

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1338  
Introduction Date: 6/27/18  
Enactment No.: 18-1140  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for REACH Academy.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

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

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for REACH Academy.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** REACH Academy  
**CDS Code:** 1612590110239  
**Principal:** Natasha Moore  
**Date of this revision:** 5/24/2018

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

School Site: REACH Academy

Site Number: 193

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

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

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

Date(s) plan was approved: 05/24/18

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

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

Signatures:

<i>Natasha Moore</i>	<i>Natasha Moore</i>	<u>5/24/18</u>
Natasha Moore, School Principal	Signature	Date
<i>Ché Phinneassec</i>	<i>Ché A. P.</i>	<u>5/24/18</u>
Print name of SSC Chairperson	Signature	Date
<i>Nicole Williams Browney</i>	<i>Nicole Williams Browney</i>	<u>5-25-18</u>
Nicole Browning, Network Superintendent	Signature	Date
<i>Marla Williams</i>	<i>Marla Williams</i>	<u>6/1/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

## 2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/6/2018	ILT	Instructional Leadership Team Meeting - Review school-wide data and student goals - Establish Theory of Action - Review professional learning plan aligned to SPSA
2/8/2018	Parents/ Community Members	Pop-Up Community Engagement Event - Review school-wide data - Discuss SPSA Big Rocks/ Major Priorities - Conduct needs assesement - Brainstorm ideas
2/12/2018	Staff	Staff Meeting
2/13/2018	Parents	Parent Action Team Meeting and Parent Leadership Action Network (PLAN)
2/15/2018	SSC	School Site Council Meeting
2/16/2018	Parents	Parent Café
2/20/2018	ILT	Instructional Leadership Team Meeting - Review Big Rocks 1 and 2 (Language and Literacy and Standards-Based Instruction), as well as improvement strategies and core practices
2/22/2018	SSC	School Site Council (SSC) Meeting - Prioritize and Vote on Budget Allocations including Title 1
2/27/2018	Culture Team	Culture and Climate Team - Review Big Rock #3 - Conditions for Student and Adult Learning
2/28/2018	SELLS	Site English Language Learner Committee - Review budget and Supports for English Language Learners
3/5/2018	Staff	Staff Meeting - Reviewed SPSA teacher practices and prioritized positions and budget allocations

## 2018-2019 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$66,500.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$259,360.21	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$50,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$481,378.90</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$77,902.36	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,198.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$80,100.36</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** REACH Academy

**School ID:** 193

#### School Description

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

#### School Mission and Vision

**VISION:** The vision of REACH Academy 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, mindfulness, 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 provide our scholars with an environment of academic rigor and cultural caring through mindfulness, restorative practices, collective responsibility and goal-setting to meet the needs of the whole-child and school community. [This supports deeper learning competencies including academic mindsets, communication, collaboration, critical thinking and problem solving.]

## Family & Student Engagement

Parent engagement and leadership serve as key levels for school improvement and transformation. Collaboration with the REACH Academy Parent Leadership team and the Parent Leadership Action Network (PLAN) has created volunteer and leadership opportunities, as well as consistent workshops and trainings to build parent leaders and voice to support school-wide goals and priorities. This includes increased parent engagement, participation and leadership opportunities – Collaborative leadership and shared decision-making in school governance which includes the School Site Council (SSC), SELLS and the Parent Action Team have strengthened REACH Academy's school governance and have improved the site's capacity to better support student achievement and families. The SSC serves as a key role in the development of the Single Plan for Student Achievement (SPSA) and site budgeting process - Finally, the site welcomes and strives to build strong relationships among diverse family populations.

- Provide technical support for the Community Relations Bilingual Assistant to build systems and structures to improve parent participation, advocacy and action to support school transformation
- The data suggest the need for the school to continue with improving systems, structures and efforts to increase family engagement, empowerment and parent leadership. Families should be meaningfully engaged to support students from preschool through 5th grade in their learning, growth and development. This includes: (1) welcoming families as advocates for their children's success; (2) developing positive relationships with students and families; (3) providing families from diverse cultures with access to information to support their student(s) at home; (4) Linking to learning - The goal is to encourage and to support families to become actively involved in their children's learning at home and at school through volunteer opportunities, regular communication, as well as regularly sharing assessment data on student goals aligned to school priorities.
- Increase parent/ family engagement, participation and leadership opportunities by enlisting parents as partners in a community schools approach by connecting families to services and resources that supports students' safety, well-being and learning. This includes creating a range of opportunities for parents to understand their child's academic and social-emotional progress and how to best support their growth. This also includes sharing power and decision-making with the goal of encouraging families to participate in formal and informal structures for making decisions about their children, schools and the District at the state, local and national levels. Ensure multiple forms of communication with diverse families with special attention to cultural/ linguistic needs. Create equitable forums for all voices to be heard including holding Monthly Principal Cafe to meet and listen to parents. Adminster parent satisfaction surveys to provide feedback on continuous improvement efforts. Volunteering: Improve recruitment, training, communication, leadership opportunities and schedules to involve families as volunteers and participants at school or in other locations to support student achievement and school priorities. Provide incentives to encourage parents to volunteer a minimum of 10 hours for the 2018-19 school year.
- Some key root causes for challenges include (1) Access and Equity - Making social justice a reality by ensuring every student has access to high quality teaching and learning - (2) Student Achievement - Create learning environments that foster highly engaged and joyful learners and that support every student reaching his or her potential - (3) Accountability - Keeping promises to engage families across the diversity of our student population to build understanding and inclusion for all students. This includes building alliances across differences and providing support to break language barriers using Language Link and English as a Second Language (ESL) classes.

