OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for REACH Academy

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Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for REACH Academy.

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

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

Fiscal Impact   The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):
                        ● Title I, Part A, including Comprehensive Support & Improvement Grant
                        ● Title IV, Parts A and B
                        ● After School Education and Safety (ASES)

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for REACH Academy

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: REACH Academy
CDS Code: 1612590110239
Principal: Natasha Moore
Date of this revision: 5/12/20

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

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

Contact: Natasha Moore
Address: 9860 Sunnyside Street
Oakland, CA 94603

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/12/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

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

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

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

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

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

    Date(s) plan was approved: _____ **5/12/2022** _____

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

[X] Flyers in students' home languages   [X] Announcement at a public meeting   [X] Other (notices, ParentSquare blasts, etc.)

Signatures:

Natasha Moore	*Natasha Flint-Moore*	5/24/2022
Principal	Signature	Date
Valisha Campbell	*Valisha Campbell*	5-24-22
SSC Chairperson	Signature	Date
Leroy Gaines	*Leroy Gaines*	5/24/2022
Network Superintendent	Signature	Date

Lisa Spielman
Director, Strategic Resource Planning

Signature

5/25/2022
Date

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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OAKLAND UNIFIED SCHOOL DISTRICT
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2022-23 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/30/2021	SSC	ESTABLISHMENT MEETING - ELECT VOTING MEMBERS, REVISE BYLAWS & REVIEW SPSA
12/6/2021	Staff Meeting	SHARE STUDENT ASSESSMENT DATA - TEAMS ENGAGE IN DDI AND FORM SMALL GROUPS
12/7/2021	ILT	REVIEW & MONITOR SPSA THEORY OF ACTION AND PRACTICES - MAKE ADJUSTMENTS
1/10/2022	Staff Meeting	REVIEW BUDGET DEVELOPMENT PROCESS, TIMELINE AND KEY TASKS FOR 2022-23
1/11/2022	SSC/ SELLS	REVIEW BUDGET ONE-PAGER AND ENROLLMENT PROJECTIONS FOR 2021-22
2/19/2022	SSC/ SELLS	APPROVE TITLE 1 AND TITLE 4 EXPENDITURES ALIGNED TO LCAP AND SPSA GOALS
2/21/2022	Staff Meeting	DISCUSS SCHOOL PRIORITIES AND SURVEY RESPONSES TO SUPPORT 22-23 PROGRAMMING
2/22/2022	ILT	REVIEW SPSA GOALS, THEORY OF ACTION AND PRACTICES ALIGNED TO "BIG ROCKS"
3/1/2022	Culure Team	DiSCUSS MTSS BEST PRACTICES TO SUPPORT THE CONDITIONS FOR STUDENT LEARNING
3/3/2022	SSC/ SELLS	REVIEW SCHOOL-WIDE DATA PATTERNS AND TRENDS TO SUPPORT SCHOOL IMPROVEMENT

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$154,160.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$705,618.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$141,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$25,680.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$3,760.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$322,635.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$9,400.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$154,160.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$551,458.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$705,618.77**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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

School Description

Reach Academy is a rich and diverse community school located in East Oakland. REACH is a "green" school that includes 17 classrooms (TK-5) along with a Child Development Center (CDC) for our Pre-K scholars. We are a community of learners including students, parents and staff who are dedicated to creating an academically rigorous, culturally caring and inclusive learning environment with high expectations for all students. We are Reaching Excellence in Academics and Changing History! Together, we are champions of knowledge, our communities, environment and our futures. The staff is committed to providing a safe and positive school culture where all students can succeed and reach their full potential! We strive to develop a culture of excellence that includes a robust instructional program aligned to the CA Common Core State Standards (CCSS)/ the Next Generation Science Standards (NGSS) along with a focus on Language and Literacy. This includes using technology to access the core curriculum through personalized and blended learning platforms to support mastery-based learning, as well as the integration of an arts-infused dance program.

As a community school, we leverage community partnerships to create a culturally caring and safe learning environment, as well as to develop well-rounded students who exemplify health, wellness and character development using our core values and school-wide expectations (BE Safe, BE Responsible and BE Mindful). Through Arts integration and after school enrichment opportunities provided by the YMCA of the Bay Area, students receive rich, extended learning experiences that include academic tutoring, enrichment, drumming, physical activity, as well as youth leadership and development. In addition, we provide parent engagement, volunteer and leadership opportunities with technical support and staffing from the Office of Family Engagement). A key goal shared by REACH stakeholders is to meet the needs and to serve the "whole child." To this end, a holistic approach is implemented which includes on-site, mental health services through the East Bay Agency for Children (EBAC) along with a Community Schools Manager and Restorative Justice Coach who work closely with students, families and staff to provide social-emotional support; to decrease disproportionality and to increase student achievement and success!

Finally, we support an inclusion model and have a Resource Specialist (RSP), Aide along with a Speech Therapist and a Bilingual Speech Therapist who serve our scholars with Special Needs in our Programs for Exceptional Children (PEC).

School Mission and Vision

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

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

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	32%	*not available until Fall 2022*	45%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	14%	*not available until Fall 2022*	25%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	4%	*not available until Fall 2022*	20%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-95.4	n/a	*not available until Fall 2022*	-85
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	10%	*not available until Fall 2022*	21%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-102.2	n/a	*not available until Fall 2022*	-90
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	20%
CAST (Science) at or above Standard	All Students	2%	n/a	*not available until Fall 2022*	15%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-132.5	n/a	*not available until Fall 2022*	-120.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	African American Students	-110.8	n/a	*not available until Fall 2022*	-90.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	6.3%	*not available until Fall 2022*	15.0%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-154.7	n/a	*not available until Fall 2022*	-140.0
SBAC Math Distance from Standard Met *2018-19 baseline*	African American Students	-116.2	n/a	*not available until Fall 2022*	-100.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	3.8%	0.0%	*not available until Fall 2022*	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	*not available until Fall 2022*	10%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	65%	73%	*not available until Fall 2022*	85%
Out-of-School Suspensions	All Students	1%	n/a	*not available until Fall 2022*	1.0%
Out-of-School Suspensions	African American Students	1%	n/a	*not available until Fall 2022*	1%
Out-of-School Suspensions	Special Education Students	0%	n/a	*not available until Fall 2022*	0%
Chronic Absenteeism	All Students	30%	24%	*not available until Fall 2022*	17%
Chronic Absenteeism	African American Students	36%	36%	*not available until Fall 2022*	20%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	100%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	Teachers use a variety of diagnostic, formative and summative assessments, inlcuding all required OUSD assessments to inform instructional planning and delivery. Early education provides reich pre-literacy experiences aligned with PK learning goals.	The Results Oriented Cycle of Inquiry (ROCI) is a powerful process for focussing directly on student outcomes to support college and career readinesss skills. This process enages educators in an ongiong process of learning to support continuous improvement.

