as opinion/argument). Engage grade-level teams for collaborative scoring.		Tier 1
3-7	Use assessments to inform instruction and form small groups. This includes using i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction. as well as District benchmark, curriculum embedded and common formative assessments to support student learning.	Engage in regular walkthroughs with feedback and data meetings with corrective action planning	Data meeting and PLC agendas, PLP data consistently included in data analysis, lesson plans - Take collective responsibility for reaching student achievement goals by sharing best practices, pooling reources, supporting professional growth and holding each other accountable for student achievement goals.		Tier 1
3-8	Teachers collectively define SMART (Specific, Measureable, Attainable, Relevant and Tiime-bound) goals for student achievement goals in each Unit/ Cycle. Teachers post literacy trackers in classrooms to measure reading growth and stamina. Scaffold instruction for all students using a gradual release of responsibility from the teacher to students - teaching for independence.	Provide protected time during the instructional day for teachers to collaborate in PLCs with grade-level and in cross grade-level teams with the TSAs, ENTL and Administrator for coaching and lesson planning supports.	PLC agendas with clear next steps; notes; planning templates and follow-up plans. Hire two STIP subs to provide classroom coverage for teachers to collaborate, to conduct peer observations and to conduct inquiry cycles.		Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority ("Big Rock"):	Conditions to Support Adult Professional Learning and Culture
School Theory of Change:	If we create conditions to support adult learning by focusing on the systems of supports which include providing differentiated coaching, professional development and opportunities for teachers to regularly collaborate in professional learning communities (PLCs) by using assessment data to engage in cycles of inquiry, THEN teacher efficacy, instructional practices and student learning will increase.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will engage in regular communities of practice (PLCs) focused on results-oriented cycle of inquiry (ROCI) goals. This includes goal setting, lesson planning, teaching, collecting and reviewing assessment data, reflecting, as well as adjusting instruction.)	Facilitate PD experiences that empower teacher leaders in communities of practice. This includes engaging in collaborative goal setting, inquiry conversation protocols, and public learner routines. Provide clear stuctures (i.e. agenda) for teachers to use within their PLCs. Regularly sit in on PLCs to provide support, progress monitor and assess teacher learning needs.	Walkthroughs to identify and celebrate learnings from PD cycles, as well as identify next steps for learning. Integrated PD & Cycles of inquiry - Implement Cycles of Inquiry at the site level that are integrated into Professional Development Cycles including PLCs		Tier 1

4-2	Teachers will engage in a variety of evidence-based, collaborative professional development opportunites to strengthen their knowledge of priority standards, content/ curriculum and best practices.	Provide differentiated support, knowledge and information to build capacity that can be readily applied to grade level teams to support leanring. Principal, TSA and leadership teams will devleop, monitor, and establish site theory of action including the systems for professional learning. Differentiated professional development options will be offered by facilitating a culture of learning through inquiry.	Teachers will apply ideas learned in PD and coaching to their PLC collaboration, as well as to support lesson planning, delivery and implementation. PLC agendas, schedules and running notes. Teachers complete PD feedback surveys for each cycle, demonstrating connections from PD learnings to PLC work and instructional plans to lesson delivery.		Tier 1
4-3	Teachers will use both quantitative and qualitative data to drive their inquiry cycle process with the goal of using data to understand and tackle identified problems of practice. Select focal students.	Manage systems of formative and summative data collection to support teachers in meaningful inquiry-based data analysis and reflection.	Schoolwide data systems and trackers to monitor progress. Personalized supports for teachers. Regularly engage in PLCs with colleagues to clarify student learning goals, plan lessons, analyze focal student data and determine next steps/adjustments.		Tier 1
4-4	Teachers will collaborate with coaches to create data-driven and individualized coaching cycles that include a pre-conference meeting to set goals, observation, and post-observation debrief to support teacher growth and development.	Provide differentiated coaching and research-based coaching strategies to support teachers in their professional learning and growth. Identify supports based upon data, develop an aligned coaching plan, and identify TSA/ITL to support (e.g. modeling lessons, elbow-teaching)	Coaching and observation notes, logs/schedules, and feedback surveys from teachers about coaching process.		Tier 2
4-5	Teachers will collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks, and common formative assessments	Principal and leadership teams will provide time for grade level and school-wide collaboration, set and monitor school-wide expectations, provide instructional guidance across content areas to create an effective and professional learning community to support school improvement efforts.	Weekly instructional schedule, lesson plans, PLC agendas, grade-level scope and sequence, curriculum unit maps, data and notes		Tier 1