## 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
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<p style="text-align: center;"><b>LANGUAGE &amp; LITERACY</b></p>	<p>Improved SRI results comparison data from Winter 2016-17 to Winter 2017-18 assessment. All testing grade levels decreased the number of students multiple grade levels behind using comparison data - Grade levels increased the number of students scoring at or above proficiency - Accelerated TK, K and 1st literacy growth</p>	<p>&gt;50% of students are reading multiple grade levels behind as measured by SRI and F&amp;P - A clear process for teachers to engage in data analysis and cycles of inquiry, as well as to plan engaging, rigorous and authentic lessons aligned to the Common Core State Standards (CCSS) led to an uneven practice and fragmented implementation school-wide - Although incremental growth was achieved, &gt;50% of students are reading below grade level as measured by F&amp;P, SRI and SBAC ELA - Need clear and consistent RtI plan with targeted interventions, as well as the use of progress monitoring - Thus, a gap exist between the primary grades (K-2) and the upper grades (3-5) in terms of reading acceleration. Also, teachers inability to use a range of assessment data to monitor students progress and to analyze what students need to inform instruction. This includes the inconsistent use of weekly, common formative assessments including running records to assess and to monitor students reading growth between benchmarks. It also includes establishing structures (i.e. data meetings) to engage teachers in deep data analysis after every cycle/benchmark to identify trends/ patterns for reteaching and acceleration.</p>	<p>The data indicates the need to set up clear systems and structures to support teacher collaboration and to support teachers with planning effective, standards-aligned lessons with appropriate scaffolds and DOK. This includes delivering rigorous learning experiences for all students through strategic and effective planning by consistently using data and cycles of inquiry with clear steps to drive instruction. This speaks to the importance of teacher collaboration. The fundamental purpose of the school is to ensure high levels of learning for all students. Thus, it's important to provide teachers opportunities to work collaboratively in communities of practice and ongoing processes of collective inquiry and action research to achieve better results for the students they serve. (Adapted by Richard DuFour in Learning by Doing). It's also critical to supports teachers with providing instruction that meets the critical shifts of the Common Core shifts including (1) regular practice with complex texts and their academic language; (2) reading, writing and speaking grounded in evidence from texts and (3) building knowledge through content-rich nonfiction.</p>
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<p style="text-align: center;"><b>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</b></p>	<p>There's an increase in the number of teachers using the CCSS to plan standards-aligned lessons as measured by walkthroughs</p>	<p>Alignment within the instructional core (i.e. task, content, teacher and student - Evidence of fragmented implementation has led to inconsistent coherence and rigor between learning tasks, DOK and the CCSS. - Lack of implementing Core-Curriculum with fidelity - Lack of consistent assessments - Decreased planning time dedicated for math and data analysis using cycles of inquiry - Need to increase systems for professional learning (i.e. coaching, professional developing and using data to conduct cycles of inquiry in PLCs). This includes a systematic process for defining grade level proficiency, unpacking the CCSS, setting goals determining learning outcomes, creating unit and weekly plans, aligning formative and summative assessments, determining rubrics and criteria for mastery along with a consistent process for analyzing student assessment data and work.</p>	<p>The data indicates the need to set up clear systems and structures to support teachers with planning effective lessons and designing rigorous learning experiences for all students through strategic and effective planning by consistently using data and cycles of inquiry to drive instruction. This speaks to the importance of teacher collaboration. The fundamental purpose of the school is to ensure high levels of learning for all students. Thus, it's important to provide teachers opportunities to work collaboratively in communities of practice and ongoing processes of collective inquiry and action research to achieve better results for the students they serve. (Adapted by Learning by Doing). A key root cause is a lack of progress monitoring to measure growth between benchmark assessments, as well as evidenced-based writing.</p>
<p style="text-align: center;"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE &amp; CLIMATE)</b></p>	<p>Culture/ Climate - Increased Parent, Student and Staff Participation Rates in CHKS - Decrease in the number of universal office referrals (URFs) compared to 2016-17.</p>	<p>Increased Chronic Absence - Need to create clear attendance policy and MTSS - Tier 1,2, and 3 systems and supports are established for School culture and academics using a Response to Intervention (RtI) model to accelerate student achievement and to create a positive school climate and the conditions to support teaching and learning. A more focus on Tier 2/ Tier 3 supports and strategies are needed as we implement Tier 1. This includes working with the SART to provide tiered levels of support to address attendance barriers. SART team will target and prioritize students with severe chronic absence from the 17-18 school year at the beginning of the 2018-19 school year and create improvement plans.</p>	<p><b>Tony Bryk's researched-based, theoretical framework will serve as the foundation for our school transformation work for the 2018-19 school year. The framework outlines five Essential Supports for School Improvement including: (1) Leadership; (2) Parent Community Ties; (3) Professional Capacity/ Collaboration; (4) Student Centered Learning Climate and (5) Rigorous Instruction.</b> The data speaks to the need of REACH Academy to continue building a safe, supportive and challenging learning environment by implementing school-wide systems, routines, procedures, norms and positive behavior supports (PBIS) within a caring and responsive school community to ensure a climate in which ALL students can learn. This includes maintaining an environment with high expectations, implementing Restorative Practices along with a social-emotional learning curriculum (SEL) to teach empathy, as well as self-regulation and anger management.</p>

<p style="text-align: center;"><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</b></p>	<p>Reclassification rates increased using comparison data from 2016-17 and 2017-18 - LTEL reclassification rate decreased</p>	<p>Fragmented opportunities for student discourse and academic conversations  Teacher directed classrooms  Missed opportunities to structure tasks that push critical thinking  Inconsistent use of best practices to support ELLs in classrooms across site  ELPAC Test is new for teachers and leadership to administer. Teachers understanding, knowledge and capacity to collectively develop units that specify the standards and skills they will teach in each unit in order to reach student achievement goals. This speaks to the need to differentiate coaching and professional development based on student achievement and teacher practice data.</p>	<p>Root Causes of Challenges:  Teachers lack training to support designated and integrated ELD strategies across the curriculum. The fundamental purpose of the school is to ensure high levels of learning for all students. Given the data along with an achievement gap analysis the following action steps are needed to address the instructional program and improvement efforts to better serve and to support ALL students with a focus on struggling readers and English Learners. (1) Review CELDT and other assessments data (i.e. SRI, F&amp;P and running records) to inform appropriate instructional strategies for ELs - (2) Engage teachers in ongoing professional development at the site with a focus on preventing or supporting Long-Term English Learners. (3) Support teachers to plan, design and to implement rigorous ELD and content area lessons with high-impact and SDAIE strategies, as well as with rich opportunities for structured language practice to support oral language acquisition.</p>
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**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** REACH Academy

**School ID:** 193

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy Proficiency	By June 2021, >25% of students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC ELA.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	All Students	-120	-112.5	-105
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	SRI, F&P Foundations, STAR Reading and Running records				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If teachers use data to provide differentiated, small group instruction targeted to meet students needs using using a Response to Instruction and Intervention (RTI) model through Reading and Writing Workshop with a focus on purposeful assessments and appropriate scaffolds to support effective instruction, THEN student learning outcomes and literacy growth will accelerate. Teachers will also intergrate technology to differentiate instruction and to support mastery-based learning through blended and personalize learning platforms. This includes setting student goals, progress monitoring and providing regular feedback to students and families.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	Implement differentiated, small group instruction and rotations with a focus on guided reading groups and conferring Also, implement Interactive Read-Alouds with Accountable Talk as an instructional strategy. <b>Title 1 Low Income</b>	Take collective responsibility for reaching student achievement goals by sharing best practices, pooling reources, supporting professional growth and holding each other accountable for student achievement goals. ILT will create the professional learning plan and monitor the theory of action.		For all results, REACH's guiding focii are: (1) are the teachers completing this work as envisioned and (2) are the students learning. From that end, operational deliverables will be listed to determine the overall adoption of the work, student data will be used to determine literacy (specifically F&P, SRI, data from blended learning platforms.) The following assessment represent a means to measure impact and to progress monitor with the goal to develop a robust educational program here at REACH.	