LCAP Goal 2: Focal Student Supports	In keeping with a Response to Instruction and Interventionion (RTI) model, students who are sturggling benefit from multiple tiers of support including research-based academic intervietions and postive behavior interventions and supports (PBIS).	Provide tiered levels of academic and behavior support to all students using a Response to Instruction and intervention model. This includes a continuum of care to match research-based, best practices and strategies to meet studnet's unique needs.
LCAP Goal 3: Student/Family Supports	The school connects families to serrvices, supports and resources that provide sutdents' safety, well-being and lerning.	The school's key resources are aligned with goals and priorities identified in the Single Plan for Student Achievement (SPSA)
LCAP Goal 4: Staff Supports	Establishing opportuniites for distributive leadership through powerful teams and by enrolling teacher leaders and support staff in decisions and implementation of the site's professional learning plan related to establishing student achievement goals, curriculum, instruction and assessments.	Continue to model an ongoing commitment to improve professional learning to build capacity around effective systems and structures to support student achievement. This includes the creation of powerful teams (i.e. ILT, COST, Culture, SART, SSC, etc.) to support the school-wide goals and priorities.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
LCAP Goal 1: College/Career Readiness	Lack of mastery of reading foundational skills across grade levels. This includes letter name recognition and fluency, phonics, phonemic awareness, basic sight words, reading comprehension, etc. This also includes the mastery of decoding multi-syllabic words with irregualar vowel patterns, as well as accessing complex text.	Inconsistent use of systematic, explicit word study and phonics program (i.e. SIPPS) - Teachers require more support with standards-based, backwards mapping and unit planning. This inlcudes looking at the standards and identifying needed skills. Finally, it includes the consistent implementation and task/ standard alignment.
LCAP Goal 2: Focal Student Supports	Provide English Language Learners (ELLs) and Academic Language Learners (ALLs) with explicit instruction in the acquisition and extension of English through designated and integrated English Language Development. This includes using strategies to make the content comprehensible for all students.	Requires differentiated, systems of support as it relates to professional development, coaching and effective professional leanring communities (PLCs) to support continuous improvement. Build a vison for rigorous instruction while focusing feeback on sandards tasks and meaningful engagement.

LCAP Goal 3: Student/Family Supports	Chronic Absenteeism - Greater time and focus on creating a strong, multi-disciplinary attendance team and MTSS with consistent Tier 1 school supports. >20% chronic absence - Most prevalent in primary grade were reading foundational skills are critical. Increase parent participation rates to reflect school diversity. The Springboard Collaborative model engages student and families in accelerating reading growth using whole-child approach.) - Begin this intervention at the beginning in the Fall.	Need to build capacity of attendance team to implement multi-tiered systems of support (MTSS) to address chronic absence attendance barriers to increase instructional learning time. This includes creating and following up on action plans recommended by the COST and incentives to support goals. In addition, we have to address learing gaps due to Covid. This speaks to the need for coherent plan including more targeted interventions, as well as social emiotion leanring (SEL) supports for students.
LCAP Goal 4: Staff Supports	Providing consistent coaching cycles that support teacher growth and development and contribute to increased student learning. PLCs need greater focus on results. This includes engaging in cycles of inquiry using student data and learning, as well as teacher practice to promote continuous improvement.	Disruptions to teaching and learning related for staff and students due to high rates of Covid transmission resulting in absences. Teachers require more support with standards-based , backwards mapping and unit planning. This includes the integration of data-driven instruction (DDI) after each cycle.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW		
School: REACH Academy	**SPSA Year Reviewed:** 2021-22	
	SPSA Link: 2021-22 SPSA	

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

As a site, we are engaging in inquiry to support before, during and after reading language routines. These focal practices include creating pictorial input charts to build background knowledge, scaffolding text dependent questions, as well as implementing student talk protocols to support ELLs/ ALLs with accessing complex text - This aligns with indicator 3A: Teachers are using EL Education as the core ELA curriculum. Teachers ask students to cite evidence from the text to support their responses verbally or in writing. This alos aligns to the CCSS ELA Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

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

There has been fragmented implementation due to Covid disruptions, absences and more support needed as it relates to the systems for professional learning. This includes a focus on differentiated professional development, coaching and working in professional leanring communities. It also includes using TSAs as part of the Distributive leadership. With this in mind, how can we zero in on a focal strategy in our planning, focal students, analyzing data as a checking for understanding? To support this work engaging teams in collaborative inquiry (data analysis and reflection) to determine implications for instructional priorities, decisions and small group instruction.

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

Our goal is to implement an integrated approach to literacy that includes a continued focus of implementing standards-aligned, complex texts/ tasks and differentiated small group instruction during the 2022-23 school year. Also, this includes building teachers capacity to support scholars with accessing grade level, complex text through close reading, as well as to engage students in reading, writing, listening and speaking using evidence across content areas. A further goal is to ensure teachers are explicitly teaching reading foundational skills using SIPPS, Heggerty and i-Ready instructional resources/ tools, as well as using data from diagnostic, benchmark and summative (curriculum- embedded assessments) and from personalized learning platforms strategically to drive instruction and to support mastery-based learning. This means streamlining tools and selecting high leverge actions to improve student achievement.   Finally, teachers will participate in staff professional development offerings to strengthen lesson planning, delivery and implementation.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?

