OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
            Allen Smith, Chief of Schools
            Vernon Hal, Senior Business Officer
            Ruth Alahydoian, Chief Financial Officer
            Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Reach Academy.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Reach Academy.

2016-2017 Single Plan for Student Achievement (SPSA)

School:	**REACH Academy**
CDS Code:	1612590110239
Principal:	Natasha Moore
Date of this revision:	5/11/2016

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

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

[X] Title I Schoolwide Program   [X] Local Control Funding Formula (LCFF) Base Grant

[ ] Title I Targeted Assistance Program   [X] LCFF Supplemental Grant   [ ] 21st Century

[X] After School Education & Safety Program (ASES)   [X] LCFF Concentration Grant

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

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

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

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

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

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

   Date(s) plan was approved: _____ **5/24/2016**
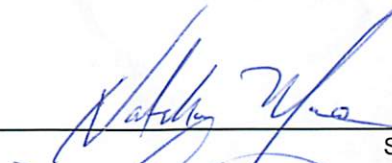
6. The public was alerted about the meeting(s) through one of the following:

[X] Fliers in students' home languages   [ ] Announcement at a public meeting   [X] Other (Notices, Media Announcements, etc.)

Signatures:

Natasha Moore	*[signature]*	5/24/16
Print name of School Principal	Signature	Date
TERESA JAUREGUI	*[signature]*	5/24/16
Print name of SSC Chairperson	Signature	Date
Monica Thomas	*[signature]*	5/26/16
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian	*[signature]*	5-26-16
Ruth Alahydoian, Chief Financial Officer	Signature	Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	*SSC*	*Shared rationale and overview of site plan.*
11/1/2015	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/1/2015	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
12/5/2015	*Faculty & SSC combined*	*Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.*
2/4/2016	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/9/2016	Community Meeting	In partnership with the Parent Action Leadership Network (PLAN), facilitate a meeting where parents and community members create a vision for REACH Academy. Survey parents on what they would like to see at REACH for the 2016-17 school year in terms of improved academics; culture and climate; as well as programs and services to support students and families. Include input into SPSA.
2/29/2016	Instructional Leadership Team (ILT)	Review 2015-16 SPSA along with assessment data (i.e. F&P, SRI, attendace, reclassification, etc.) In conjunction with feedback from the community meeting (2/9/16), draft major priorities for 16-17.
4/11/2016	Faculty/ Staff Meeting	Brainstorm and identify key practices (i.e. teaching, leadership and organizational) for prioritiy areas.
4/12/2016	School Site Council (SSC)	Review budget allocations from budgeting tool. Align expenditures to major priority and key practices.
5/16/2016	Instructional Leadership Team (ILT)	Summarize key points of the SPSA draft. This includes finalizing revisions and documented feedback from all stakeholder meetings along with major priorities, improvement strategies and key practices.
5/24/2016	School Site Council (SSC)	Approve final version of the Single Plan for Student Achievement (SPSA) final site budget allocations.

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant … **General Purpose Discretionary #0000**	$66,827.50	TBD
Local Control Funding Formula Supplemental Grant … **LCFF Supplemental #0002**	$218,862.57	TBD
Local Control Funding Formula Concentration Grant … **LCFF Concentration #0003**	$23,270.30	TBD
After School Education and Safety Program (FTE Only … **ASES #6010**	$96,879.18	TBD
TOTAL:	**$405,839.55**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program … **Title I Resource #3010**	$80,811.13	TBD
Title I, Part A: Parent Engagement Activities … **Title I Resource #3010**	$2,071.51	TBD
21st Century Community Learning Centers (FTE only) … **Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$82,882.64**	**$0.00**

ABOUT THIS SCHOOL

School Description

Reach Academy is a community school (Pre-K to 5th) located at 9860 Sunnyside Street (located on the corner of 98th Ave. and Bancroft) in East Oakland. Reach serves nearly 400 students. This rich and diverse community is comprised primarily of the following student populations: African-American, Latino, Pacific-Islander and Middle Eastern populations many of whom receive free and or reduced lunch. REACH is a "green" school, housed in a beautiful, newly constructed building rich with architectural extras including classroom skylights, a drought-resistant roof-top garden, and a second-floor hall of windows overlooking the campus and neighborhood. We have 16 classrooms (TK-5) along with a Child Development Center (CDC) for our Pre-K students. In addition to daily classroom instruction, students receive enrichment in Science, Computers and Luna Dance. Students are also enrolled in extended day programs through our strong after school partnerships with BACR and Girls Incorporated of Alameda County (Girls Inc.). A key goal shared by REACH stakeholders is to serve the "whole child."   To this end, we have an on-site, mental health intern from the East Bay Agency for Children (EBAC) along with a Restorative Justice Coach who work closely with students, families and staff to provide social-emotional supports. Additionally, we have a Community Liaison Bilingual Assistant who works with REACH families and community-based organizations (i.e. PLAN) and the District to coordinate parent engagement efforts including volunteering, serving as active members on formal school governance including the School Site Council (SSC) 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 throughout the school. Finally, we believe in inclusion and have a Resource Specialist who serves students in our Programs for Exceptional Children (PEC).

School Mission and Vision

REACH Academy is a community of learners including students, parents and staff who are dedicated to creating an academically rigorous, culturally caring and inclusive learning environment. We are Reaching Excellence in Academics and Changing History! Together, we are champions of knowledge, our communities, the environment and of our futures. REACH Achievers are goal-oriented, critical thinkers and community leaders who are dedicated to achieving the highest level of integrity and academic success. The administration and staff are committed to providing a challenging and supportive learning environment where all students can succeed and reach their full potential. Every member participates in cycles of continuous learning and improvement that includes establishing high expectations, goal setting, planning, action and reflection. We develop a culture of excellence that includes a robust instructional program aligned to the Common Core State Standards (CCSS) with a focus on implementing Balanced Literacy through Reading and Writing Workshop, as well as by building language, literacy and competency across all subject areas. This includes the integration of science, technology, engineering and math (STEM) into the curriculum and by establishing a strong culture and climate. To this end, we seek to develop well-rounded students who exemplify health, wellness and character development using our core school-wide expectations and values (Be Safe, Be Respectful, Be Responsible and Be Mindful). Through discovery, exploration, innovation, and creative expression through Arts integration and after school enrichment opportunities, students receive rich, extended learning opportunities while building a positive school culture where every member feels valued and respected. Through coaching, collaboration and building professional learning communities, we offer staff professional development training to build teachers capacity to improve instructional practices and to accelerate student achievement. Finally, we support a community schools approach that organizes and maximizes reources from the school and community based partnerships to ensure every student thrives and to support student sucess in alignment with the school priorities.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	**Multi-Tiered Systems of Support (MTSS) - Tier 1, 2 and 3 systems and supports are established for School Culture and Academics using a RTI model to accelerate student achievement and to create a postive school climate for learning.**
Major Improvement Priority #2:	**Standards-Driven Planning - Teachers use the Common Core State Standards (CCSS)/ NGSS to backwards map and to plan rigorous, instructional units, assessments and daily lesson plans using DOK. Teachers use assessment data to conduct consistent cycles of inquiry to plan instruction.**
Major Improvement Priority #3:	**Small Group Instruction/ Differentiation - Teachers use data to group and to provide differentiated instruction targeted to student needs across the curriculum.**
Major Improvement Priority #4:	**Increase Parent Engagement, Participation and Leadership Opportunities - Collaborative leadership and shared decision-making strengthens the REACH school community and improves our services to students and their families.**

MAJOR IMPROVEMENT PRIORITY #1: Multi-Tiered Systems of Support (MTSS) - Tier 1, 2 and 3 systems and supports are established for School Culture and Academics using a RTI model to accelerate student achievement and to create a postive school climate for learning.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

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

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

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

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

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

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal *(required)*	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase minimally by 12% - 15% on the SBAC ELA summative assessments - (Goal is to increase one perfomance band.)	SBAC ELA	All Students	2.20%	12%	20%	2: Students are proficient in state academic standards.