4-6	Teachers engage in peer classroom observations (academic and culture) every other month and provide positive feedback to one another (i.e. lesson study). Possible Look Fors: - Opportunities to Respond - 5 : 1 positive reinforcement - Engagement strategies - Reduced Universal Office Referrals (URFs)	Provide time in PLCs or PD for teachers to review feedback and to create action steps/ plans for supporting each other's progress. This includes time to review URFs	Peer observation data forms - Leadership will observe organized structures in classrooms including systems to support positive relationship building, PBIS and de-escalation		
4-7	Teachers will engage families in two-way communication loops to give and receive feedback about the efficacy of their teaching practices.	Provide more opportunities for families to share formal and intentional feedback to teachers about what is going well in the classroom and what there could be more of. Giving families the stage and opening up space for their insights!	A formal platform or a formal meeting in which parents are given the stage to provide insights and feedback		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	Conditions to Support English Language Learners
School Theory of Change:	If teachers integrate embedded supports and scaffolds to make content accessible by engaging English Language Learners (ELLs) in focused language study by incorporating complex text, "student talk" protocols, explicit vocabulary instruction and text dependent questions through the use of Guided Language Acquisition Design (GLAD) strategies, SDAIE and High Impact Language Practices: Fortifying Complex Output and Fostering Interactions to build language development across content areas by providing students with rich opportunities to unpack "juicy sentences, to engage in regular academic discussions and structured language practice, THEN oral language acquisition will increase.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers implement a daily Designated English Language Development (ELD) block for 30 minutes a day using adopted curriculum ("language dives" from EL Education) to provide explicit language instruction. Use designated ELD time for language practice and for essential ELL practices.	Establish school-wide time for a, 30-minute Designated ELD instructional block in the master schedule. Conduct regular walkthroughs. Observe and provide regular feedback focusing on effective use of language and literacy skills and best practices. Support teachers with analyzing ELPAC data to form ELD groups.	In daily lesson plans and master schedules, teachers will show when Designated ELD is being delivered for specific proficiency groups. Teachers use data to help create targeted groups, ELL supports for scaffolds/differentation, etc.		
5-2	Teachers provide regular opportunities for student talk, discussion and written output. Prepare students to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Integrate PD cycles. Continue to support ELLs with language supports to engage in deeper discussions around the meaning and function of texts. Guide grade-level teams to collaboratively analyze the content, cognitive, language and literacy demands of complex texts and tasks.	Increased academic discussions - Students are provided multiple opportunies to communicate language skills including expanded explanations. Progress monitor monthly using i-Ready reading foundation assessment and instructional tools. Use data tracker to monitor student progress.		
5-3	Provide scaffold access to complex text before, during and after reading. This includes frontloading content, providing systematic and explicit vocabulary instruction and background knowledge.	Provide regualar coaching support to build capacity and to support effective instruction of essential ELL practices. Implement learning walks. Provide observation and regular input/ feedback.	Students respond to the text in multiple ways including, orally or in writing using language frames, in English or thier home language, on a a digtal platform or pictures. Provided coaching tracker.		

5-4	Teacher provide multiple opportunites to make content comprehensible for English Language Learners by implementing High Impact Language Practices including Using Complex Text, Fortifying Complex Output and Fostering Meaningful Interactions. Utilize California English Language Development (ELD) Standards including the major shifts in the CA CCSS ELA.	Support teachers by providing differentiated PD using colloaboration protocols to increase academic discourse and "student talk". Conduct consistent walkthroughs using ELD walkthough tool - Provide observation and written feedback. Conduct learning walks with ENTL to identify trends and needed supports as it relates to language functions, forms and Literacy.	Establish standards-aligned, content-language objectives along with a criteria for mastery. Use knowledge of students' academic readiness, language proficiency, cultural backgrounds and individual development to develop rigorous instructional plans. Use observation tool including rubric to track student talk patterns.		
5-5	Teachers will implement GLAD (7 hip pocket strategies) and SDAIE strategies to support integrated English Language development across subjects.	Prioritize high-leverage strategies. Model equity-focused and culturally-responsive tools.	Integrate ELD into all content areas focused on skills students need to engage in the rigors of the core content		