CSM	Student Connectedness to School	Manages school to community partnerships to support goals and priorities outlined in the SPSA to support academic, as well as social-emotional learning supports. Serve as the Safety Lead.	The CSM positon is a criticla role to the school. She has work towards securing and coordinating key partnerships to support teaching and learning. This includes Reading Partners, Springboard Collaborative, the Alameda County Food Bank to address food insecurity, etc. - She also provides mental health support and coordinates services with on-site clinicians/ therapists. Her role as the Safety Lead as been critical this year as it relates to coordinating Covid testing, progress monitoring, as as ensuring all classrooms and school spaces are stocked with critical PPE. As a result, her role as the Safety Lead reduced her time and attention to supporting in other areas including Attendance.	The goal for the CSM role is to balance and to prioritize the durites including providing key support with Attendance and providing support for MTSS through a continuum of care with the Covid surge decreasing.
EEIP Teacher	CAST (Science) at or above Standard	Science Prep Teacher - Provide standards-based, science instructional aligned to the CCSS and Next Generation Science Standards (NGSS)	All classes are engaging in weekly lessons using the FOSS NGSS curriculum. Due to Covid safety protocols and measures, classes for the first 6 months were unable to be held in the Science Lab which limiterd student access.	Starting all classes in the Fall. This includes rigorous science instruction and hands-on nquiry through investigation, exploration and discovery. It also includes implementing ssessements and regular progress monitoring.
Reading Partners	i-Ready Reading at or above Mid-Grade	Provide Tier 2 Academic support as a targeted reading intervention program. Provide identified students working below grade level with additional instrtuction to support foundational literacy skills.	An on-site Coordinator was selected and space confirmed on-site for sessions. Students are being assessed using the STAR Reading to support groupings. Challenges have included delays in launching the program resulting in staffing challenges and student not receiving these services.	The Reading Partners contract will start in the Fall. Benchmarks along with a clear timeline will be established to support timeliy implementation. Covid disruptions will heopfully continue to trend downward to ensure regualar attendance and to ensure students are receiving the full dose of the intervention to improvide reading proficiency.

Licensing Agreements	i-Ready Reading at or above Mid-Grade	As a site, we funded supplemental personalized learning platforms to support mastery-based leanring. Programs include myOn Reading, Zearn Math, Typing Club, Seesaw, Flocabulary, as well as Language Link to increase two-way communiation between school and home.	Our personalize learning platforms are engaging students in online lessons aligned to core curricula areas (i.e. Reading, Math, Foundational Skills, Social Studies, etc. The programs allow students to learn at their own pace and rate. In addition, they are integrated into the K-2 Lab and All Block (3-5) instructional block	All grade levels will continue to integrate technolgy through the use of personalized learning platforms to support student learning. Additional headphones will be ordered for classes to support students' focus and to block out noise distractions. Progress monitoring data analysis will be prioritized.
Books OTX	College/Career Readiness	Purchased additioal books to support EL Education modules and units. This supports the focal practice of accessing complex texts.	What is working is for each student to have a copy of the anchor text supporting the unit and lesson. Due to the delay in the supply chain, boxes of books were received at different times.	The goal is to organzize all of the books sets per the grade-levels and units of study. This includes ensuring all content is delivered to classrooms for teachers and students to readily access.
Extended Contracts	College/Career Readiness	This contract funded Reading Partners as a Tier 2 targeted intervention to support mastery of foundational literacy skills.	The benefits of the program is 1:1, intensive support for struggling readers. Students are assessed and differentiated instruction is providing for each student's individual level. The reduced impact and gains have been stalled due to delays on the partner's end with hiring tutors.	Provide thought-partnership and strategic planning in the Spring to support and to ensure staffing is secured in the Fall so students can receive the full services offered. This includes identifying benchmarks along with a timeline to support a successful launch and program implementation.
Contractual Newcommer Support	ELL Reclassification	Provide targeted support for our English Language Learners and Newcomers. Also include support around the systems for provessional learning including professional development and coaching.	It has been successful having a full-time Elementary Newcomer Teacher Leader (ENTL) to support with small group instruction and with building treachers capacity to implement effective strategies, as well as to support designated and integrated English Language Development (ELD) practices.	The goal is to ensure this postion continues to be funded full-time based on the growing English Language Learner/ Newcomer population. Adjustments will also include shifting a focus to coaching teachers to ensure they are implementing best practices to make content comprehensible, as well as to support students with oral language acquisition.
Instructional Supplies	College/Career Readiness	Provide materials for classrooms to support teaching and learning	Classrooms have received student learning kits with basic supplies to support the core curriculum and content areas across grade levels.	As a site, we'll conduct an inventory of all supplies during the Spring to ensure we are not wasting and over spending for the 22-23 school year.

Field Trips	College/Career Readiness	To provide extended leanring opportunities outside of the classroom for students aligned to CCSS and NGSS. Fieldtrips include California Academy of Sciences, Exploratorium, the Oakland Zoo, as well as the Central Kitchen.	The site received a special grant from the Oakland Ed. Fund to fund bus transporation to the California Academy of Sciences to suport rich, science instructions - Students will also have the opportirity to engage in hands-on-inquiry to the Exploratorium and Oakland Zoo.	The goal is to provide additonal funding through Title 1 and grants to ensure all classes have the opportunity to take a minimum of one fieldtrip during the 2022-23 academic school year to support the standards-aligned curriculum. The goal is to also explore field trips in the community that eliminate the high cost of busses.
Supplies for Parents	Student Connectedness to School	Provide supplies to support parent leadership, parent development and participation. This includes serving as key partners.	Provide materials to support the parent room with supplies to support teaching and learning. Due to Covid and lack of vaccination, parents have not been consistentlly on campus.	Continue to provide supplies and materials to support parent enagement and leadership. This includes identifying and equipping our parent spaces to support successful collaboration.
Consultants for Parents	College/Career Readiness	Provide funding for outside consultants to provide professional development to support health and wellness, as well as academic supports.	Allowing parents to have choice in what they feel will help them with supporting academic achievement. Due to Covid, parents have not been on campus in masses as a safety measure.	Continue to seek out school-to-community partnerships to support the goals and proiorities outllined in our SPSA, as well as through our engagment with parents.
Books OTX	SBAC ELA Distance from Standard Met	Purchase research-based books to support teaching and learning, as well as literature parents can read to support family literacy.	Ordering and purchasing books has been efficient. However, supply chain demands due to Covid have resulted in significant delays in receiving materials.	Conduct a listening campaign and needs assessment in the Spring with parents to determine planning and ordering next steps.
Interfund Food Services	Student Connectedness to School	Provide healthy food options/ services from our Central Kitchen to support on-site parent meetings.	The Central Kitchen is preparing to offer catering services to sites. A barrier includes not having parents on campus to the Covid rates and lack of vaccination.	As a site, we are reengaging parents to become full participants in their child's learning experience. To this end, providing food will serve as an incentive for engagement.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