Goal Area	Related Sub-Goals *(optional)*	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase minimally by 12% - 15% on the SBAC Math summative assessment - (Goal is to increase one perfomance band.)	SBAC Math	All Students	2.70%	13%	20%	2: Students are proficient in state academic standards.
Academic	100% of students will meet their differentiated reading goals as measured by SRI.	SRI	All Students	13.10%	20%	25%	3: Students are reading at or above grade level.
Climate & Culture	Decrease chronic absence minimally by 9% from 23% to below 15%	Chronic Absence	All Students	23%	19%	15%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:	*Provide tiered levels of academic, social emotional and behavior supports to all student using a Response to Instruction and Intervention (RTI) model. The RTI framework is organized into three tiers or levels of support. Though closely connected, the framework distinguishes between efforts related to improving teaching and learning, as well as efforts to create a postive school culture. This includes serving all students through a continuum of care that proatively identifies student needs, matches researched-based interventions and regularly monitors student progress using assessment data to make decisions. This also includes a focus on reducing chronic absence. Additonally, this speaks to improving Organizational Effectiveness and Culture with the goal of fostering a safe, supportive and healthy learning environment with success factors including social emotional learning, school culture and school supports. Finally, it addresses "a call to action" by creating the conditions within REACH Academy to support outstanding teaching and student learning.*

KEY PRACTICES FOR PRIORITY #1

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

Establish student-centered learning environments organized for student independence and ownership - Working Areas: - Include spaces for whole group, small group and independent work areas; ability to move across space with ease - Rug may separate working areas - Classroom Library: - The "hub" of an effective classroom library - Inviting and comforatable spaces for students to read throughout the classroom; shelves, bins and tubs clearly marked for student use - Variety of books available by content, genre, author, student interest, level, etc.; Print Rich - Walls that Teach - Anchor charts: (Procedural and Content) with recent Mini-lesson principles and steps are evident. (Print size appropriate for students to access.) - Materials Organized Well: - Variety of content area materials (i.e. Reader's and Writer's notebooks, paper, pencils, scissors, tape, manipulatives, etc.) are at students' eye and hand level. Materials are organized and labeled; Individual Work and Storage Areas: - Personal materials are organized and easily accessible. Finally, an organized classroom supports the learning process. Materials are easily accessble at children's hand and eye level. The environment is supportive and moves students towards independence. Learning is a constructivist process - Children learn to read, write and to think critically through active engagement in authentic literacy and conversations with one another.

Provides guidance on establishing student-centered, constructivist learning environments based on the following researched based practices: (1) Children learn best when they are responsible for their own learning. This means dynamic classrooms that are organized for independence is key. The goal is for students to take ownership of their learning. The environment and how student interact purposefully with materials and one another impacts the learning process. (2) This includes providing structures, tools and resources to support an effective room arrangement that provides for the intentional design and use of furniture and materials. (3)This will provide rich opportunities for students to interact with their environment in meaningful ways to support learning. (4) Conduct regular walkthroughs using tool shared with teachers to monitor implementation. (5) Provide differentiated coaching support. Finally, understands and maintains critical school systems that allows for the smooth running of day-to-day school operations. This correlates to Standard 1 best practices for the LGDS - Improving organizational effectiveness and culture (School Culture, Social Emotional Learning, Academics and Supports for Schools).

Dynamic student-centered learning environments are established school-wide to promote student ownership and independence. This includes the intential design of furniture and room arrangement to spark students' creativity, curiosity and innovation. Students will interact purposefully within these spaces with resources, materials and with one another. The school will provide a safe and orderly enviornment to support teaching and learning. Implement social-emotional supports for Tier 2 and Tier 3 students. Provide staff professioanl devleopment traning on trauma informed practices to support student achievement and success. Eliminate disproportionality and student achievement gaps for African -American males by establishing strong relatonships and by providing mentoring opportunities by using a culturally responsive curriculum and support system. This will support a Response to Intervention (RTI) model to reduce suspensions and office referrals and increase "on task" behaviors, as well as instructional learning time and social emotional supports that will impact student success.

Implement Tier 1 Universal Supports (Academic): Differentiated Instruction, Academic Language, Explicit Vocabulary Instruction and Balanced Literacy Implementation including Reading and Writing Workshop

Reading Workshop: Mini-lesson: Connection,Teach Point, Active Engagement, Link - Independent Reading: Matching students with "Just Right Books" - Conferring with Students - Guided Reading/ Strategy Groups - Partner Reading/Discussion - Mid-Workshop Teaching Point - Share - Literacy Centers (Primary Grades) and Book Clubs (Upper Elementary) - Anchor Charts (Procedural and Content)

Writing Workshop:
Mini-lesson: Connection, Teach Point, Active Engagement, Link - Interactive Writing - Independent Writing - Conferring with Students - Strategy Groups - Partner Work - Mid-Workshop Teaching Point - Share - Anchor Charts (Procedural and Content)

*Book Trust - Provide students with the opportunities to self-select and to own books of their choice in partnership with Scholastic. The goal is to inspire a love a reading, to build reading skills and growth and to encourage family literacy and engagement.   *Interactive read-alouds with accountable talk and shared reading are also key components when implementing a Balanced Literacy.

Math: Implement Math Expressions and the Common Core Spiral binder with embedded assessments as the Core Curriculum - Utilize a Workshop model along with a blended learning platform including Spatial-Temporal (ST) Math and/or Front Row to provide small group, differentiated instruction to meet the needs of ALL students.

Science: Utilize the NGSS to implement robust science instruction using the FOSS kit rotation for Physical Science, Earth Science and Life Science. Student will receive a Science prep once per week as an enrichment.