1-2	Teachers provide daily opportunities for students to access grade level, complex text - <b>Title 1 Low Income</b>	Provide professional development on effective strategies to support (i.e. close reading). Provide time and support teachers with selecting complex and compelling text sets.	Lesson plans, Learning walk observations, student interviews
1-3	Use a balanced approach to literacy and Math instruction combining whole-class and small group instruction using the Workshop model. <b>Title 1 Low Income</b>	Align key professional capacity systems (PD, PLC, ILT and Coaching) to provide teachers with support in meeting school-wide goals.	Structure: During first six week cycle, ensure that all classrooms have adequate set-up and materials for the implementation of small group instruction. During initial PDs, focus on core expectations of teaching at REACH
1-4	Teachers regularly assess students' progress towards mastery of key skills and concepts. This includes the use of assessments to inform instruction in all subject areas. Teachers use the results of assessments to drive instruction. This includes the use of common formative assessments. <b>Title 1 Low Income</b>	Coaching resources are equitably distributed based on student need and/or instructional quality in order to build teacher capacity and to impact student achievement. Instructional coaches engage in coaching cycles that consistently include pre-conference, modeling, observations and debriefs based on next steps. Collect and analyze assessment data from a variety of sources for focal students to inform instruction and targeted interventions.	PLC agenda notes will measure effective use of work, Professional development agendas will serve to document REACH's commitment to train around assessment techniques and the needed next steps.
1-5	Teachers participate in regular goal-setting and provide ongoing feedback to students and families to regularly monitor reading growth. This is important for targeted sub-groups <b>Socially Economic Disadvantage</b>	Create/ post data tracking system to map student data patterns and trends. Establish an intervention room to conduct small group instruction using Leveled Literacy Intervention (LLI) and 1:1 support using Reading Partners.	PLC agenda notes, time spent in professional development to train around assessment techniques and the needed next steps.
1-6	Teachers provides explicit models for reading instruction. Provide opportunities for students to collaborate and to engage in rich academic discourse using structured language protocols. <b>Title 1 Low Income</b>	Principal, CCTL and TSA will ensure data wall and data tracker are updated every Cycle. Support school staff in demonstrating a "growth mindset" and high expectations by engaging all students in rigorous learning experiences that access higher order and critical thinking skills and talk strategies.	Internally, three times a year (fall, winter, EOY), team will complete a data wall and measure progress and determine next steps. At an initial level, the work will be completion of the task (i.e. setting of the wall); but the impact will be using these data to define and adjust professional development and support for teachers/students

1-7	Implement inquiry-based instruction and learning tasks aligned to CCSS that support deeper learning including collaboration, critical thinking, communication and problem solving. <b>Title 1 Low Income</b>	Establish systems and structures to support professional learning communities (PLCs) whereby teachers have the opportunity to work across grade levels to backwards map and to plan Units of Study across content areas using the UbD framework (Desired Results, Assessment Evidence, Learning Experiences & Instruction) and the CA CCSS	Several GLAD strategies can be observed through classroom walkthroughs (i.e. material on board, objectives, sentence stems), further during learning walks, there will be an opportunity assess classroom implementation and adjust professional development support. Finally, one tool for differentiation is our blended learning platform, time spent using our licenses will be used and communicated via the newsletter.
1-8	Integrate technology and the use of blended learning tools and platforms to support differentiation and to increase access to the core curriculum across content areas. Teachers use personalized learning platforms (i.e. MyOn, Freckle, STMath, Zearn, News ELA, Flocabulary, Accelerated Reader, etc.) - <b>Title 1 Low Income</b>	Build capacity by providing structures to support PLCs - Work collaboratively with teachers to answer four critical planning questions - (1) What do we want students to learn? Use CCSS to plan learning outcomes/tasks - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't master? (Differentiation/ Interventions) - (4) How will we respond to students who excel?	Caoaches and ILT will review data from our blended and personalized learning platforms to align supports.
1-9	Teacher delivers classroom instruction and learning tasks that are intentional, engaging and challenging/ rigorous for all students. <b>GATE students</b>	Leadership decisions are based on data (action research) Workshop infrastructure embedded	Data wall; COST team notes
1-10	Teachers differentiate instruction and provide appropriate scaffolds for all students using a gradual release of responsibility from teacher to student - teach to build academic mindsets, choice and for student independence. <b>Latino</b>	Leadership consistently adheres to scheduling to address content areas and assessment Leveled libraries, genre categories, non-level sections	Review of lesson plans to ensure the appropriate blocks are determined. Observations and spot checks will be used to assess and develop classroom instruction
1-11	Teacher provides reading and writing instruction across the curriculum in the context of authentic reading and writing experiences from a wide variety of genres and texts. <b>Title 1 Low Income</b>	Full participation commitment to PLCs Procedural protocols established and practiced	Review of lesson plans to ensure the appropriate blocks are determined. Observations and spot checks will be used to assess and develop classroom instruction; PLC participation by leadership
1-12	Teachers partner with the Resource Specialist to provide targeted interventions and language and literacy supports for students not working at grade level. <b>Students with Disabilities</b>	Provide structures to support Tier 2 and Tier 3 supports and interventions to meet needs.	Regularly scheduled meetings with the PEC team to align supports, coverage and to monitor IEP goals

1-13	Teacher monitors student progress towards unit/ cycle goals and makes adjustments based on student assessment data. This includes selecting focal students. <b>ELLs/ Newcomers</b>	School leaders monitor teacher practice to assess progress towards implementation of instructional priorities for curriculum, instruction, assessment and intervention.	Data wall; COST team notes
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STANDARDS-BASED INSTRUCTION		Priority ("Big Rock"):	JUNE 2021 GOAL			
		Math Proficiency	By June 2021, >25% of our students will read at or above grade level as measured by the SRI.			
		Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
		SBAC Math	All Students	-127.7	-117.7	-107.7
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?		Interim Benchmark Assessments (IBAs); Math CEoU, On-Demand Writing Performance tasks, as well as blended and personalized learning benchmark assessments				
Theory of Action for Standards-Based Instruction Priority:		If teachers use the Common Core State Standards (CCSS)/ NGSS 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 a focus on writing from evidence and integrating academic discussions to support deeper learning (i.e. collaboration. communication, critical thinking, problem solving and academic mindsets).				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
2-1	Teachers will use the Understanding by Design (UbD) model to backwards map and to collectively plan Unit, weekly and daily lessons that specify the CCSS/ NGSS skills they will teach to achieve student learning goals. <b>Title 1 Low Income</b>	Provide professional development and follow up coaching on using the UbD framework to design standards-aligned lessons.		For all results, REACH's guiding foci are: (1) are the teachers completing this work as envisioned and (2) are the students learning. From that end, operational deliverables will be listed to determine the overall adoption of the work, student data will be used to determine math and writing comprehension (specifically CEOUs, data from blended learning platforms.) The evidence represents the work that is done to progress monitor and develop a robust educational program here at REACH. For example, this initial work will be completed by PD agendas for the training, regular auditing of weekly plans, documentation via the observation process. Regularly checks lesson plans and unit maps and provides feedback to teachers.		