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

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

School Priority:	Conditions to Support Student Learning and Engagement
School Theory of Change:	If teachers, support staff and site leadership provides multi-tiered levels of academic, social emotional and behavior supports (MTSS) to all students through a continuum of care that proactively identifies student needs, matches researched-based interventions and regularly monitors student progress using assessment data to make decisions, THEN we'll create safe, supportive and student-centered learning environments to ensure every scholar thrives and is ready for college, career and success.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Provide multi-tiered levels of academic and social-emotional support (MTSS) to all students through a continuum of care using a Response to Instruction and Intervention (RTI) model to accelerate student learning.	Provide SRSS training and follow-up PD to reflect on qualitative data to accelerate student achievement and improve social-emotional learning outcomes. COST team reviews students identified with Tier 2 & 3 needs	Teachers complete universal screener (SRSS) 2x/year to identify students needs. Following screening, teachers and support staff collaborate to identify evidenced-based, tiered levels of support. CSM provide case-management.		
1-2	Implement a robust Response to Intervention and Instruction (RTI) to accelerate student learning. Teachers and support staff use data-informed cycles of inquiry to drive instruction and to support social-emotional growth and learning.	Establish an nstructional Leadership Team (ILT) and Cuture/ Climate school-wide teams to establish professional learnig plan to support student achievement goals. COST team updates data in OUSDForce to reflect student interventions.	Implement a theory of action using results oriented cycles of inquiry that align evidenced-based practices, interventions and supports. Provide tiered levels of academic and behavior support to all students using a response to instruction and intervention model.		

1-3	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS) to support a postive culture and school climate. This includes a focus on using restorative practices (RJ) to reduce disproportionality.	Establish a consistent time (weekly) to review Tier I data, establish action plans and to support professional learning. Dedicated "cool down spaces" established in all classrooms/ spaces with sensory tools to support with deescalation and to refocus learning.	Implement Tiered Fidelity Inventory and a community-school appraoch to address health and wellness inlcuding mental health supports to address trauma. This includes providing supports through the East Bay Agency for Children (EBAC).		
1-4	Teachers implement grade-level, complex tasks aligned to rigorous CA Common Core State Standards (CCSS) to support the "instructional core". Develop with the ILT 6-8 week cycles of inquiry focused on the content/ skills students need to be successful.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments aligned to student learning goals. This includes conducting regualar walkthroughs with rubrics to assess implementation.	Build content and pedagogical knowledge Understand intended shifts or outcomes for students through application of instructional practices Set goals for instruction. Build a clear vision, culture along with the conditions for college and conditions to support career readiness.		
1-5	Teachers lead students in setting and monitoring their own learning by setting goals, as well as by providing individual feedback to students to build their agency, motivation and independence.	School leadership uses academic and culture data to progress monitor, to identify focal students, as well as to provide targeted interventions to improve teaching and student learning for ALL.	Evidence of student conferencing with goal setting. Visual scaffolds and supports (i.e. anchor charts) highlighing growth towards the Standars are evident as well as student work analysis.		

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION		
1-6	Teachers and support staff engage families regular two - way communication using home visits, newsletters, messaging platforms (i.e. ParentSquare) in-person and/or phone calls, to communicate academic, attendance, behavior and strategies to support at home.	Develop evaluation tool to monitor the effectiveness of programming. CSM will support the school with community partnerships. This includes supporting families with outreach, consultation, as well as health and wellness needs in alignment with the Community Schools model.	Evidence of school-wide governance to support shared decision-making and leadership (i.e. SSC, SELLS, A.A. parent action team, etc). Family Liaison to coordinate monthly parent workshops to address academic, as well as social-emotional supports.		
1-7	Staff implement Tier 2 and 3 strategies to support individual student needs with a focus on ATTENDANCE and decreasing chronic absence.	Leadership will observe organized structures in classrooms including systems to support positive relationship building and de-escalation (i.e. 5:1, incentives and Zen Dens).	Implement resources (i.e. trauma informed practices, de-escalation, building positive relationships and support with Tier 1. Provide school-wide incentives.		
1-8					

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Implement resources (i.e. trauma informed practices, de-escalation, building positive relationships and support with Tier 1 practices. Provide targeted interventions
School Theory of Change:	If teachers use the Common Core State Standards (CCSS) to backwards map and to plan rigorous, instructional units, assessments and daily lessons using DOK, as well as use assessment data to conduct regular cycles of inquiry to plan instruction, THEN student agency, independence and achievement will excel. This includes implementing explicit lesson design steps, along with complex tasks that support deeper learning (i.e. collaboration. communication, critical thinking, problem solving and academic mindsets). This also addresses the shifts related to focus, coherence and RIGOR.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	*All Students*

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

2-1	Teachers know and understand grade-level standards along with the major focus for math instruction. Prioritize the most important concepts, skills and standards to support rigorous and coherent math instruciton.	Plan and schedule professional development for grade level teams at the beginning of the school year to unpack standards and units. Create pacing calendar with measurable benchmark goals to support implementation.	Deepen learning and reflection aligned to the monthly focus to support math implementation. *Planning Protocol *Planning Consultancy *Lesson Rehearsal *Lesson Feedback		
2-2	Implement District-approved curriculum (i.e. Eureka Math).	Provide standard resources (i.e. pacing guides) and time for grade level planning.	Implement systems of support to build teacher capacity through coaching and aligned professional development.		
2-3	Administer formative, benchmark and summative assessments to evaluate student learning. Use student data to make informed decisions and to monitor progress toward goals.	Monitor school-wide implementation. Create and post a school-wide, math assessment calendar. Ensure adequate time is incorporated into the professional learning plan for grade-level teams analyze data. Conduct walkthroughs with feedback.	Evidence of students engaged in deeper learning competencies including problem solving, critical thinking, collaborating, communicating and developing academic mindsets through productive struggle and engagement.		
2-4	Provide regular assessments (formative, summative and benchmark) to analyze student learning outcomes and mastery towards meeting standards. Use assessment data to drive instruction and for planning differentiated small group math instruction.	Grade-level PLCs - Create formal and informal assessments to analyze students proficiency and mastery towards goals. Engage teams regularly in data-driven instruction and corrective aciton planning.	Coaching resources are equitably distrubuted bsed on student need and/or instructional quality in order to build teacher skill and to support student achievement.		
2-5	Providing frequent and regular opportunities for students to engage in academic discussion and to practice mathematical vocabulary; explaining their thinking; analyzing other's thinking.	Conduct walkthroughs and learning walks with a focus on the "instructional core" - The ILT regularly reviews the teacher walkthrough and student achievement data to plan supports to complete student achievement.	Learn about and practice instructional routines during professional development that accelerate student achievement goals.		