School leader regularly monitors student achievement data (i.e. diagnostic, benchmark, formative and summative) and analyze them against end of year goals. (2) School leader monitors teacher practice to assess progress towards implementaition of instructional priorities for curriculum, instruction, assessment and intervention. (3) School leader establishes systems and structures to provide professional development opportunities for teachers across grade levels and departments to work together as a professional learning community (PLC) to share best practices as it relates to implementing a balanced approach to literacy and by learning from one another (i.e. teacher led workshops). (4) Develops professional development that enables teachers to take immediate action (i.e. clear models and examples, provides time to plan next steps, uses protocols and learning strateies that can be used effectively in the classroom to improve teaching and learning. (5) School leader works with the ILT to create professional learning opportunities for developing personal and collective proficiency to create improve school-wide literacy practices. This includes working with the CCTL and ILT to create structures to support and to accelerate reading and student achievement growth for all students. (6) Conduct regular walkthroughs with CCTL and ILT using the TGDS as a framework to monitor implementation and effectiveness.

(1) Establish a strong instuctional core program aligned to the CCSS with a focus on school-wide implementation of Balanced Literacy through Readers' and Writers' Workshop (2) Students will be assessed 3X a year using F&P and SRI assessments - (3) Running records will be used as a progress monitoring tool between benchmark assessments to measure reading growth - (4) SRI will also be used during Cycles as a progress monitoring tool - (5) Focal students will be identified each cycle to monitor progress. (6) Literacy trackers will be evident in all classrooms to measure student reading growth - (7) Library will serve all classrooms weekly - (8) Library Tech will develop systems for students to check out books. (9) CCTL along with Library Clerk will coordinate school-wide literacy initiatives, events and incentives to support school, home and family reading efforts and initiatives. (10) Professional development will allow teachers time to practice the application of new learning and for planning. (11) Finally, create student centered and literacy rich learning environments across content areas using a Workshop model to support small group, differentiated instruction to support ALL students. (12) Maintain computers in the lab and Chrome book carts to support instructional needs.

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

Establish classroom incentives and rewards for good attendance including growth.	Understands and maintains critical school systems that allows for the smooth running of day-to-day school operations. This correlates to Standard 1 best practices for the LGDS - Improving organizational effectiveness and culture (School Culture, Social Emotional Learning, Academics and Supports for Schools).	The Attendance Clerk, Community Relations Assistant and the Community Schools Manager will meet with parents to develop attendace support plans for all chronically absent students. Establish weekly progress monitoring.
Use Back to School Night, parent teacher conferences, classroom newsletters, text or other forms of communication to inform parents about your expectations for attendance and procedures for handling absences and making up assignments and missed work.	Visit exemplary schools and Principals in OUSD with similiar populations who are doing groundbreaking work to reduce attendance. This includes Prescott and Piedmont Elementary Schools. Create partnership with Hedy Chang, Director of Attendance Works to provide support around best practices as it relates to creating school-wide systems and structures.	Community Schools Manager and the School Nurse develop a partnership with the Breath Mobile to support families with students that have asthma by providing on-site, case management which will result in improved attendance for students who are absent due to this health condition.

MAJOR IMPROVEMENT PRIORITY #2:	Standards-Driven Planning - Teachers use the Common Core State Standards (CCSS)/ NGSS to backwards map and to plan rigorous, instructional units, assessments and daily lesson plans using DOK. Teachers use assessment data to conduct consistent cycles of inquiry to plan instruction.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Improved SRI results comparison data for Fall and Spring 2014-15 - (5.4% students at or above profiency in the Fall compared 12.1% in the Spring)	Greater than 50% of students are multiple grade levels behind as measured by SRI
Less students multiple grade levels behind using comparison data from the Fall/ Spring for 2014-15- (73.4% in the Fall compared to 50.2% in the Spring)	Process for teachers to plan engaging, rigorous and authentic lessons aligned to the Common Core State Standards leads to an uneven practice and fragmented implementation of BAL school-wide - As a result, less than 50% of students are reading at grade level
Improved F&P results comparison data for Fall and Spring 2014-15 - (31.6% students at or above benchmark in the Fall compared 41.6% in the Spring)	Greater than 50% of students are reading below grade level as measured by F&P- Use reading/ running records to plan instruction

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The data indicates the need to set up clear systems and structures to support teachers with planning effective lessons and desgining rigorous learning experiences for all students through strategic and effective planning by consistently using data and cycles of inquiry to drive instruction. This speaks to the importance of teacher collaboration. The fundamental purpose of the school is to ensure high levels of learning for all students. Thus, it's important to provide teachers opportunities to work collaboratively in communities of practice and ongoing processes of collective inquiry and action research to achieve better results for the students they serve. (Adapted by Learning by Doing)

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Lesson planning and delivery are not translating to improved student performance. This includes a systematic process for defining grade level proficiency, unpacking the CCSS, deteriming learning outcomes, creating unit and weekly plans, aligning formative and summative assessments, determining rubrics and criteria for mastery along with a consistent process for analyzing student assessment data and work. Some key root causes also include of lack of progress monitoring to measure reading growth between benchmark assessments for SRI and F&P. It also includes establishing a clear purpose for learning by clearly communicating the content language objectives.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal *(required)*	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	100% of students will meet their differentiated reading goals as measured by SRI	SRI	Low- Income Students	13.1% at or above	20% at or above	30% at or above	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals *(optional)*	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	100% of students will meet their differentiated reading goals as measured by F&P	F&P	All Students	41.6 % at or above	45% at or above	50% at or above	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	*Establish systems and structures to support professional learning communities (PLCs) whereby teachers have the oppotunity to work across grade levels to backwards map and to plan Units of Study across content areas using the UbD framework (Desired Results, Assessment Evidence, Learning Experiences & Instruction) and the CCSS, as well as to use student assessment data to conduct regular cycles of inquiry to drive daily instruction and increase student learning.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices *People I Teams I Time I Resources*
Backwards Planning - Teachers use the UbD model to collectively devlop units that specify the standards and skills they will teach in order to achieve student learning goals.	Provide regular, protected time for teacher collaboration and staff professional development within the school schedule. Establish strong structures for teachers to collaborate weekly in professional learning communities (PLCs) to improve their practice. Work with the ILT to develop a year-long professional learning plan.	Establish PLCs school-wide to support teaching and to accelerate student learning by using assessment data to plan rigorous, engaging lessons and to conduct cycles of inquiry. Teachers and support staff demonstrate a growth mindset and high expectations by engaing all students in learning experiences to access higher order thinking skills.
Identify Desired Results - Use the Common Core State Standards (CCSS) to determine the essential learning skills and concepts for students to learn. Determine what students should know, understand and be able to do. Craft essential questions based on enduring understandings (big ideas) along with the CCSS to write key learning outcomes. Use funds to purchase Leveled Literacy Intervention to support struggling readers.	Provide structures and tools for conducting data anyalysis including root cause analysis to identify strengths and areas of improvement. Conduct regualar data meetings with teachers.	School will use a variety of diagnostic, formative and summative assessment data from multiple measures (F&P, SRI, STAR Early Literacy and Reading, running records, end of unit assessments, SMI, exit tickets, writing samples, notebooks, etc.) to inform instruction.
Determine Assessment Evidence - Consider how to evaluate student performance and to know if students achieve the desired results? How will students demonstrate their understanding and mastery? What evidence will be collected? Decide diagnostic, benchmark and summative assessements to identify student strengths and needs, monitor progress and to inform yearlong planning.	Schedule regular visits to classrooms that promote teachers' professional growth, with feedback and dialogue based both on school priorities, planning and individual teachers' improvement goals. Conduct TGDS cycles.	Staff will review data, both individually and with colleagues to monitor student learning. Teachers will track each student's reading growth and confer regularly with students to set goals.
Backwards map to align daily content language objectives to weekly outcomes and formative assessments to assess students ability to transfer learning to new situations.	Organize "instructional rounds" that engages teams of teachers including the ILT in solving a "problem of practice" related to student learning.	Students are involved in self-assessment, reflection, goal setting and monitoring progress.