2-2	Teacher collaboration is guided by OUSD Cycles of Inquiry (i.e. Plan, Implement and Reflect). Teachers deliver high quality and rigorous lessons aligned to the Common Core State Standards (CCSS/NGSS) daily. <b>Socially Economic Disadvantage</b>	Teachers engage in weekly professional learning communities (PLCs). School leaders develop a plan for supporting teachers to improve instruction that includes clear expectations, roles and responsibilities, structures and resources to support and to monitor instructional improvement.	PLC agendas - Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk-through with evidence of differentiated instructional strategies to accelerate learning for all.
2-3	Teachers use the CCSS and student assessment data to plan and implement small group instruction in order to build structures to support student deeper learning competencies including collaboration, communication, academic mindsets, critical thinking and problem solving. <b>Title 1 Low Income</b>	Establish clearly defined, measurable, accelerated student achievement goals (school-wide) and for each LCAP subgroup including English Language Learners, Students with Disabilities, African-American students, and foster/homeless youth.	Lesson plan audits, paired with clear student learning objectives during classroom walkthroughs and observations
2-4	Identify Desired Results - Use the Common Core State Standards (CCSS) and shifts to determine the essential learning skills and concepts for students to learn. Determine what students should know, understand and be able to do. Craft essential questions based on enduring understandings (big ideas) along with the CCSS to write key learning outcomes. <b>Title 1 Low Income</b>	School leaders identify annual priorities for improving the instructional program (including curriculum, instruction, assessments and interventions) in order to meet student achievement goals. This includes allocating appropriate time in the professional learning plan for teachers to engage in backwards mapping and planning using UbD.	Professional development agendas (whole-staff), PLCs (by grade), and the communication of all of this through the SSC and parent leadership work
2-5	Determine Assessment Evidence - Consider how to evaluate student performance and to know if students achieve the desired results? How will students demonstrate their understanding and mastery? What evidence will be collected? Decide diagnostic, benchmark and summative assessments to identify student strengths and needs, monitor progress and to inform yearlong planning. <b>Title 1 Low Income</b>	Establish school-wide progress monitoring protocols and tools - Incorporate regular data meetings using OUSD COI into the assessment calendar and master schedule.	PLC agendas - Conduct regular data meetings for each cycle to conduct data analysis to monitor implementation.

2-6	Plan Learning Experiences and Instruction - Engage students in rigorous, meaningful tasks by using instructional strategies and materials to support equitable engagement and access for ALL students. Provide students with rich opportunities to read, write, think, discuss and to interact daily with text in meaningful ways. <b>Title 1 Low Income</b>	Conduct weekly walkthroughs including lesson plan checks to monitor implementation and effectiveness. School leader regularly monitors student achievement data (i.e. diagnostic, benchmark, formative and summative) and analyze them against end of year goals.	Walkthrough observations and shifts made to professional development series because of these data. Reflective feedback or overall systems process is regularly communicated via the REACH newsletter
2-7	Student Achievement Goals - Teachers collectively define SMART goals for student achievement goals for each Unit/ Cycle. SMART goals are Specific, Measurable, Attainable, Relevant and Time-Bound). Teachers post literacy trackers in classrooms to measure reading growth and stamina. <b>Title 1 Low Income</b>	Provide protected time in the school master schedule for teachers to collaborate in PLCs. With the teacher, TSA and ITL provide additional coaching and planning supports.	PLC agendas + structure for completing the work.
2-8	Engage students in daily writing tasks across content areas to improve their academic skills. Provide key scaffolds to bridge new learning. <b>Title 1 Low Income</b>	Provide coaching support and resources in order to build teacher capacity to impact student improvement and growth.	Time during the year to complete a teacher-led writing walk, where peers observe writing samples in classrooms.
2-9	Backwards map to align daily content language objectives to weekly outcomes and formative assessments to assess students ability to transfer learning to new situations. <b>Latino</b>	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum Blueprints. Review unit plans with teachers and provide feedback.	PLC agendas + time in professional development
2-10	Teachers design and deliver challenging tasks aligned to the CCSS and progress monitor student learning through multiple forms of authentic assessment to determine mastery. <b>GATE Students</b>	Provide rubrics with clearly identified DOK to support improved lesson planning, delivery and monitoring. Provide examples of common, formative assessments to support grade level collaboration and cycles.	Review of lesson plan
2-11	Teachers use data-informed cycle of inquiry with multiple forms of assessment to implement school-wide and grade-level continuous improvement plans. <b>Title 1 Low Income</b>	Establish clearly defined, measureable, accelerated student achievement goals school-wide and for each subgroup (i.e. ELLs, Students with Disabilities, African-American students, and foster/homeless youth)	Lesson plan audits, paired with clear student learning objectives during classroom walkthroughs and observations.

2-12	<p>Teachers anchor their daily instructional decisions in the school site plan along with the use of data to consistently adjust instruction in order to meet the needs of ALL students. This is important for targeted student groups.</p> <p><b>Students with Disabilities</b></p>	<p>The Instructional Leadership Team will identify and implement high leverage academic interventions aligned to data to target students' needs (i.e. Leveled Literacy Intervention, LLI, 1:1 through Reading Partners and Math Intervention).</p>	<p>Lesson plan audits, paired with clear student learning objectives during classroom walkthroughs and observations</p>
2-13	<p>Teachers anchor their daily instructional decisions in the school site plan along with the use of data to consistently adjust instruction in order to meet the needs of ALL students. This is important for targeted student groups.</p> <p><b>Homeless Youth</b></p>	<p>The Instructional Leadership Team will identify and implement high leverage academic interventions aligned to data to target students' needs (i.e. Leveled Literacy Intervention, LLI, 1:1 through Reading Partners and Math Intervention).</p>	<p>Regular review of student assessment data including formative, benchmark and summative assessment data. This also includes monitoring attendance, discipline and providing social-emotional supports.</p>