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-6	Incorporate spiral review and fun math games while implementing SEL curriculum to review prior knowledge while building a strong math culture.	Provide effective structures to support grade-level PLCs - This includes faciliatation. Plan and implement strong routines and procedures to build a postive math culture.	Learn about and/or practice instructional routines during professional devleopment to support planning.		
2-7					
2-8					

Learn about and/or practice instructional routines during professional development to support effective planning.

School Priority:	Increase foundational reading skills and fluency
School Theory of Change:	If we provide the professional development and coaching support to all staff around the science of reading and structured literacy, students will receive both systematic phonological awareness, phonics, and sight word instruction and rigorous instruction with vocabulary and complex text which will provide the support needed for students to become accurate decoders, fluent readers and critical analyzers of text.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	K-2nd grade teachers implement daily, explicit instruction on student individual level in phonological awareness (using Heggerty), phonics, and sight words (using SIPPS) - Use mastery tests to progress monitor, and adjusting student groupings as appropriate. 3rd-5th grade teachers implement SIPPS as a daily intervention for students below grade level.	Provide explicit training in SIPPS and Heggerty before implementing the curriculum in the classroom; provide ongoing training opportunities for teachers to improve practice; monthly data analysis in directed PLC to ensure student needs are being met; create a schedule to allow for differentiated small groups to be implemented for primary and upper grades using early literacy tutors.	SIPPS mastery test progress; iReady standards mastery; letter naming fluency, phonemic awareness and phonics, DIBELS data. Develop with the Instructional Leadership Team (ILT) cycles of inquiry focused on the content and skills to accelerate student outcomes.		

3-2	Use EL Education scope and sequence, as well as priority standards to implement explicit instruction in reading and writing.	Provide time during pre-service to map out units and modules; teachers have training opportunities to improve practice and implementation;	Provide consistent coaching and professional development. Provide consistent observation and feedback to improve teaching and learning. Recruit classroom volunteers to support small groups and 1-on-1 tutoring		
3-3	Teachers use a variety of diagnostic, formative and summative assessments including all required OUSD assessments to inform their instructional planning.	Administration closely monitors learning results for identified students and interventions based on assessment data	In keeping with a results - oriented cycles of inquiry, teachers and their colleagues regularly consider data and informartion about student learning with a focus on accelerating historically underserved populations.		
3-4	Engage all students in regular close reading of complex, grade-level text to support reading comprehension.	Provide ongoing training to support EL Education implementation and SIPPS including coaching supports. Include peer observations. Provide structures to support Tier 2 and Tier 3 supports and interventions to meet needs	All students have copies and access to standards-aligned complex text sets and unit workbooks. Build teacher capacity through inquiry-based PD learning.		
3-5	Scaffold text-dependent questions and learning tasks to support close reading of texts. Provide opportunities for students to collaborate and to talk about their reading. This includes engaging in frequent evidence-based, academic discussions about anchor texts.	Provide protected time during the instructional day for teachers to collaborate in PLCs with grade-level and in cross grade-level teams within grade-level bands with the TSAs, ENTL and Administration for coaching and planning supports.	Evidence of a shift from delivering content to deisigning and framin inquiry questions to push student thiinking and knowledge construction. Essential qustions to frame each unit across content areas are posted on walls. Design probing questions: ("Why...?" What if...?" What's your evidence of...?"		

3-6	Provide students with rich daily, writing opportunities using evidence-based, anchor texts. Engage students in the writing process across genres including daily journal writing.	Incorporate cycles of inquiry and professional development with a focus on writing with evidence across subjects.	Students produce writing and work samples across generes including descriptive, expository (informational), persuasive, narrative, informational and poetry.		
3-7	Use assessments to inform instruction and form small groups. This includes using i-Ready progress monitoring tools and SIPPS mastery tests to drive instruction. as well as District benchmark, curriculum embedded and common formative assessments to support student learning.	Engage in regular walkthroughs with feedback and data meetings with corrective action planning and data-driven insrtuction (DDI).	Engage with students in goal-setting, specifiying performance target and benchmarks for reaching those targets.		
3-8	Teachers collectively define SMART (Specific, Measureable, Attainable, Relevant and Tiime-bound) goals for student achievement goals in each Unit/ Cycle. Teachers post literacy trackers in classrooms to measure reading growth and stamina.	Provide protected time during the instructional day for teachers to collaborate in PLCs with grade-level and in cross grade-level teams with the TSAs, ENTL and Administrator for coaching and lesson planning supports.	Scaffold instruction for all students using a gradual release of responsibility from the teacher to students - teaching for independence. Evidence of student-centered, constructivist classrooms.		

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Conditions to Support Adult Professional Learning and Culture
School Theory of Change:	If we create conditions to support adult learning by focusing on the systems of supports which include providing differentiated coaching, professional development and opportunities for teachers to regularly collaborate in professional learning communities (PLCs) by using assessment data to engage in cycles of inquiry, THEN teacher efficacy, instructional practices and student learning will increase.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will engage in regular professional learning communities (PLCs) focused on results-oriented cycle of inquiry (ROCI) goals. This includes goal setting, lesson planning, teaching, collecting and reviewing assessment data, reflecting, as well as adjusting instruction.)	Facilitate PD experiences that empower teacher leaders in communities of practice. This includes engaging in collaborative goal setting, inquiry conversation protocols, and public learner routines. Provide clear stuctures (i.e. agenda) for teachers to use within their PLCs. Regularly sit in on PLCs to provide support, progress monitor and assess teacher learning needs.	Build content and pedagogical knowledge Understand intended shifts or outcomes for students through application of instructional practices Set goals for instruction		
4-2	Teachers collaborate to build their knowledge of content standards, tasks, and pedagogy embedded in the curriculum by participating in evidenced-based, professional development opportunites to strengthen their knowledge of priority standards, content/ curriculum and best practices.	Provide differentiated support, knowledge and information to build capacity that can be readily applied to grade level teams to support leanring. Principal, TSA and leadership teams will devleop, monitor, and establish site theory of action including the systems for professional learning.	Teachers participate weekly in differentiated professional development offerings by engaging in a culture of learning through inquiry. Provide regular feedback on systems for professional learning (i.e. effective PDs, coaching and PLCs).		
4-3	Teachers will use both quantitative and qualitative data to drive their inquiry cycle process with the goal of using data to understand and tackle identified problems of practice. Select focal students.	Manage systems of formative and summative data collection to support teachers in meaningful inquiry-based data analysis and reflection. Assess progress on instructional goals	Teachers reflect on the impact of their own learning and application through a review of student work and data points. Identify the impact of instructional practices based on student outcome goals.		