PROPOSED 2021-22 SCHOOL SITE BUDGET **Site Number:** 193 **School:** REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	$12,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Prioritize high-leverage strategies. Model equity-focused and culturally-responsive tools.	193-1
Copier Agreement	$7,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	193-2
Clerical Stipends	$4,820	General Purpose Discretionary	2420	Clerical Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS). This includes restorative practices (RJ) to reduce disproportionality as it relates to trauma -Understand trauma & stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration	193-3
TSA	$117,495	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7807	10-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide protected time during the instructional day for teachers to collaborate in PLCs with grade-level and in cross grade-level teams with the TSAs, ENTL and Administration for coaching and planning supports.	193-4
TSA	$111,502	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7123	10-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide differentiated support, knowledge and information to build capacity that can be readily applied to grade level teams to support leanring. Principal, TSA and leadership teams will devleop, monitor, and establish site theory of action including the systems for professional learning. Differentiated professional development options will be offered by facilitating a culture of learning through inquiry.	193-5
STIP	$60,344	LCFF Supplemental	1105	Certificated Teachers' Salaries	7641	STIP Teacher	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will engage in regular communities of practice (PLCs) focused on results-oriented cycle of inquiry (ROCI) goals. This includes goal setting, lesson planning, teaching, collecting and reviewing assessment data, reflecting, as well as adjusting instruction.)	193-6

PROPOSED 2021-22 SCHOOL SITE BUDGET **Site Number:** 193 **School:** REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance Specialsit	$595	LCFF Supplemental	2205	Classified Support Salaries	3521	Attendance Specialist, Bilingual	0.01	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide multi-tiered levels of academic and social- emotional supports (MTSS) to all students through a continuum of care using a Response to Instruction and Intervention (RTI) model to accelerate student learning. (This includes funding a CSM to facilitate weekly C.O.S.T. meetings and to manage the school to community partnerships aligned to SPSA priorities.)	193-7
Supplies	$845	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Fund school supplies for the entire school, including paper, ink so that all students have access to adequeate resources to learn.	193-8
Teacher Stipends	$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Extended hours for teachers to provide targeted intervention to accelerate students' reading and math growth, as well as to serve on key teams (ILT, Culture and Climate, etc.) to support student achievement.	193-9
To be allocated in Fall 2021.	$7,969	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	193-10
TSA	56, 250	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	7811	10-Month Classroom TSA	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Provide coaching and academic support for Newcomers and English Language Learners.	193-11
Community Schools Manager	$67,267	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7809	Program Mgr Community School	0.45	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Manage the school to community partnerships aligned to the goals and priorities outlined in the SPSA through school-wide multi-tiered systesm of support (MTSS).	193-12
Teacher Prep	$24,193	Title I: Basic	1105	Certificated Teachers' Salaries	2004	Teacher Education Enhancement	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide rich, hands-on science instruction aligned to the grade-level, NGSS FOSS units of study.	193-13
Intervention Consultants for focal students	$12,500	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement a robust Response to Intervention and Instruction (RTI) to provide targeted interventions to accelerate student learning. Teachers use data-informed cycles of inquiry (i.e. social- emotional learning) to drive instruction and learning.	193-14
Title I Res 3010 Prog 4850	$10,000	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Integrate technology though blended and personalized learning platforms to support mastery-based learning.	193-15
Books	$7,500	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Books to support accelerated growth and close achievement gap	193-16