Plan Learning Experiences and Instruction - Engage students in rigorous, meaningful tasks by using instructional strategies and materials to support equitable engagement and access for ALL students. Provide students with rich opportunities to read, write, think, discuss and to interact daily with text in meaninful ways. Ensure high quality, rigorous lessons aligned to the Common Core State Standards (CCSS) are taught daily by high-quality teachers.	Build the instructional core, which includes an integrated professional learning plan designed around the transition to the Common Core State Standards/ NGSS. Compose an ILT focused on instruction and accelerating student achievement. It consistently sets goals, defines a focused theory of action, creates and follows through on concrete action plans and systematically monitors school-wide progress.	Staff uses assessment informaton to share timely and comprehensible feedback with students and their families. This includes using available technologies to assist in assessment, analysis and communication of student learning. It also includes providing extended learning oppotunities for students in the after school program to receive differentiated, targeted interventions. Girls Inc. will serve as the lead agency.
Develop and sequence long-term and short-term instructional plans to support student learning. This includes using student assessment data to establish learning goals, to plan, differentiate and to modify instruction. It also includes using and adapting resources, technologies, standards-aligned instructional matrials and adopted materials to make the subject matter accesible to all students. Teachers move along a continuum: CCSS - Blueprints - Unit Plans - Weekly - Daily - Submit weekly lesson plans along with curriculum mapping for Unit/ Cycle.	Regulary checks lesson plans and unit maps and provides feedback to teachers. Transform approach to Early Literacy/ Pre-K-3 in order to bring together the pre-schools and elementary schools in providing a continuum of rigorous, high-quality curriculum and instruction, together with common assessments to measure student success in order to make progress twoaward closing the "achievement gaps" in school readiness by kindergarten and in reading and math by 3rd grade. This specifically relates to creating enviornments with a focus on developing Pre K-3 Early Literacy skills.	School teams meet for the express purpose of improving the quality of education students receive to ensure that every student is successful and thrives. This along with assessement data using multiple measures (F&P, SRI, STAR Early Literacy and Reading, running records, SMI, exit tickets, writing samples, end of the unit assessments, informal observations, etc.) have direct implications as it relates to curriculum, differentiated instruction, assessments and targeted interventions.
Work collaboratively to answer four critical questions when planning - (1) What do we want studetns to learn? (Use standards to plan learning outcomes/ expectations) - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't learn? (Differentiation/ Interventions) - (4) How will we respond if students already know it? (Extension)	Establish school-wide expectations for curriculum, instruction and assessments as it relates to the deliverables. This will include a guidance document of, Principal Expectations.	Support staff including CCTL, TSA, Administrator and teacher leaders serving on the ILT will act as facilitators for PLCs.
Teacher collaboration is guided by Results-Oriented Cycles of Inquiry (setting and monitoring progress toward goals, planning instruction, teaching, assessing, reviewing data, reflecting on clasroom practice and adjusting instrucional plans). The Results Oriented Cycle of Inquiry is a powerful process for focusing directly on student outcomes. ROCI engages all school stakeholders in a process of continuous improvement by building on successful practices and diagnosing areas of concern.	Serve as lead learner alongside teachers. Communicate strong professional values and beliefs along with a commitment to continuous improvement as it relates to social justice, schooling, teaching and student learning.	Explore Lesson Study as a possible structure to support teacher collaboration, planning and peer-to-peer observations. Consider the role of the Alternate Observer in this structure.

Student Achievement Goals - Teachers collectively define SMART goals for student achievement goals for each Unit/ Cycle. SMART goals are Specific, Measurable, Attainable, Relevant and Time-Bound). Teachers post literacy trackers in classrooms to measure reading growth and stamina.	Provide instructional guidance to enure (1) Curriculum resources/ materials are aligned to the CCSS and Blueprint (i.e. The Continuum of Literacy Learning) - (2) Instructional materials (mentor texts, books for classroom libraries, etc.) and technology licenses are ordered and used to support the core-curriculum (e.g. MyOn, News ELA, Reading A-Z, and Front Row Math).	Professional development trainings and PLC will be organized to allow teachers time to plan for the application of new learning andimplementation of strategies presented.

MAJOR IMPROVEMENT PRIORITY #3: Small Group Instruction/ Differentiation - Teachers use data to group and to provide differentiated instruction targeted to student needs across the curriculum.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
Improved SRI results comparison data for Fall and Spring 2014-15 - (5.4% students at or above profiency in the Fall compared 12.1% in the Spring)	Regular and inconsistent school attendance is resulting in a loss of "instructional learning time"
Less students multiple grade levels behind using comparison data from the Fall/ Spring for 2014-15- (73.4% in the Fall compared to 50.2% in the Spring)	Lack of consistent progress monitoring and using data to provide students with appropriate scaffolds and targeted interventions
Improved F&P results comparison data for Fall and Spring 2014015 - (31.6% students at or above benchmark in the Fall compared 41.6% in the Spring)	Struggling readers and English Learners are performing behind their peers with regards to reading proficiency - This speaks to the need for providing Tier 1 and Tier 2 supports of a RTI framework including small group instruction and targeted interventions using LLI.

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

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

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

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

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	The number of ELL students who are reclassified as Fluent English Proficient will increase by 10%.	EL Reclassification	English Learners	5.20%	8%	15%	4: English learners are reaching English fluency.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	100% of ELs will demonstrate growth minimally by 8pp as measured by SRI.	SRI	English Learners	4.20%	12%	20%	4: English learners are reaching English fluency.
Academic	100% of low-income students will grow minimally by 12% as measured by SRI as measured by the 2016-17 EOY Target.	SIRA	Low- Income Students	12.10%	18%	25%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:	*Small group instruction will be used as a model to promote differentiation with the goal of strengthening the instructional core between the student, content and the teacher. Small group instruciton supports a more personalized learning approach whereby students learn and access content at their own pace and level. Teachers plan instruction with a focus on guided reading, conferring, explicit and systematic vocabulary instruction and structured language practice to meet the needs of diverse students. This also includes the incorporation of content language objectives and high-impact, differentiated instructional strategies to support integrated and designated English Language Development (ELD) for English Learners.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices *People l Teams l Time l Resources*