| 4-4 | Teachers will collaborate with coaches to create data-driven and individualized coaching cycles that include a pre-conference meeting to set goals, observation, and post-observation debrief to support teacher growth and development. | Provide differentiated coaching and research-based coaching strategies to support teachers in their professional learning and growth. Identify supports based upon data, develop an aligned coaching plan,/ cycle. This includes identifying a coach, TSA to support (e.g. modeling lessons, elbow-teaching) | Teachers apply their learning to their own planning and receive feedback (from their peers or a coach) prior to implementation. Create feedback loop with reflection to mearsure impact. | | |

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Conditions to Support Black Students
School Theory of Change:	If we as a staff create a culture of visibility, safety and academic rigor for black students, then… Students and families would feel safe (builds a sense of community) Students and families would develop positive relationships with other peers and staff Students would build their self-confidence Attendance would increase There would be a decrease in URFs and suspension There would be a decrease microaggression Parent engagement would increase Student academic achievement would increase
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

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

5-1	Implement a rigorous core instructional program aligned to the CCSS. Implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence and regular practice in academic discussions.)	Build a relationship-centered, equity-focused school, that puts students and families first and maintains high expectations.	Evidence of strong systems and structure to support the systems for professional learning as it relates to coahcing, facilitation professional devleopment along with effective professional learning communities to support data-based, cycles of inquiry.		
5-2	Structure daily opportunities for for Accountable Talk or student discussion defined by accurate knowledge and rigorous thinking.	Commit to adaptive changes to support transformational teaching and learning.	Students engaged in rich tasks using a variety of participation protocols (i.e. think-pair-share; turn and talk, etc.) to expand and to elaborate thinking building on one anothers points of view.		
5-3	Integrate diverse modes of leaning using multiple modalites. The more ways students experience input, the more ways they can make connections and to build new schema.	Provide explicit Tier 2 and Tier 3 supports in school-wide model that includes: timely screening, evidence-based strategies, clear action steps, and continuous monitoring for ELA and Math.	Evidence includes auditory and visual engagement, TPR; movementment and application, simulations, visual scaffolds along with rich opportunities for student practice and talk.		
5-4	Implement an asset-based lens for scholars. Consider and build upon skills, knowledge and experiences students bring.	Dismantle systemic racism by addressing unconscious bias and white supremacy culture.	Implementation of differentiated, small group instruction to provide target support (e.g. guidend reading, foundational skills, conferring; strategy math groups wit progress monitoring.)		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)	
School Priority:	Conditions to Support English Language Learners

School Theory of Change:	If teachers integrate embedded supports and scaffolds to make content accessible by engaging English Language Learners (ELLs) in focused language study by incorporating complex text, "student talk" protocols, explicit vocabulary instruction and text dependent questions through the use of Guided Language Acquisition Design (GLAD) strategies, SDAIE and High Impact Language Practices: Fortifying Complex Output and Fostering Interactions to build language development across content areas by providing students with rich opportunities to unpack "juicy sentences, to engage in regular academic discussions and structured language practice, THEN oral language acquisition will increase.
Related Goals:	Provide Tier 2 instruction to meet the learning needs of newcomers. Utilize data to support small groups. Provide direct instructional support of newcomers in both push-in and pull-out contexts: Examine newcomer data. Engage in co-planning and co-teaching to support goals.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers implement a daily Designated English Language Development (ELD) block for 30 minutes a day using adopted curriculum ("language dives" from EL Education) to provide explicit language instruction. Use designated ELD time for language practice and for essential ELL practices.	Establish school-wide time for a, 30-minute Designated ELD instructional block in the master schedule. Conduct regular walkthroughs. Observe and provide regular feedback focusing on effective use of language and literacy skills and best practices. Support teachers with analyzing ELPAC data to form ELD groups.	Provide Tier 2 instruction to meet the learning needs of Newcomers. Utilize data to form small groups to support language practice. Provide direct instructional support of newcomers in both push-in and pull-out contexts: Examine newcomer data. Engage in co-planning and co-teaching to support goals.		

6-2	Teachers provide regular opportunities for student talk, discussion and written output. Prepare students to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Integrate PD cycles. Continue to support ELLs with language supports to engage in deeper discussions around the meaning and function of texts. Guide grade-level teams to collaboratively analyze the content, cognitive, language and literacy demands of complex texts and tasks.	Participate in school-wide professional development planning to sustain focus on addressing newcomer student needs. Provide professional development for teachers and other staff addressing the needs of newcomer students. Consult with teachers/staff to collaboratively develop best approaches for supporting newcomer students.		
6-3	Provide scaffold access to complex text before, during and after reading. This includes frontloading content, providing systematic and explicit vocabulary instruction and background knowledge.	Provide regualar coaching support to build capacity and to support effective instruction of essential ELL practices. Implement learning walks. Provide observation and regular input/ feedback.	Participate in classroom walkthroughs and newcomer shadowing in order to monitor uptake of scaffolding and newcomer support strategies		
6-4	Teacher provide multiple opportunites to make content comprehensible for English Language Learners by implementing High Impact Language Practices including Using Complex Text, Fortifying Complex Output and Fostering Meaningful Interactions. Utilize California English Language Development (ELD) Standards including the major shifts in the CA CCSS ELA.	Support teachers by providing differentiated PD using colloaboration protocols to increase academic discourse and "student talk". Conduct consistent walkthroughs using ELD walkthough tool - Provide observation and written feedback. Conduct learning walks with ENTL to identify trends and needed supports as it relates to language functions, forms and Literacy.	Share best practices related to newcomers systems and supports. Participate in PLCs to develop knowledge and skills connected to newcomer learning needs. Participate in district-organized learning communities in order to develop plans to create welcoming spaces; assessment and progress monitoring, as well as Family involvement.		