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Safe and Supportive Learning Environments to support teaching and learning	By June 2021, reduce chronic absence by 15%.			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Chronic Absence	All Students	23.2%	19.5%	15.7%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Weekly attendance reports, suspension rates and Universal office referrals.				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	If teachers, support staff and Administration provide tiered levels of academic, social emotional and behavior supports to all students through a continuum of care that proactively identifies student needs, matches researched-based interventions and regularly monitors student progress using assessment data to make decisions, THEN we will create safe, supportive and student-centered learning environments and increase attendance. In turn, this will ensure that every scholar is ready for college, career and community success.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
3-1	Implement a strong Tier 1 for Culture and Climate - Positive Behavioral Interventions and Supports (PBIS) - A system for positive reinforcement is developed to acknowledge appropriate behaviors. This includes: (1) establish and teach school-wide expectations (BE Safe, BE Responsible and BE Mindful); (2) implement a Social Emotional Learning Curriculum (SEL) - (i.e. Toolbox or Caring Schools Community) to teach, model and reinforce self awareness, self-management, relationship skills and decision-making. <b>Title 1 Low Income</b>	(1) Articulates a clear, shared vision for school improvement to all stakeholders and communicates a sense of urgency that promotes high expectations for all students. (2) Creates an environment built on relational trust in which all members of the school community demonstrate respect, integrity and belief in one another. (3) Identifies annual priorities for improving the culture and climate (4) Communicates expectations for culture and climate, as well as for engaging in professional learning to all stakeholders (5) Develops a plan for supporting teachers with meeting goals and expectations.		For all results, REACH's guiding foci are: (1) are the teachers completing this work as envisioned and (2) are the students experiencing a safe, affirming space to learn. From that end, operational deliverables will be listed to determine the overall adoption of the work, student data will be used to determine behavior in classrooms The rows below should represent a sample, but non-exhaustive list of the work that is done to progress monitor and develop a robust educational program here at REACH. For example, the most important metrics that the REACH team will regularly think through are: chronic absence, referral data, suspensions, and CHKS summative assessments. Anecdotally, we expect visitors to enter REACH and report it being calm and supportive.	

3-2	<p>Chronic Absence: Create engaging, relevant and challenging lessons that ignite students curiosity, creativity and innovation so they become joyful learners who are motivated to attend school every day and who are inspired to become life-long learners.</p> <p><b>Title 1 Low Income</b></p>	<p>Communicate the importance of consistent and good attendance to the entire school community (i.e. staff, students and parents) and clearly articulate how each staff member can work with the Attendance team to model for all, as well as to help students who are chronically absent. Promote a culture of attendance that educates parents about the value of the learning/ skill development that begins with school entry. Offer orientation/ education for parents new to the school that emphasizes regular attendance.</p>	<p>Reduced chronic absence metrics - Establish 6 week cycle goals to measure the effectiveness of the intervention plans. This also includes making daily phone calls for absent students to assess barriers and to provide targeted interventions.</p>
3-3	<p>Contact parent(s) or caregiver(s) when students are absent or tardy and update classroom attendance tracker to support reduction of chronic absences and tardies.</p> <p><b>Socially Economic Disadvantage</b></p>	<p>Establish expectations for maintaining good attendance (&gt;10%) with students and their families. This includes creating a culture of attendance, as well as defining what happens when a student misses school (eg. loss of instructional time which equates to lower school performance and achievement). Create a range of opportunities for parents to understand their child's academic and social-emotional progress and how to best support their growth.</p>	<p>Chronic absence data, documentation regarding parent outreach efforts - Conduct home visits to build positive relationships with students and families, as well as to communicate the importance of regular school attendance.</p>

3-4	<p>Teachers take roll daily and input into AERIES by 9:30am. Document tardy students. Teacher sign weekly attendance reports. Establish daily attendance tracker in the classroom to monitor attendance.</p> <p><b>Title 1 Low Income</b></p>	<p>Meet weekly with the Attendance Clerk and the SART team including the 0.5 FTE Bilingual Community Relations Assistant, Community Schools Manager to review attendance data and to respond to students with chronic absenteeism. This includes contacting families, creating action plans and implementing interventions to improve attendance. Create a school-wide bulletin board that tracks monthly attendance and reading progress. Create a school-wide campaign with incentives, rewards and recognitions for good attendance and for reading goals. Target students who were chronically absent for the 2015-16 school year. Establish progress monitoring tool to track attendance progress towards goals.</p> <p><b>Foster Youth, African-Americans and Latino</b></p>	<p>Chronic absence data, SART meeting agendas Principal will provide 0.5 FTE for Community Relations Asst. to support family engagement to implement activities aligned to school priorities including academics, goal setting, attendance, college/career and K2C savings program.</p>
3-5	<p>Provide <b>Extended learning opportunities</b> through Girls Incorporated of Alameda County (Girls Inc.) to support after school literacy, enrichment, leadership and physical activity.</p> <p><b>Title 1 Low Income</b></p>	<p>Every week, examine the list of students with attendance issues with the SART (Attendance Clerk, Case Manager, Parent Liason, Nurse and Administrator) to ensure that each student receives the targeted supports.</p>	<p>SART meeting agendas - Attendance data will be shared with families on a regular basis through the school website, newsletter, parent teacher contacts, Talking Points and workshops.</p>
3-6	<p>Provide extended learning opportunities calendar by providing summer session through Springboard After school and/or summer reading program. This also includes 1:1 reading support through Reading partners to support targeted interventions -</p> <p><b>ELLs/ Newcomers</b></p>	<p>Principal will engage in cycles to guide attendance team in implementing and monitoring impact of focused strategies to reduce chronic absenteeism. This includes meeting with all incoming TK/ Kindergarten parents and using chronic absence and student achievement data to communicate the importance of good attendance. It also means having teachers, the Attendance Clerk, the Community Relations Assistant and Case Manager make personal calls to every chronically absent student through the year.</p>	<p>Principal communication around attendance efforts, including, but not limited to posters, phone calls, e-mails, notes that explain the importance of attendance.</p>

3-7	Establish classroom incentives and rewards for good attendance including growth. Teachers use rewards, incentives, and appropriate consequences to reinforce positive behavior supports. <b>Title 1 Low Income</b>	Increase parent/ family engagement, participation and leadership opportunities by enlisting parents as partners in a community schools approach by connecting families to services and resources that supports students' safety, well-being and learning.	Implementation of PBIS Tier 1 practices
3-8	Teachers build a respectful classroom community and a welcoming environment to support diverse families by creating a shared responsibility. Teach school wide expectations. This includes an equitable, progressive response to discipline. <b>Socially Economically Disadvantage</b>	Create and implement clear school wide culture plan - clearly communicate vision and expectations School wide mindfulness	Culture plan agenda - Additionally, this speaks to improving Organizational Effectiveness and Culture with the goal of fostering a safe, supportive and healthy learning environment with success factors including social emotional learning, school culture and school supports.
3-9	Teachers will refer students to the African-American Male Achievement program to support disproportionality. Implement No nonsense nurturer classroom management strategies (school wide) to build positive classroom culture and climate. <b>African-Americans</b>	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	Classroom observations, data conferences regarding student referral data.
3-10	Implement trauma informed practices including Restorative Justice morning circles - <b>Socially Economic Disadvantage</b>	Clearly define roles and support Safety protocols: Parent protocols - People entering school and when	Protocols, agendas and impact reports created to document goals and priorities done by the RJ Coordinator and Community Schools Manager
3-11	Teachers intentionally build positive relationships with students and families. <b>Title 1 Low Income</b>	Create monitoring and evaluative systems School wide mentoring	Reports of positive parent interactions and parent engagement at site.
3-12	TK and Kindergarten teachers develop strong relationships with the Pre-school students to support transition through bonding events including the Literacy Lab and school events. <b>Title 1 Low Income</b>	Establish measurable student achievement goals Strong, terrific bucks systems	Terrific bucks implementation, weekly raffle winners, school-wide celebrations
3-13	Teachers will work with Community Schools Manager to support students in transition with educational and community-based services to support student achievement. <b>Foster Youth</b>	Hire Community Schools Manager (1.0 FTE) to manage the school to community-based partnerships to support the goals and priorities outlined in the SPSA for foster youth in transition. This includes intervention plans.	The Coordination of Services Team (COST) facilitated by the Community Schools Manager will provide case management.