Take collective responsibility for reaching student achievement goals by sharing best practices, pooling reources, supporting each other's professional growth and holding each other accountable to school agreements.	Ignite and form strong and trusting teams with clear roles and purposes aligned to school-wide improvement goals and priorities. Build the capacity of school teams to implement effective practices to ensure success for all students. This includes our struggling readers and writers who are not currently working at grade level, LPRG, ELs and students with disabilities. It also includes teams using consistent evaluation methods and tools to plan and to monitor the impact on teaching and learning.	Provide academic supports for students who are struggling so school becomes a place of success rather than a negative experience. This includes: (1) differentiating instruction during the school day - (2) providing teachers with extended hours after school to provide targeted interventions including small group instruction using the Leveled Literacy Intervention (LLI) - (3) using Reading Partners to provide 1:1 tutoring. Literacy Lab will provide support including parent workshops and books to help build students' independent reading at home in the TK class.
Establish standards-aligned, content-language objectives and criteria for mastery. Use knowledge of students' academic readiness, language proficiency, cultural backgrounds and individual development to plan standards-aligned instructional plans.	Build positive relationships across differences with teachers, families, students and staff to provide ALL students with the skills, competencies and dispositions they will need to excel and to become college and career ready.	Use assessment data to establish learning goals, to plan, to differentiate and to adjust plans. This includes the administration of annual assessments of English Language proficiency using the California English Language Development Test (CELDT) and SBAC. This includes using reading and running records to plan instuction, small groups and interventions.
Teacher will create lessons using instructional strategies for EL students. This includes a focus on the content language objectives, vocabulary development, sentence frames and structured language practice. Provide opportunities for student to use language to express, expand and to clarify their thinking. Implement 30 minutes of ELD for ELs daily.	Align key professional capacity systems (PD, PLC, ILT and Coaching) to provide support in meeting school-wide goals. Expand and differentiate professional development offerings and site support on SDAIE-based, Balanced Approach to Language and Literacy for ELs.	Expand the implementation of Leveled Literacy Intervention (LLI) curriculum as a targeted, academic intervention for struggling readers. Teachers, CCTL and TSAs will receive training. Academic English for all learners with varied opportunities for oral language development, explicit vocabulary instruction and word study.
Help student to listen carefully to one another and to negotiate meaning using colloaboration protocols to increase academic discourse and "student talk". Use Three High - Impact Language Practices (Using Complex Text, Fortifying Complex Output and Fostering Interaction), as well as strategies to support ELs in Jeff Zwiers books including Academic Conversations and Common Core Standards in Diverse Classrooms: Essential Practices for Developing Language and Literacy.	Coaching resources are equitably distributed based on student need and/or instructional quality in order to build teacher capacity and to impact student achievement. Instructional coaches engage in coaching cycles that consistently include pre-conference, modeling, observations and debriefs based on next steps.	Collect and analyze assessment data from a variety of sources for focal students each Cycle to inform instruction and targeted intereventions. Create/ post data tracking system to map student data patterns and trends. Establish an intervention room to conduct small group instruction, as well as a space for TSAs to provide coaching supports and resources.

Small group instruction will focus on implementing guided reading groups and conferring, as well as Leveled Literacy Intervention (LLI) for struggling readers. Also, implement Interactive Read-Alouds with Accountable Talk as an instructional strategy.	Introduce new California English Language Development (ELD) Standards including the major shifts of the CA ELA Common Core State Standards. Conduct a crosswalk to identify common patterns and trends as it relates to Language and Literacy. This will also include the Disciplined-Specific and Academic Language Expansion (DALE) strategies to support Language functions.	Create ELL Parent Advisory Group to support English Learners and their families and to provide them with the most up to date information, resources and policies. Utilize 0.5 Bilingual Community Relations Assistant to support ELL Parent Advisory group.
Integrate the three High Impact Language Practices into Reading and Writing Workshop by utilizing the 4 Ts - Task, Text, Talk and Time. This includes using Discipline-Specific and Academic Langu01ge Expansion strategies for designated and integrated ELD.	Principal, CCTL and TSA will ensure data wall and data tracker are updated every Cycle.	Support school staff in demonstrating a "growth mindset" and high expectations by engaing all students in rigorous learning experiences that access higher order and critical thinking skills.
Use a range of instructional strategies (SDAIE), resources and technologies to meet students' diverse needs. Include the use of realia to support ELs with constucting knowledge, understanding and for building schema.	Engage the Community Schools Manager and the broader professional and local school community in supporting teaching and learning. This includes developing strong relationships and school to community partnerships.	Expand professional development offerings (i.e. District sponsored professional development trainings), as well as GLAD strategies and site support of SDAIE-based Balanced approach to Language and Literacy for English Learners.
Integrate technology and the use of blended learning tools and platforms to support differentiation and to increase access to the core curriculum across content areas.	Build capacity by providing structures to support coaching, professional devleopment and collaboration. Work collaboratively with teachers to answer four critical questions when planning - (1) What do we want studetns to learn? (Use standards to plan learning outcomes/ expectations) - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't learn? (Differentiation/ Interventions) - (4) How will we respond if students already know it? This includes supports for homeless and foster youth and for Gifted and Talented students.	Provide academic supports and targeted interventions for homeless and foster youth including an Arts integrated model to support access and differentiation across subject areas.

MAJOR IMPROVEMENT PRIORITY #4:	**Increase Parent Engagement, Participation and Leadership Opportunities - Collaborative leadership and shared decision-making strengthens the REACH school community and improves our services to students and their families.**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #4	
Student Performance Strengths	Student Performance Challenges

Collaboration with Parent Leadership Action Network (PLAN) has created volunteer and leadership opportunities, as well as conistent workshops and trainings to build parent leaders and voice to support school-wide goals.	Infrequent attendance impacts student performance and growth - School-wide Tier 1 and 2 attendance supports inconsistent
Partnership with High Expectations to create school-wide Literacy team - Provide trainings to build parents' capacity on how to support students' literacy needs and skills at home. This includes hosting Literacy Nights.	Inconsistent school-wide communication - Many phones are disconnected - Many flyers don't make it out of backpacks - Inconsisted printed materials for Middle Eastern and Samoan families
Updated website to communicate key informatin with families in a timely manner. This includes key information on curriculum, school events, calendar, links to Standards, as well as to District and school policies.	Providing families with access to information, community resources and support services is essential to supporting student success.