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 193   **School:** REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program Contract	$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Provide support to increase parent engagement, leadership and participation in school-wide programs and school governance.	193-1
10-Month Teacher on Special Assignment (TSA)	$121,761	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	7811	10-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS). This includes restorative practices (RJ) to reduce disproportionality as it relates to uderstanding trauma, cultural humility and social-emotional learning.	193-2
10-Month Teacher on Special Assignment (TSA)	$95,881	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7123	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement a robust Response to Intervention and Instruction (RTI) to provide targeted interventions to accelerate student learning. Teachers use data-informed cycles of inquiry (i.e. social- emotional learning) to drive instruction and learning.	193-3
10-Month Teacher on Special Assignment (TSA)	$123,020	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7807	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide multi-tiered levels of support through a continuum of care to support social-emotional learning and skills to increase student engagment and achievement.	193-4
Attendance Specialist, Bilingual	$22,864	Title I: Basic	2205	Classified Support Salaries	3521	Attendance Specialist, Bilingual	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Implement District-approved curriculum.	193-5
Book Trust - (Books other than textbooks) / Classroom Library	$12,000	Title I: Basic	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement District-approved curriculum.	193-6
Books other Than Textbooks	$500	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Staff engage families regularly in two-way communication using phone calls, newsletters, messaging platforms (i.e. ParentSquare,TalkingPoints, etc.) in-person and/or phone calls, to communicate academic, attendance, behavior, as well as strategies to support at home.	193-7

PROPOSED 2022-23 SCHOOL SITE BUDGET **Site Number:** 193 **School:** REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Books other than Textbooks	$1,049	Title I: Basic	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement a robust Response to Intervention and Instruction (RTI) to provide targeted interventions to accelerate student learning. Teachers use data-informed cycles of inquiry (i.e. social- emotional learning) to drive instruction and learning.	193-8
Books other than textbooks	$1,010	Title I: Parent Participation	4200	Books other than Textbooks		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers implement grade-level, complex tasks aligned to rigorous CA Common Core State Standards (CCSS) to support the "instructional core". Develop with the ILT 6-8 week cycles of inquiry focused on the content and skills that teachers and students need to be successful.	193-9
Certificated Pupil Support Salary	$71,203	One-Time COVID Funding	1205	Certificated Pupil Support Salaries	8661	Social Worker	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide multi-tiered levels of academic and social- emotional supports (MTSS) to all students through a continuum of care using a Response to Instruction and Intervention (RTI) model to accelerate student learning. (This includes funding a CSM to facilitate weekly C.O.S.T. meetings and to manage the school to community partnerships aligned to SPSA priorities.)	193-10
Classroom Supplies	$5,500	Title IV: Student Support & Academic Enrichment	4304	Classroom Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers and suport staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS). This includes restorative practices (RJ) to reduce disproportionality as it relates to trauma -Understand trauma & stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration	193-11

PROPOSED 2022-23 SCHOOL SITE BUDGET   Site Number: 193   School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Clerical Extended Hours	$5,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Teachers and support staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS). This includes restorative practices (RJ) to reduce disproportionality as it relates to trauma -Understand trauma & stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration	193-12
Clerical Salaries	$0	One-Time COVID Funding	2405	Clerical Salaries	8660	Liaison, Family Parent	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Provide students with access to compelling, high-interest books from a wide-range of genres to support reading fluency and comprehenison.	193-13
Community School Manager	$39,362	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7809	Program Mgr Community School	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Engage all students in regular close reading of complex, grade-level text to support reading comprehension. Leverage digital platforms.	193-14
Consultants	$500	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	Teachers know and understand grade-level standards along with the major focus for math instruction. Prioritize the most important concepts, skills and standards to support rigorous and coherent math instruciton.	193-15
Copier Maintenance	$7,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement District-approved curriculum.	193-16
Field Trips	$11,000	Title I: Basic	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Implement a robust Response to Intervention and Instruction (RTI) to provide targeted interventions to accelerate student learning. Teachers use data-informed cycles of inquiry (i.e. social- emotional learning) to drive instruction and learning.	193-17

PROPOSED 2022-23 SCHOOL SITE BUDGET   Site Number: 193   School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Interfund Food Services	$500	Title I: Parent Participation	5758	Food		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers and support staff implement supplemental supports and services to improve the academic, social, emotional and mental health needs for students and their families.	193-18
Library Technician	$70,783	Measure G: Library	2205	Classified Support Salaries	8430	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Support regular school attendance and monitioring to increase instructional learning time and students "time on task" by setting attendance goals, communicating with parents and implementing interventions.	193-19
Licensing Agreements	$15,000	Title I: Basic	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Implement District-approved curriculum aligned to the FOSS, Next Generation Science Standards (NGSS).	193-20
Noon Supervisor	$27,356	LCFF Supplemental	2905	Other Classified Salaries	8421	Noon Supervisor	0.67	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide multi-tiered levels of academic and social- emotional supports (MTSS) to all students through a continuum of care to promote student learning and well-being. Coordiante COST team.	193-21
Noon Supervisor	$5,208	General Purpose Discretionary	2905	Other Classified Salaries	8421	Noon Supervisor	0.13	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Provide Tier 2 targeted reading support to improve foundational literacy skills and profiencly for students working below grade level.	193-22
Prep/Enrichment Teacher	$18,911	Title I: Basic	1105	Certificated Teachers' Salaries	2004	Teacher Education Enhancement	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Integrate technology through personalized learning platforms to support goal-setting and mastery-based learning.	193-23
Reading Partners	$12,500	Title I: Basic	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide scaffold access to complex text before, during and after reading. This includes providing systematic and explicit vocabulary instruction.	193-24