PROPOSED 2021-22 SCHOOL SITE BUDGET **Site Number:** 193 **School:** REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Certificated Teachers' Salaries	$4,000	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS). This includes restorative practices (RJ) to reduce disproportionality as it relates to trauma -Understand trauma & stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration	193-17
To be allocated in Fall 2021.	$1,548	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	193-18
supplies	$2,432	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	materials and supplies to support focal students	193-19
Certificated Teachers' Salaries	$85,613	Measure G: Library	1105	Certificated Teachers' Salaries	126	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS). This includes restorative practices (RJ) to reduce disproportionality as it relates to trauma -Understand trauma & stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration	193-20
Certificated Teachers' Salaries	$99,511	Measure G: Library	1105	Certificated Teachers' Salaries	2004	Teacher Education Enhancement	0.80	Goal 1: All students graduate college, career, and community ready.	Use a balance approach to literacy with a focus on whole-group, mini-lessons and implementing differentiated small group instruction. (Scaffold skills and strategies in the context of real reading.)	193-21
Books	$970	Title I: Parent Participation	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will use both quantitative and qualitative data to drive their inquiry cycle process with the goal of using data to understand and tackle identified problems of practice. Select focal students.	193-22
Supplies	$1,000	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	materials and supplies to support focal students	193-23
Food	$500	Title I: Parent Participation	5758	Food	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	refreshments to support parent engagment in school activities	193-24
Consultants to support focal students	$1,000	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement a robust Response to Intervention and Instruction (RTI) to provide targeted interventions to accelerate student learning. Teachers use data-informed cycles of inquiry (i.e. social- emotional learning) to drive instruction and learning.	193-25

PROPOSED 2021-22 SCHOOL SITE BUDGET **Site Number:** 193 **School:** REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	$6,000	Title IV: Student Support & Academic Enrichment	4304	Classroom Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide multi-tiered levels of academic and social- emotional supports (MTSS) to all students through a continuum of care using a Response to Instruction and Intervention (RTI) model to accelerate student learning. (This includes funding a CSM to facilitate weekly C.O.S.T. meetings and to manage the school to community partnerships aligned to SPSA priorities.)	193-26
Licensing Agreements	$2,675	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks, and common formative assessments	193-27
After School Education Program	$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS). This includes restorative practices (RJ) to reduce disproportionality as it relates to trauma -Understand trauma & stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration	193-28
Books	$4,000	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Use a balance approach to literacy with a focus on whole-group, mini-lessons and implementing differentiated small group instruction. (Scaffold skills and strategies in the context of real reading.)	193-29
To be allocated in Fall 2021.	$4,448	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	193-30
Classified Support salaries	$22,432	Measure G: Library	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS). This includes restorative practices (RJ) to reduce disproportionality as it relates to trauma -Understand trauma & stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration	193-31

REACH Academy Parent and Family Engagement Policy for 2020-21

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

- REACH Academy will jointly develop a policy jointly with parents and distribute to parents of participating children, a Parental and Family Engagement Policy that the school and caregivers agree upon.

- REACH Academy will notify parents about the updated Parental and Family Engagement Policy in a clear and readable format that outlines key guidance and expectations to the extent and services available. This includes providing and distributing the policy to parents in a language whereby they can access.

- REACH Academy will make the Parental & Family Engagement Policy available to the community.

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

- REACH Academy will adopt the school-parent compact as a component of its Parental and Family Engagement Policy. This will include guidance and expectations to support distance learning.

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

- REACH Academy agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with:

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

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

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

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

(D) the carrying out of other school activities and functions, such as those outlined in the School Site Plan for Student Achievement (SPSA);

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

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

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

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

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

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

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

- *School Site Council (SSC) and SELLS meetings*
- *Parent Leadership Team Meetings*
- *Parent and Principal Café*
- *Annual Title 1 school meeting*
- *Engagement (virtual) sessions using Zoom video conferencing*

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

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

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

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

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

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

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

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

- *through pre-arranged meetings with the Principal or designee*

- *through meetings with the student's teacher which may include the Principal and other support staff as appropriate – Attend scheduled parent teacher conferences*

- *through an IEP meeting scheduled with the Programs for Exceptional Children (PEC) Team*

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

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

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

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

- *The REACH Academy home to school parent compact will serve as part of the School Parental Involvement Policy and will outline accountability measures for students, parents and the school.*

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

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

- Distance Learning Expectations, Tools and Resources to support Student Achievement
- *California Common Core State Standards (CCSS)*
- *Student Assessment Data* - Regularly provide data *using the OUSD academic assessments including alternate assessments (i-Ready, SIPPS Placement, Reading Inventory, RI for 3rd-5th grade, IABs, ELPAC, FOSS Map, writing assessments and SBAC)*
- *Parent Teacher Conferences*
- Blueprint for Quality Schools
- *Requirements of Title I, Part A*
- *Smarter Balanced Assessment Consortium (SBAC)*
- *How to monitor student academic progress and growth*
- *Special Education Services through the Program for Exceptional Children (PEC)*
- *Using technology through personalized learning platforms and learning management systems*
- *Single Plan for Student Achievement (SPSA) Goals, Priorities and Improvement Strategies*

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

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

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

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

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

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

6. REACH Academy will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. This includes the use of Language Link, Talking Points, School Messenger, flyers, as well as the District and school site website.