ROOT CAUSE ANALYSIS for Priority #4

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

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

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

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

STUDENT PERFORMANCE GOAL(S) for Priority #4

Goal Area	Main Goal *(required)*	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Increase CHKS parent participation rates minimally by 10% as measured by the 2016-17 EOY Target.	Culture/ Climate: Parent	All Students	40.6%	45%	50%	6: Parents and families are engaged in school activities.
Goal Area	Related Sub-Goals *(optional)*	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Climate & Culture	REACH Academy will create a parent engagement plan with monthly activities to engage parents as partners and to suport school-wide Literacy/ attendance goals.	Culture/ Climate: Parent	All Students	20%	25%	40%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #4

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

KEY PRACTICES FOR PRIORITY #4

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

Elected teachers will serve at SSC meetings, as well as other school-wide committees comprised of parents (i.e. Literacy Team)	Principal will conduct monthly SSC meetings to approve school-wide plans and Title 1 funds	Community Schools Manager and the Community Relations Bilingual Assistant in partnership with the Oakland Education Fund will be responsible for maintaining and expanding Parent volunteer program.
Participate in Back to School Night and other school events to build positive and meaningful relationships with students and families.	The school will collaborate with the African-American Advisory Parent Advisory Council (AAPAC) to outreach to AA families with the support of the High Expectations program. Create English Language Advisory Committee (ELAC) to support parents of English Learners.	Shared Decision-Making: Include parents as full contributing participants in school -wide decisions, including informal and formal governance and advocacy through school councils (SSC), action committees (i.e. Leadership, Redesign Team, etc.) as well as other parent organizations and outreach efforts to receive parent voices and feedback in support teaching and student learning.
Maintain an equity-centered lens. Commit to welcoming familes as advocates for their children's success. Build inclusion for all cultures, languages, socieconomic backgrounds and family structures.	The school will conduct Parent Engagement Nights to support school-wide academic goals and initiatives (i.e. Literacy, Math and Science). Provide parent trainings on the transition to the Common Core State Standards and shifts.	Community Schools Manager is responsible for coordinating monthly partnership meetings. This includes the creation of a yearlong parent engagement plan with monthly events, workshops, volunteer efforts and activiites to support school-wide priorities with support from the Community Relations Bilingual Assistant.
Build a respectful classroom community and a welcoming environment to support diverse families by creating a shared resonsibility.	Collaborate with the Parent Leadership Action Network (PLAN) to outreach to families with the goal of developing parent volunteer programs, advocacy, as well as health/ wellness initiatives. Create an evaluation tool/ rubric to measure the effectiveness of parent engagement efforts (i.e. attendance, participation and engagement rates).	Community Schools Manager will coordinate resources and services for students and families and the school with community-based organizations and agencies, businessess and other community groups to provide services to the community to support health and wellness (i.e. Alameda County Food Bank).
Ensure ample opportunities and hours exist for parents to meet during the week to discuss their child's progress or concerns.	Support Community Schools Manager and Community Relations Assistant to establish continuing education including the Mobile Classroom, ESL and Spanish classes.	Community Schools Manager will assist families with outreach including parenting classes, understanding child and adolescent development and setting home conditions that support students at each age/ grade level. This includes support for homeless and foster youth.
Teachers will maintain and display monthly attendance tracker in the classroom to promote regular school attendance.	Convey the importance to families that school attendance is critical for academic success. Lead recruitment efforts to enlist parents support by creating commitment pledges of 10 hours. This can include participating in school events, workshops, serving on committees & volunteering.	Community Relations Bilingual Assistant will ensure family resource and parent room serve as a "hub" to empower families to navigate educational and other social service systems and to provide desired supports and resources.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$96,879.18	After School Education & Safety (ASES)	Girls Incorporated of Alameda County (Girls Inc.) will serve as the Lead Agency for the REACH Academy after school program. Students will receive academic support in reading, enrichment including STEM, recreation to support health and wellness, as well as character development and leadership growth.	Provide extended learning opportunities through the REACH Academy after school program for students as an extension of the school day to support academic, social-emotional and physical deveopment	A1.6: After School Programs	5825	n/a	n/a	n/a	193-1	193
$5,000.00	General Purpose Discretionary	Provide extended hours for teachers to conduct after school tutoring - To provide targeted intervention through small group instruction to support reading growth.	Identify Desired Results - Use the Common Core State Standards (CCSS) to determine the essential learning skills and concepts for students to learn. Determine what students should know, understand and be able to do. Craft essential questions based on enduring understandings (big ideas) along with the CCSS to write key learning outcomes. Use funds to purchase Leveled Literacy Intervention to support struggling readers.	A3.2: Reading Intervention	1120	n/a	n/a	n/a	193-2	193
$8,000.00	General Purpose Discretionary	To provide release time for teachers to conduct assessments (i.e. F&P), peer observations, and to collaborate/ plan around cycles of inquiry.	Determine Assessment Evidence - Consider how to evaluate student performance and to know if students achieve the desired results? How will students demonstrate their understanding and mastery? What evidence will be collected? Decide diagnostic, benchmark and summative assessements to identify student strengths and needs, monitor progress and inform planning thru the year.	A2.8: Data & Assessment	1150	n/a	n/a	n/a	193-3	193
$2,000.00	General Purpose Discretionary	Provide additional hours to support with Attendance, budget and SSC	SART team will target and prioritize students with severe chronic absence from the 2015-16 school year at the beginning of the 2016-17 school year and create improvement plans. This includes conducting home visits and making daily phone calls to assess barriers and to provide targeted interventions for families.	A2.10: Extended Time for Teachers	2425	n/a	n/a	n/a	193-4	193
$15,000.00	General Purpose Discretionary	Curriculum and Instruction; Blended Learning licenses (MyOn Reading, RAZ Kids, Front Row Math, News ELA)	Integrate technology and the use of on-line tools to support differentiation and access to the core curriculum across content areas.	A3.1: Blended Learning	4310	n/a	n/a	n/a	193-5	193
$1,827.50	General Purpose Discretionary	Provide technology maintenance to cover repairs, loss and damage.	Maintain computers in the lab, as well as Chromebooks to support instructional needs.	A5.3: School Facilities	4420	n/a	n/a	n/a	193-6	193
$5,000.00	General Purpose Discretionary	School Operations	Understand and maintain critical school systems that allows for the smooth running of day-to-day school operations. This correlates to Standard 1 best practices for the LGDS - Improving organizational effectiveness and culture (School Culture, Social Emotional Learning, Academics and Supports for Schools). This also includes the general maintenance of copiers, laminator, phones and facilities. The school will provide a safe, orderly and welcoming enviornment to support teaching/ learning.	A5.3: School Facilities	5610	n/a	n/a	n/a	193-7	193
$30,000.00	General Purpose Discretionary	Contract with Luna Dance to support Arts integration.	Provide academic supports for students using an Arts integrated model to support access/ differentiation across subject areas.	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	193-8	193
$13,239.71	LCFF Concentration	Provide qualified teacher on site to ensure high quality daily instruction aligned to the CCSS is taking place in every classroom to cover absences (STIP). This can also include contract for Reading Partners to provide 1:1 tutoring to accelerate reading growth.	Plan Learning Experiences and Instruction to support LPRG, ELs and foster youth - Engage students in rigorous, meaningful tasks by using instructional strategies to support equitable engagement and access for ALL students. Provide students with rich opportunities to read, write, discuss and to interact daily with text in meaninful ways. Ensure high quality, rigorous lessons aligned to the Common Core State Standards (CCSS) are taught daily by teachers.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0479	0.34	193-9	193