3-14	Teachers will work with Community Schools Mangager to support students in transition with educational and community-based services to support student achievement. <b>Homeless Youth</b>	Hire Community Schools Manger (1.0 FTE) to manage the school to community-based partnerships to support the goals and priorities outlined in the SPSA for homeless youth. This includes targeted intervention and plans.	The Coordination of Services Team (COST) facilitated by the Community Schools Manager will provide case management.
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<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	English Learner Reclassification	Increase the overall ELL reclassification rate to 15%			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	9.0%	12.0%	15.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	LPAC and SRI				
<b>Theory of Action for English Language Learners Priority:</b>	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 reading and writing proficiency, as well as oral language acquisition will increase.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>			<b>EVIDENCE OF IMPLEMENTATION</b>	
4-1	Use complex text to develop complex language (i.e. unpacking "juicy sentences"). Teachers will select complex and compelling text to lift up language demands to increase oral language acquisition and proficiency. <b>ELL's/ Newcomers</b>	Provide professional development opportunities to support reading complex text (e.g. close reading and shared reading. ILT will support with the creation of the professional learning plan aligned to TOA.		For all results, REACH's guiding foci are: (1) are the teachers completing this work as envisioned and (2) are our students linguistic heritage viewed as an asset. From that end, operational deliverables will be listed to determine the overall adoption of the work, student reports and data will be used to determine the overall work. The rows below should represent a sample, but non-exhaustive list of the work that is done to progress monitor and develop a robust educational program here at REACH. The ultimate goal of the program will be to focus on the overall reclassification and progress rates of ELLs within REACH.	

4-2	Teacher will create lessons using instructional strategies for ELL students. This includes a focus on the content language objectives, vocabulary development, sentence frames and structured language practice. Provide opportunities for student to use language to express, expand and to clarify their thinking. <b>ELL's/ Newcomers</b>	Create SELLS Group to support English Language Learners and their families and to provide them with the most up to date information, resources and policies. Utilize 0.5 Bilingual Community Relations Assistant to support ELL Parent Advisory group. <b>Latino</b>	Weekly lesson plans will note time of Designated ELD, this will be paired with classroom observations during that time to spot check and develop mutual accountability to the work. For cultural affirmation, the Community relations assistant will support the work being done at site.
4-3	Teachers will support students with fortifying complex output and attention to the language demands and text types. <b>ELL's/ Newcomers</b>	Provide guided practice with written and oral rehearsal of complex language production.	PLCs to help select and discuss robust, grade-level texts. PD agendas that note the focus on literacy; teacher and parent communication logs.
4-4	Provide daily opportunities for explicit vocabulary instruction and word study. <b>ELL's/ Newcomers</b>	Increase school-to-home communication. Principal will send weekly newsletter to parents, as well as update the school website to disseminate key information and resources. Parent Empowerment: Families are encouraged and empowered to participate in formal and informal structures for making decisions about their child, school and District.	Evidence of IMPLEMENTATION How will we know we are implementing these practices successfully? How will we know if they are working? Refer to relevant GLAD strategies or Marzano's Six Step Process
4-5	Teachers will engage students in reading closely through (a) multiple reads (b) text-dependent questions and (c) "juicy sentence" analysis (sentence unpacking) <b>ELL's/ Newcomers</b>	Principal will conduct monthly SSC meetings to approve school-wide plans and Title 1 funds Community Schools Manager and the Community Relations Bilingual Assistant in partnership with the Oakland Education Fund will be responsible for maintaining and expanding Parent volunteer program.	Organize "instructional rounds" that engages teams of teachers including the ILT in solving a "problem of practice" related to student learning for ELLs. Students are involved in self-assessment, reflection, goal setting and monitoring progress.
4-6	Teachers provide students with opportunities to use language to explain ideas, express understanding and negotiate meaning. Teacher engages students in activities to fortify complex output and to foster academic discussion to support language development. This includes enriching and amplifying instruction so that all students are supported with appropriate levels of scaffolding. <b>ELL's/ Newcomers</b>	Work collaboratively to answer four critical questions when planning - (1) What do we want students to learn? (Use standards to plan learning outcomes/ expectations) - (2) How will we know students are learning? (Evidence/ Assessment) - (3) What will we do if students don't learn? (Differentiation/ Interventions) - (4) How will we respond if students already know it? (Extension)	Schedule regular visits to classrooms that promote teachers' professional growth, with feedback and dialogue based both on school priorities, planning and individual teachers' improvement goals. Conduct TGDS cycles. Staff will review data, both individually and with colleagues to monitor student learning. Teachers will track each student's reading growth and confer regularly with students to set goals.