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 193   **School:** REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Restorative Justice Facilitator	$106,679	One-Time COVID Funding	2205	Classified Support Salaries	8662	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers will engage in regular communities of practice (PLCs) focused on results-oriented cycle of inquiry (ROCI) goals. This includes goal setting, lesson planning, teaching, collecting and reviewing assessment data, reflecting, as well as adjusting instruction.)	193-25
Springboard (Targeted Reading Intervention and Support)	$3,000	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide access to high-quality instructional materials to support teaching and learning.	193-26
Substitute Teacher Incentive Plan (STIP) Teacher	$76,378	LCFF Supplemental	1105	Certificated Teachers' Salaries	7641	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers provide students with experiential learning experiences aligned to CCSS/NGSS to support deeper learning and academic achievement.	193-27
Supplies	$8,472	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers implement a daily SIPPS and Designated English Language Development (ELD) using adopted curriculum to provide explicit language instruction. Provide addition reading materials.	193-28
Supplies	$900	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide healthy food options to encourage parent engagement, leadership and participation as key stakeholders in the decision-making process of the school.	193-29
Supplies	$5,000	Title I: Basic	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Facilitate PD experiences that empower parents through partnerships and in communities of practice to support student achievement and success across core content areas.	193-30
Supplies	$1,750	Title I: Parent Participation	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide instructional supplies and materials to support high-quality teaching and student learning with a focus on parent reading support.	193-31

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 193   **School:** REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies (Ink/ Toner Cartridges)	$715	Measure G: Library	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide parents with evidence-based resources and books to support college and career readiness with a focus on language and literacy.	193-32
Teacher Extended Hours	$3,313	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Facilitate PD experiences that empower teacher leaders in communities of practice. This includes engaging in collaborative goal setting, inquiry conversation protocols, and public learner routines. Provide clear stuctures (i.e. agenda) for teachers to use within their PLCs. Regularly sit in on PLCs to provide support, progress monitor and assess teacher learning needs.	193-33

REACH Academy Parent and Family Engagement Policy for 2021-22

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

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

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

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

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

●   REACH Academy will adopt the school-parent compact as a component of its Parental and Family Engagement Policy. This includes guidance and expectations to support the return to in-person instruction.

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

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

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

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

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

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

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

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

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

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

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

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

●   *The School Parental & Family Engagement Policy will be shared at the annual Title I parent meeting*

●   *The policy will also be provided to parents using Talking Points, site website along with a hard copy*

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

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

▪   *School Site Council (SSC) and SELLS meetings*
▪   *Parent Leadership Team Meetings*
▪   *Parent Workshops*
▪   *Annual Title 1 school meeting*
▪   *Engagement (virtual) sessions using Zoom*
▪   *Parent Square*

 4. REACH Academy will convene an annual meeting to inform parents of the following:
●   *REACH Academy participates in Annual Title 1 meetings and related activities,*

●   *The requirements of Title I as outlined in the Parent Meeting Mandated Information*

●   *Of parent rights to be actively engaged as outlined by the OUSD Guidelines as follows:*

●   *Meetings will be held at flexible and convenient times to encourage parents to participate. Parents will be notified about meetings through school notices, newsletters, the website, Talking Points and the School Messenger automated phone system.*

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

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

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

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

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

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

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

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

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

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

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

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

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

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

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

3.   REACH Academy will, with the assistance of the district, provide key information and support to parents of children served by the school in understanding topics such as the following:
- *California Common Core State Standards (CCSS); Next Generation Science Standards (NGSS)*
- *English Language Development Revised Standards (ELD)*
- *Student Assessment Data* - Regularly provide data *using the OUSD academic assessments including alternate assessments (i-Ready, SIPPS Placement, Reading Inventory, RI for 3rd-5th grade, IABs, ELPAC, FOSS Map, writing assessments and SBAC)*
- Parent Teacher Conferences
- Blueprint for Quality Schools
- *Requirements of Title I, Part A*
- *Smarter Balanced Assessment Consortium (SBAC)*
- *How to monitor student academic progress and growth*
- *Special Education Services through the Program for Exceptional Children (PEC)*
- *Using technology through personalized learning platforms and learning management systems*
- *Single Plan for Student Achievement (SPSA) Goals, Priorities and Improvement Strategies*

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

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

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

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

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

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

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

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

<u>*Adoption:*</u>
This policy was adopted by <mark>REACH Academy</mark> on <mark>Thursday, September 23, 2021</mark> and will be in effect for the 2021-21 school year.

Natasha Flint-Moore   *September 23, 2021*
(Principal)   (Date)

School-Parent-Student Compact

[REACH Academy]

<mark>2021-2022</mark>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AS A SCHOOL, we will:

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

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

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

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

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

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

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

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

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

_____
School Principal Signature

Teacher Responsibilities

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

- **Communicate clear expectations for performance to both students and parents.**

- **Strive to address the individual needs of the student**

- **Provide a safe, positive and healthy learning environment**

Parent Responsibilities

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

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

AS A PARENT, I will also:

1) *Ensure my child maintains regular school attendance to prevent chronic absence.*

2) *Review and reinforce all school-wide expectations with my child (BE Safe, BE Mindful and BE Responsible) to ensure a safe environment with learning as the top priority.*

3) *Ensure my child is dressed in uniform for safety and success in accordance with policy.*

4) *Teach, model and discuss self-control and respect for myself and others. NO BULLYING!*

5) *Assist my child in selecting proper media (television, movies, video games, music and printed materials) to reduce his/her exposure to violence. I'll monitor technology usage.*

6) *Volunteer (10 hours) at the school during the calendar year (if able).*

7) *Encourage my child to solve problems using safe and restorative approaches. This includes seeking the support of a caring adult for help when necessary.*

8) *Model and encourage appropriate language (no cursing, blaming or shaming).*

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

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

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

_____

Parent/Guardian Signature

Student Responsibilities

AS A STUDENT, I will:

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

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

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

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

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

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

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

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

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

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

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

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

_____
Student Signature

This Compact was adopted by REACH Academy on 09/23/2021 and will be active for 2021-22. The school will distribute the School Parent Student Compact to all parents and family members of students participating in the Title I, Part A programs.

Principal: Natasha Flint-Moore

Date: September 23, 2021

Strategic Resource Planning (SRP)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

REACH Academy

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Valisha Campbell
Vice Chairperson:	Anai Romero
Secretary:	Adrian Grays

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Valisha Campbell				TRUE	
Anai Romero				TRUE	
Adrian Grays				TRUE	
Tracy Wilson				TRUE	
Denise Ramirez				TRUE	
Elea Ensley (Bradley)		TRUE			
Natalya Gibbs		TRUE			
Rebecca Brown		TRUE			
Camila Barbour (CSM)			TRUE		
Natasha Flint-Moore	TRUE				

SSC Meeting Schedule: (Day/Month/Time)	Thursday, September 30, 2021

SSC Legal Requirements (EC Sections 65000-65001):

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

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