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

Adoption:

This policy was adopted by ***REACH Academy*** *on Friday, August 28, 2020 and will be in effect for the period Monday, August 10, 2020 through May 28, 2021.*

The school will distribute this policy to all parents on or before September 30, of the current school year.

Principal	Date
Natasha Moore	9/1/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent-Student Compact

[REACH Academy]

2020-21

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

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

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

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

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

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

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

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

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

4) **Provide parents reasonable access to staff.**

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

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

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

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

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

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

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

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

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

AS A SCHOOL, we will:

1) ***Provide a safe and supportive distance learning environment for your child.***

2) ***Teach, model, review and communicate school-wide expectations for virtual learning (BE Safe, BE Mindful & BE Responsible)***

3) ***Implement and deliver a rigorous standards-based core instructional program aligned to the CCSS. Ensure families receive materials and tools to support student achievement.***

4) ***Focus on reducing "bullying" through school-wide PBIS, Restorative Practice, as well as by implementing the Caring Schools Community Social-Emotional learning curriculum.***

6 ***Accept a NO BULLYING, HARRASSMENT and/or INTIMIDATATION policy – This includes discrimination/ harassment in any form (name calling, fighting, kicking, yelling/ screaming, spitting, excluding, being mean, etc.).***

7) ***Provide health and wellness resources, as well as supports to ensure a strong culture and climate including during distance learning. This also includes using Restorative Justice to build relationships and repair harm.***

8) ***Provide systems of support including professional development & coaching***

9) ***Require appropriate dress to support college and career readiness - (Students must adhere to the uniform policy.)***

10) ***Permit your child to use only educational materials and to access school approved sites for research This includes the approved use of technology.***

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School Principal Signature

Teacher Responsibilities

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

- **Communicate clear expectations for performance to both students and parents.**
- **Strive to address the individual needs of the student**
- **Provide a safe, positive and healthy learning environment**

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. *This includes ensuring 30 minutes of reading, limiting video game usage and reinforcing school-wide expectations*

AS A PARENT, I will also:

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

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

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

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

_____

Parent/Guardian Signature

Student Responsibilities

AS A STUDENT, I will:

1) *Attend live (virtual) sessions and to remain focused on learning is my top priority.*

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

3) ***Follow the school-wide expectations. This includes choosing to be safe, mindful and responsible by completing all independent work assignments***

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

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

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

7) ***Solve my problems without causing psychological, physical harm or injury. Seek support from a caring adult help when necessary to follow the school-wide PBIS rules. This includes using restorative practices to build positive relationships and to repair harm.***

8) ***Use appropriate language (no cursing or the use of "put downs" or the use of slurs.***

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

10) ***Only bring electronic devices for educational purposes. No cell phone use during school instructional hours including virtual with the exception for 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(s)/guardian(s)

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Student Signature

This Compact was adopted by REACH Academy on 08/28/2020 and will be active for 2020-21. The school will distribute the School Parent Student Compact to all parents and family members of students participating in the Title I, Part A program on or before 9/14/2020.

Signature of Principal:

Natasha Moore

Date: August 28, 2020

Strategic Resource Planning (SRP)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

REACH Academy

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Jamila Harris
Vice Chairperson:	Josefina Flores
Secretary:	Adrian Grays

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member
Jamila Harris	☐	☐	☐	☑
Josefina Flores	☐	☐	☐	☑
Adrian Grays	☐	☐	☐	☑
Anais Romero	☐	☐	☐	☑
Talmera Richardson	☐	☐	☐	☑
Rebecca Brown	☐	☑	☐	☐
Elea Ensley	☐	☑	☐	☐
Natalya Gibbs	☐	☑	☐	☐
Camila Barbour	☐	☐	☑	☐
Natasha Moore	☑	☐	☐	☐
Heidi Hernandez (Alternate)	☐	☐	☐	☑
Che Phinnessee (Alternate)	☐	☐	☐	☑

SSC Meeting Schedule: (Day/Month/Time)	4th Thursday of Each Monrth

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

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