4-7	<p>Teachers use protocols to engage students in "academic conversations "student talk" - <b>Latino</b></p>	<p>Provide instructional guidance to ensure (1) Curriculum resources/ materials are aligned to the CCSS and Blueprint (i.e. The Continuum of Literacy Learning) - (2) Instructional materials (mentor texts, books for classroom libraries, etc.) and technology licenses are ordered and used to support the core-curriculum (e.g. MyOn, News ELA, Reading A-Z, Freckle, ST and Zearn Math). Professional development trainings and PLC will be organized to allow teachers time to plan for the application of new learning and implementation of strategies presented. <b>Title 1 Low Income</b></p>	<p>Teacher observation - Use observation tool to track student talk patterns/ protocols and protocols used.</p>
4-8	<p>Implement 30 minutes of designated ELD where ELLs can engage in Focused Language Study. This includes Systematic ELD for TK-2nd; Discussions for Learning for 2nd/ 3rd and Serp Word Gen for 4th/5th graders - <b>ELL's/ Newcomers</b></p>	<p>Provide structures and tools for conducting data analysis including root cause analysis to identify strengths and areas of improvement. Conduct regular data meetings with teachers. School will use a variety of diagnostic, formative and summative assessment data from multiple measures (F&amp;P, SRI, STAR Early Literacy and Reading, running records, end of unit assessments, exit tickets, writing samples, notebooks, etc.) to inform instruction.</p>	<p>Schedule and plan weekly deliverables Standardizing completion of deliverables and schedule of focus</p>
4-9	<p>Teachers effectively provide access to language resources and other scaffolds to support their understanding (pictorial charts, sentence frames, peer support, etc.). Incorporate GLAD strategies to support integrated and Designated ELD.  Teachers make grade-level and complex material / content comprehensible (amplifying not simplifying material). <b>ELL's/ Newcomers</b></p>	<p>Provide regular, protected time for teacher collaboration and staff professional development within the school schedule. Establish strong structures for teachers to collaborate weekly in professional learning communities (PLCs) to improve their practice. Work with the ILT to develop a year-long professional learning plan. Establish PLCs school-wide to support teaching and to accelerate student learning by using assessment data to plan rigorous, engaging lessons and to conduct cycles of inquiry.</p>	<p>Establish standards-aligned, content-language objectives along with a criteria for mastery. Use knowledge of students' academic readiness, language proficiency, cultural backgrounds and individual development to plan standards-aligned instructional plans.</p>

4-10	Teachers provide academic language structures and protocols related to the Content-language objective and CCSS - Learning tasks are explicitly named, taught, rehearsed, and reinforced. <b>ELL's/ Newcomers</b>	Student Achievement Goals - Teachers collectively define SMART goals for student achievement goals for each Unit/ Cycle. SMART goals are Specific, Measurable, Attainable, Relevant and Time-Bound). Teachers post literacy trackers in classrooms to measure reading growth and stamina.	Support teachers by providing differentiated PD to negotiate meaning using collaboration protocols to increase academic discourse and "student talk". Use Three High - Impact Language Practices (Using Complex Text, Fortifying Complex Output and Fostering Interaction) for developing Language.
4-11	Teacher provide multiple opportunities to make content accessible for English Learners by incorporating High Impact Language Practices including Using Complex Text, Fortifying Complex Output and Fostering Interactions. <b>ELL's/ Newcomers</b>	Serve as lead learner alongside teachers. Incorporate 2012 California English Language Development (ELD) Standards including the major shifts in the CA ELA Common Core State Standards. Conduct a crosswalk to identify common patterns and trends as it relates to Language functions and Literacy.	Regular collection of formative assessment data in each cycle.
4-12	Identify individuals and groups of students who need more support and create intervention plans to meet their individual needs based on student readiness, language proficiency and learning style. <b>Latino</b>	Teachers and support staff demonstrate a growth mindset and high expectations by engaging all students in learning experiences to access higher order thinking skills.	Follow up on deliverables School wide PLC charter and fidelity check list
4-13	Teachers identify focal students to monitor corrective instructions and data collection. <b>ELLs/ Newcomers</b>	Provide instructional guidance. Communicate expectations and reasons for deliverables Commitment to PLC process	Bi-monthly data collection deliverable on focal students (check ins) Communicating about focal students on school-wide tracker
4-14	Ensure instruction for all ELLs is aligned to grade-level standards in all content areas. <b>Title 1 Low Income</b>	Engage teachers in standards-based backwards mapping and planning. Provide effective question prompts and activities.	Use instructional core tool to conduct weekly walkthroughs to monitor instruction/ lesson delivery

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 193

**School:** REACH Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Girls Incorporated of Alameda County (Girls. Inc.) Contract to support Extendend day learning	Literacy Proficiency	A1.6 After School Programs	5825				193-1
\$22,358.06	General Purpose Discretionary	TSA to support systems for professional learning - Include technology integration to support English Language Learners (ELLs)	Safe and Supportive Learning Environments to support teaching and learning	A2.10 Extended Time for Teachers	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.24	193-2
\$16,718.00	General Purpose Discretionary	Extended Contracts for Teachers to serve on the Instructional Leadership Team (ILT), Culture and Climate Team, as well as to provide after school tutoring	Safe and Supportive Learning Environments to support teaching and learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	1120				193-3
\$20,423.94	General Purpose Discretionary	General school supplies to support all classrooms with effective instruction and maintenance for copiers	Safe and Supportive Learning Environments to support teaching and learning	A2.9 Targeted School Improvement Support	4310				193-4
\$7,000.00	General Purpose Discretionary	Licenses to support blended and personalized learning platforms	Literacy Proficiency	A3.1 Blended Learning	5610				193-5
\$48,442.47	LCFF Concentration	TSA to support systems for professional learning - Include technology integration to support English Language Learners (ELLs)	Literacy Proficiency	A4.1 English Learner Reclassification	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.52	193-6
\$1,557.53	LCFF Concentration	Incentives to support school-wide attendance efforts to improve chronic absenteeism	Safe and Supportive Learning Environments to support teaching and learning	A5.4 Root Causes of Chronic Absence	4310				193-7
\$22,358.06	LCFF Supplemental	TSA to support systems for professional learning - Include technology integration to support English Language Learners (ELLs)	Literacy Proficiency	A4.1 English Learner Reclassification	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.24	193-8

\$83,004.98	LCFF Supplemental	TSA to support continuous improvement as it relates to the systems for professional learning	Literacy Proficiency	A3.4 Teacher Professional Development focused on Literacy	1119	11 MONTH CLASSROOM TSA	C11TSA0350	1.00	193-9
\$611.17	LCFF Supplemental	Math and Science targeted Intervention materials to support mastery-based learning for students not meeting proficiency	Math Proficiency	A2.1 Implementation of the CCSS & NGSS	4310				193-10
\$12,000.00	LCFF Supplemental	Purchase a Chromebook Cart to support personalized learning	Math Proficiency	A3.1 Blended Learning	4420				193-11
\$23,091.00	LCFF Supplemental	Hire an AAMA Facilitator (.25) FTE to support 4th/ 5th AA males	Safe and Supportive Learning Environments to support teaching and learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	5733				193-12
\$47,295.00	LCFF Supplemental	Hire a Restorative Justice Facilitator (.5) FTE	Safe and Supportive Learning Environments to support teaching and learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	5736				193-13
\$30,000.00	LCFF Supplemental	Playworks Contract to support school-wide culture and climate	Safe and Supportive Learning Environments to support teaching and learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				193-14
\$30,000.00	LCFF Supplemental	Community Organizer - Parent Liaison Contract with PLAN	Safe and Supportive Learning Environments to support teaching and learning	A6.1 Parent/Guardian Leadership Development	5825				193-15
\$3,500.00	LCFF Supplemental	Licences to support blended and personalized learning	Math Proficiency	A3.1 Blended Learning	5846				193-16
\$7,500.00	LCFF Supplemental	BookTrust	Literacy Proficiency	A3.2 Reading Intervention	5846				193-17
\$62,500.00	Title I: Basic	Hire a Community Schools Program Manager (1.0) FTE	Safe and Supportive Learning Environments to support teaching and learning	A5.2 Health and Wellness (Mental & Physical Health)	5730				193-18
\$12,500.00	Title I: Basic	Fund Reading Partners to provide acceleration services	Literacy Proficiency	A3.2 Reading Intervention	5825				193-19