$9,800.00	LCFF Concentration	Provide extended hours to increase teacher leadership by serving on the ILT, SSC, Culture and Climate, Data and other school-site teams	Ignite and form strong and trusting teams with clear roles and purposes aligned to school-wide improvement goals and priorities. Build the capacity of school teams to implement effective practices to ensure success for all students. This includes our struggling readers and writers who are not currently working at grade level, LPRG, ELs and students with disabilities. It also includes using consistent evaluation methods and tools used by teams to plan and to monitor the effectiveness of professional practice to impact teaching and learning.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	193-10	193
$230.59	LCFF Concentration	Office and classroom supplies	Establish classroom incentives and rewards for good attendance including growth. Target LPRG and foster youth.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	193-11	193
$8,568.52	LCFF Supplemental	Hire TSA to provide support with Systems for professional learning with a focus on providing targeted interventions, coaching, collaboration round cycles of inquiry and professional development to improve teaching and student learning. Also, serve as Testing Coordinator.	Provide regular, protected time for teacher collaboration and staff professional development within the school schedule. Establish strong structures for teachers to collaborate weekly in professional learning communities (PLCs) to improve their practice. Work with the ILT to develop a year-long professional learning plan.	A2.9: Targeted School Improvement Support	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.1	193-12	193
$23,777.26	LCFF Supplemental	Hire parent liaison to help increase parent participation and engagement - Manage school to community partnerships	The school will conduct Parent Engagement Nights to support school-wide academic goals and initiatives (i.e. Literacy, Math and Science). Provide parent trainings on the transition to the Common Core State Standards (CCSS) and shifts.	A6.4: Parent / Guardian Volunteer Support	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB0021	0.5	193-13	193
$67,977.79	LCFF Supplemental	Hire teacher to serve as Computer Prep to provide teacher collaboration time - Provide computer classes to all students to increase technology integration and support with accessing the core curriculum.	Provide regular, protected time for teacher collaboration and staff professional development within the school schedule. Establish strong structures for teachers to collaborate weekly in professional learning communities (PLCs) to improve their practice. Work with the ILT to develop a year-long professional learning plan.	A2.9: Targeted School Improvement Support	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0077	0.8	193-14	193
$10,500.00	LCFF Supplemental	Provide extended hours for teachers to conduct after school tutoring - To provide targeted intervention through small group instruction.	Provide academic supports for students who are struggling so school becomes a place of success rather than a negative experience. This includes: (1) differentiating instruction (2) providing teachers with extended hours after school to provide targeted interventions including small group instruction using the Leveled Literacy Intervention (LLI) - (3) using Reading Partners to provide 1:1 tutoring. Literacy Lab will provide support including parent/ teacher workshops and books to help build students' independent reading at home in TK.	A3.2: Reading Intervention	1120	n/a	n/a	n/a	193-15	193
$539.00	LCFF Supplemental	Curriculum and Instruction; student agendas and teacher plan books	Establish standards-aligned, content-language objectives and criteria for mastery. Use knowledge of students' academic readiness, language proficiency, cultural backgrounds and individual development to plan standards-aligned instructional plans.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	193-16	193
$25,000.00	LCFF Supplemental	Provide African-American Male Achievement (AAMA) facilitator to provide coaching/ mentoring for African-American boys (4th and 5th grade students) to reduce disproportionality.	Eliminate student achievement gaps for African -American males by establishing strong relatonships and by providing mentoring opportunities by using a culturally responsive curriculum and support system. This will support a Response to Intervention (RTI) model to reduce suspensions and office referrals and increase "on task" behaviors, as well as instructional learning time and social emotional supports that will impact student success.	A2.2: Social Emotional Learning	5733	n/a	n/a	n/a	193-17	193
$50,000.00	LCFF Supplemental	Hire a Restorative Justice coordinator to support with building a Strong Tier 1 school-wide which includes using a Restorative Justice approach through community circles and conflict resolution strategies that repair harm and restores relationships	In keeping with a Response to Instruction and Intervention (RTI) model, REACH Academy will have a well-articulated and consistent "Tier 1" climate plan. (3) The school's discipline practices are restorative in nature and serve to reduce suspensions and out of class referrals - Hire Restorative Justice Coach to provide PD on trauma informed practices, as well as strategies on conflict resolution to repair harm and to build a postive school culture/ climate.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	193-18	193

Amount	Funding Source	Description	Detail	Strategy	Object Code	Position Title	Position ID	FTE	Budget Line	Site
$32,500.00	LCFF Supplemental	Contract with HERO Inc. to strengthen Culture and Climate by providing support with positive and organized play during Recess and Lunch transitions, as well as after school - Provide Coach to support with Jr. Coach program, leadership opportunities, intramural sports, etc. This will improve school culture which directly impacts student achievement.	The HERO Inc. program will provide a Coach to support student engagement and youth development at REACH Academy by using physical activity to develop social emotional skills to promote positive behaviors during recess and lunch through positive play and engagement.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	193-19	193
$21,000.00	Measure G (School Libraries)	Funds will be used to hire a Library Tech to support school-wide literacy goals. Students will have the opportunity to select high interest books, participate in read-alouds and conduct research.	Library Tech will develop systems for students to self-select high interest books. Library Tech will coordinate school-wide literacy initiatives, events and incentives. Students will also participate in weekly interactive read-alouds and research.	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	193-20	193
$25,700.61	Measure G (TGDS)	Funds will be used to support the Alternate Observer for TGDS cycles.	Build the instructional core, which includes an integrated professional learning plan. CCTL and/or TSA will provide support with the evaluation process by focusing on instruction and accelerating student achievement. This includes working directly with teachers as another set of eyes during the TGDS cycle (pre-conference, observation and post conference). It also includes goal setting, defining a focused theory of action, as well as creating and following through on action plans.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0479	0.66	193-21	193
$104.39	Measure G (TGDS)	Funds will be used to support the Alternate Observer for TGDS cycles.	Schedule regular visits to classrooms that promote teachers' professonal growth, with feedback and dialogue based both on school priorities, planning and individual teachers' improvement goals. Conduct TGDS cycles.	A2.6: Teacher Evaluation	4310	n/a	n/a	n/a	193-22	193
$4,715.00	Program Investment	Provide classroom teachers with funds to purchase books to create rich and robust classroom libraries to support Balanced Literacy	Plan Learning Expereinces and Instruction - Engage students in rigorous, meaningful tasks by using instructional strategies to support equitable engagement and access for ALL students. Provide students with rich opportunities to read, write, discuss and to interact daily with text in meaninful ways.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	193-23	193
$33,000.00	Program Investment	Social Worker will provide mental health support for Tier 2 and Tier 3 students - This includes students experiencing trauma - This support position will support the implementation of an effective RTI.	Implement social-emotional supports for Tier 2 and Tier 3 students experiencing trauma. Provide staff professioanl devleopment traning on trauma informed practices to support student achievement and success.	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	193-24	193
$77,116.64	Title I Basic	Hire TSA to provide support with Systems for professional learning with a focus on providing targeted interventions for LPRG and ELs working below grade level, coaching, collaboration and professional development to improve teaching and learning. Serve as Testing Coordinator.	Provide coaching support to build teacher capacity to deliver a robust instrucitonal progam by providing coaching and facilitating professional devleopment. Also, work collaboratively with teachers to answer four critical questions when planning - (1) What do we want studetns to learn? (Use standards to plan learning outcomes/ expectations) - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't learn? (Differentiation/ Interventions) - (4) How will we respond if students already know it?	A2.9: Targeted School Improvement Support	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.9	193-25	193
$3,694.49	Title I Basic	Materials for Curriculum & Instruction and Targeted Interventions	Identify Desired Results - Use the Common Core State Standards (CCSS) to determine the essential learning skills and concepts for students to learn. Determine what students should know, understand and be able to do. Craft essential questions based on enduring understandings (big ideas) along with the CCSS to write key learning outcomes. Use funds to purchase Leveled Literacy Intervention to support struggling readers in the LPRG, English Learners and foster youth.	A2.3: Standards-Aligned Learning Materials	4399	n/a	n/a	n/a	193-26	193
$1,571.51	Title I Parent Participation	Provide books to create library in the Parent Room to support Literacy	Create student centered and literacy rich learning environments to support school, home and family reading efforts.	A3.3: Family Engagement focused on Literacy Development	4200	n/a	n/a	n/a	193-27	193
$500.00	Title I Parent Participation	To provide food for workshops, parent leadership and Title 1 meetings	The school will conduct Parent Engagement Nights to support school-wide academic goals and initiatives (i.e. Literacy, Math and Science). Provide parent trainings on the transition to the Common Core State Standards and shifts.	A6.1: Parent / Guardian Leadership Development	4311	n/a	n/a	n/a	193-28	193