\$4,438.32	Title I: Basic	Licences to support blended and personalized learning	Math Proficiency	A2.3 Standards-Aligned Learning Materials	5846				193-20
\$453.72	Title I: Parent Participation	Create library in the Parent Room as a resource to support school-wide literacy and school improvement efforts	Literacy Proficiency	A3.3 Family Engagement focused on Literacy Development	4200				193-21
\$500.00	Title I: Parent Participation	Meeting refreshments for Parent Leadership team, SSC and Site English Language Learners Sub-Committe (SELLS) and Parent Cafe' meetings	Safe and Supportive Learning Environments to support teaching and learning	A6.3 Professional Learning for School Site Councils	4311				193-22
\$1,000.00	Title I: Parent Participation	Language Link to increase two-way communication	Safe and Supportive Learning Environments to support teaching and learning	A6.5 Academic Parent-Teacher Communication & Workshops	5826				193-23

# REACH Academy

**REACH Academy** is a community of learners including students, staff, parents and community members who are dedicated to working in partnership to create a culturally caring and responsive learning environment. We hold high expectations for students to reach their full potential in support of 21<sup>st</sup> 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 Involvement Policy that the school and caregivers agree on.
- REACH Academy will notify parents about the revised Parental Involvement Policy in an understandable and uniform format and 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 Involvement Policy available to the local community.
- REACH Academy will update the Parental Involvement Policy annually 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 Involvement Policy.
- 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 Face Book and Twitter.
- REACH Academy agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

- (A) *parents play an integral role in assisting their child's learning;*
- (B) *parents are encouraged to be actively involved in their child's education;*
- (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 required school parental involvement policy components as follows:**

*Natasha Moore 11/17/17*

1. REACH Academy will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely manner. This includes:
  - *Gather and disseminate to parents for review the following materials: District wide Parental Involvement Policy, the School's Parental Involvement Policy, the school-parent compact, and Parent Notices. These materials will be disseminated to parents at regular Title I parent meetings, School Site Council meetings, and parent/teacher conferences. Written and oral input from parents will be solicited through Title I parent meetings, School Site Council meetings, parent/teacher conferences, school newsletters, school web site, and other regular written communications with parents.*
2. REACH Academy will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:
  - *The School Parental Involvement Policy will be distributed to parents at Title I parent meetings.*
  - *The policy will be posted on the school web site.*
  - *Parents of new participating students will receive the policy upon registration if eligible for Title I.*
3. REACH Academy will update its Parental Involvement Policy annually to meet the evolving needs of parents and the school through:
  - Ø *Monthly School Site Council (SSC) and SELLS meetings*
  - Ø *Monthly Parent Leadership Team Meetings*
  - Ø *Parent Café*
  - Ø *Annual Title 1 school meeting*
4. REACH Academy will convene an annual meeting to inform parents of the following:
  - *That REACH Academy participates in Title 1 meetings and related activities,*
  - *The requirements of Title I*
  - *Of their rights to be involved as outlined in the District Guidelines:*
  - *Meetings will be held at flexible and convenient times to encourage parents to attend. Parents will be notified about meetings through school notices, newsletters, the web site, and the automated phone system.*
5. REACH Academy will hold a flexible number of meetings at varying times including the morning and afternoon to accommodate parents and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
  - *To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. 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 web page.

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

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

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

- *through pre-arranged meetings with the Principal*
- *through meetings with the student's teacher which may include the Principal and other support staff as appropriate*
- *through an IEP meeting scheduled with the Programs for Exceptional Children*

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

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

#### **RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

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

∅ *Parent Leadership Opportunities - Parents will convene a recommendation committee for the School Redesign – Parents will make up the majority of members on the School Site Council. This SSC is responsible for approving the school priorities, goals and budget through the SPSA*

∅ *Family Nights/ Workshops – (This includes the Literacy, Science and Math Nights.)*

∅ *Parental access to the Teacher/Parent Resource library and other resources such as web sites, parent organizations, etc. – Parents will also have access to the Mobile Classroom to boost technology skills*

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

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



- ∅ *The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page.*
- ∅ *During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.*
- ∅ *As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy.*

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

- *Blueprint for Quality Schools*
- *California Common Core State Standards (CCSS)*
- *Student Assessment Data - Regularly provide data using the OUSD academic assessments including alternate assessments (F&P,SRI, SMI, SIRA, writing assessments and SBAC)*
- *Requirements of Title I,*
- *Smarter Balance Assessment Consortium (SBAC)*
- *How to monitor student academic progress and growth*
- *Using technology through personalized learning platforms*
- *SPSA Goals, Priorities and Improvement Strategies*

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

*Parent leadership workshops facilitated by PLAN, the School-Parent Compact, CCSS, list of web sites, school sponsored trainings and workshops to learn and to understand about curriculum, instruction and assessment to support school improvement and transformation.*

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

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

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

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

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

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

*Natasha Moore 11/17/17*



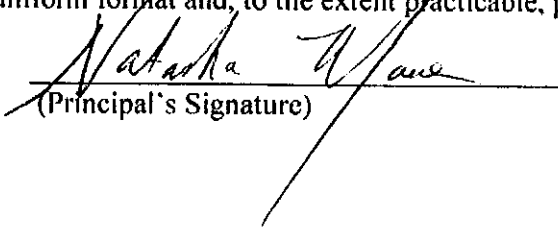
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## Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) REACH Academy School Site Council on (Date) 2/15/2018 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The (Name of school) REACH Academy 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
(Principal's Signature)

2/15/2018

(Date)



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

**AS A SCHOOL, we will:**

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

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School Principal Signature

**AS A STUDENT, I will:**

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

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

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**Student Signature**



**AS A PARENT, I will:**

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

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

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**Parent/Guardian Signature**



**2017-2018**

**School Site Council Membership Roster – Elementary**

School Name: REACH Academy

<b>Chairperson :</b> Che Phinnessee
<b>Vice Chairperson:</b> Maria Lopez
<b>Secretary:</b> Marilyn Tojong

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Natasha Moore	X			
Che' Phinnessee				X
Maria Lopez				X
Marilyn Tojong				X
Alexandra Shane				X
Juliet Labrie				X
Edgar Rodriguez-Ramirez		X		
Betty Blue		X		
Megan Bumpus		X		
Alexandra Velasquez			X	

Meeting Schedule (day/month/time)	<b>4th Thursday @ 3:00-4 pm every month</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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