REACH Academy

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

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

2) Implement a rigorous instructional core program aligned to the Common Core State Standards.

3) Teach, model, review and post all school-wide expectations – (BE Safe, BE Respectful, BE Mindful, BE Responsible and BE a Scholar)

4) Require respect for school and personal property.

5) Focus on a reduction of violence through the proper selection and use of media (television, movies, video games, music and printed materials).

6) Not accept violence in any form (verbal, art and actions). NO BULLYING

7) Assist your child in handling stress and conflict between individuals in a non-confrontational, non-violent manner.

8) Not accept inappropriate language.

9) Require appropriate dress for safety and success.

10) Permit your child to bring only educational materials for school use.

AS A STUDENT, I will:

1) Behave appropriately to insure a safe environment where learning is my top priority.

2) I will respect the school-wide expectations and follow them at all times.

3) Use self-control and show respect for myself and others.

4) Show respect for school and personal property.

5) Will work with my parent/guardian in selecting proper media (television, movies, video games, music and printed materials).

6) Avoid "bullying" behavior in any form (verbal, art and actions) and not encourage violence in others.

7) Solve my problems in a non-violent manner and seek adult help when necessary.

8) Use appropriate language at all times.

9) Dress in the school uniform for safety and success in accordance with school rules.

10) Only bring educational materials required for school and use them in a safe and appropriate manners.

11) Accept responsibility for my own actions. I will ask for help from a caring adult when I need support.

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

_____

Student Signature

AS A PARENT, I will:

1) Reinforce proper behavior with my child to ensure that a safe environment exists and that learning is the top priority.

2) Review and reinforce all school rules with my child.

3) Teach, discuss and model self-control and respect for myself and others.

4) Require my child to respect school and personal property.

5) Assist my child in selecting proper media (television, movies, video games, music and printed materials) to reduce his/her consumption of violence.

6) Volunteer (10 hours) at the school if able.

7) Encourage my child to independently solve problems in a non-violent manner and seek adult help when necessary.

8) Model and encourage appropriate language.

9) Ensure that my child is dressed in uniform for safety and success in accordance with school rules.

10) Take an active role in the academic success and behavior of my child. I expect to be informed when my child meets or falls short of schools standards and accept my responsibility for my child's actions.

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

_____

Parent/Guardian Signature

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School Site Council Membership Roster – Elementary

School Name: _____REACH_____   **School Year:** _____2015-16_____

Chairperson : Teresa Jauregui	Vice Chairperson: Marhawit Melles
Secretary: Jasmine Jackson	*LCAP Parent Advisory Nominee: Che' Phinnessee
*LCAP EL Parent Advisory Nominee: Ofelia Castaneda	*LCAP Student Nominee: TBD

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Teresa Jauregui				X
Che' Phinnessee				X
Marhawit Melles				X
Jasmine Jackson				X
Alexander Shane				X
Edgar Rodriguez		X		
Bernice Tate		X		
Aleta Watson			X	
Natasha Moore	X			
Julia Velasco-Guerrero		X		

Meeting Schedule (day/month/time)	First Tuesday of every month @ 3:00 pm

SSC Legal Requirements: (Ed. Code 52852)

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

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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15

REACH Academy

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. Parents are key stakeholders and allies. To this end, we will ensure following rights:

o REACH Academy will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and parents of participating children agree on.

o REACH Academy will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

o REACH Academy will make the Parental Involvement Policy available to the local community.

o REACH Academy will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.

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

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

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

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

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

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

(D) the carrying out of other school activities and functions, such as those described in section 1118 of the ESEA.

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

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

Gather and disseminate to parents for review the following materials: District wide Parental Involvement Policy, the School's Parental Involvement Policy, the school-parent compact, and Parent Notices from the Table on page 45 of the Title I, Part A Non-Regulatory Guidance. These materials will be disseminated to parents at regular Title I parent meetings, School Site Council meetings, and parent/teacher conferences. Written and oral input from parents will be solicited through Title I parent meetings, School Site Council meetings, parent/teacher conferences, school newsletters, school web site, and other regular written communications with parents.

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

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

   Ø The policy will be posted on the school web site.

   Ø Parents of new participating students will receive the policy upon registration if eligible for Title I.

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

   Ø monthly School Site Council meetings
   Ø regular Title I meetings
   Ø PTA meetings
   Ø General School meetings

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

   o That REACH Academy participates in Title 1 meetings and related activities,

   o The requirements of Title I

   • Of their rights to be involved as outlined in the District Guidelines:

     o Meetings will be held at flexible and convenient times to encourage parents to attend. Parents will be notified about meetings through school notices, newsletters, the web page, and the automated phone system.

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

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

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

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

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

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

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

(b) REACH Academy will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- ø Parents may submit comments in writing regarding the school wide plan to their child's teacher, the Title I Coordinator, the principal, or the appropriate department within Travis Unified School District.
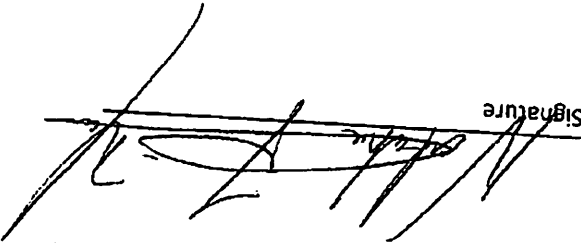
RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

- ø parent training
- ø Family Nights
- ø Parental access to the Teacher/Parent Resource library and other resources such as web sites, parent organizations, etc.
- ø Parent Partnership

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

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

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

ø *As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy.*

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

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

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

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

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

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

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

Encouraging staff to attend parental involvement workshops, conferences, web-based learning, and site staff development.

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

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