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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Reach Academy.

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

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

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

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

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for REACH Academy



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

2020-2021 School Plan for Student Achievement (SPSA)

School: REACH Academy
CDS Code: 1612590110239
Principal: Natasha Moore
Date of this revision: 3/26/2020

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: 3/26/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: REACH Academy

Site Number: 193

<input checked="" type="checkbox"/> Title I Schoolwide Program	<input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input checked="" type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input checked="" type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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

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

Date(s) plan was approved: 03/26/2020

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

<input checked="" type="checkbox"/> Flyers in students' home languages	<input checked="" type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Natasha Moore

Natasha Moore

3/26/2020

Principal

Signature

Date

Jamila Harris

Jamila Harris

3/26/2020

SSC Chairperson

Signature

Date

LaResha Martin

LaResha Martin

5/29/2020

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

5/29/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

Kyla Johnson Trammell

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/1/2019	Parents including ELL Parent Advisory and Community	Title 1 Parent Meeting/ SELLS - Linking to Learning: Encourage and support families to be involved in their children's learning at home and at school including homework and other curriculum focused supports.
11/12/2019	ILT	INSTRUCTIONAL LEADERSHIP TEAM - Review and analyze Trimester 1 data. Make recommendations on the programming use for the surplus Title 1 and Title 4 funds to the School Site Council (SSC).
12/6/2019	Coffee with the Principal	PARENT ACTION TEAM - Supporting Strong Relationships: School welcomes and respects families, build community among diverse family populations and actively engage families in the school culture.
12/9/2019	ALL Staff (i.e. teachers and support staff)	STAFF MEETING - Review assessment data and make adjustments to the cycles of inquiry. Review operational, instructional and culture expectaitons aligned to goals outlined in our theory of action.
12/17/2019	ILT	Instructional Leadership Team - Discuss culture PD as it relates to race, class and culture and Buy-Back Day.
1/13/2020	ALL Staff (i.e. teachers and support staff)	Staff Meeting - Review 20-21 budgeting timeline and process. Discuss engagement and feedback. Identify site funded postions and rank based on impact. Create equitable space for certificated/ classified staff.
2/7/2020	Coffee with the Principal	Parent Action Team - Review school-wide assessments for Cycle 2 (i.e. F&P, RI, IAB, Seeds of Learning). Review budget priorities including planned strategies.
3/24/2020	ILT	INSTRUCTIONAL LEADERSHIP TEAM - Discuss theory of change and key practices for SPSA priorities (i.e. "Big Rocks") Share best practices and strategies to implement for the 2020/21 school year
3/26/2020	SSC	SSC MEETING - The team reviewed the 20-21 SPSA goals and priorities, brought forth a motion, seconded, voted and unanimously approved the site plan including budget expenditures for the upcoming school year.
4/6/2020	ALL Staff (i.e. teachers and support staff)	STAFF MEETING - Share final SPSA/ Budget reccommendations approved by the SSC on 3/26/20.

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$126,540.00
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	\$686,467.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$123,876.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$24,278.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,664.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$331,500.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$89,700.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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:	\$126,540.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$559,927.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$686,467.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** REACH Academy**School ID:** 193**School Description**

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

School Mission and Vision

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

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

Critical Thinkers
 Problem Solvers
 Communicators
 Collaborators
 Masters of Academic Content

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Incremental SBAC growth: 12.8% at or above 10.2% at or above Math - 3rd grade showed strong gains across multiple data sets (SBAC, SRI and F&P) - Large approaching group (18.3% in ELA and 24.2% in Math whole school) seen mostly in 3rd and 4th grade SBAC data - 3rd grade approaching: ELA 20.3% and Math 35.4%; 4th grade approaching: ELA 20% and Math 25% - 5th grade approaching: ELA 14.5%; Math 11.3%	Implement data-driven, differentiated small group instruction using the Workshop model. Greater focus on ensuring the academic success for all scholars with a focus on English Language Learners, African-American, and Students with Special Needs by continuously improving the instructional program and developing a system for teacher professional learning and supports. This includes targeted professional development, instructional coaching and time for teacher collaboration.
<i>Focal Student Supports</i>	SRI growth - Comparison data from Fall to Winter for the 2019-20 administration - School-wide: Fall: 11.2%; Winter: 20.8% - Growth: 9.6% - 3rd - 15.5% at or above grade level; 4th - 26.3% at or above grade level; 5th - 17% at or above grade level - SEEDS of Learning Growth for TK students for foundational skills including letter names, letter sounds, alliteration, rhyming and vocabulary.	Use reading assessment data to consistently form and to implement small guided reading groups - Increased opportunities for students to access complex text using interactive read-alouds and close reading strategies. Provide regular instructional time in daily schedules for students to self-select and to be matched with "just right books" - Independent reading increases students' fluency, comprehension and confidence as readers. This, in turn, motivates students to read more.

<i>Student/Family Supports</i>	Increased parent participation, engagement and leadership roles in school governance (i. e. SSC, SELLS and Culture Team). This includes partnering and amplifying parent voice to support the site and budget process.	Building strong relationships and alliances with parents and students to support the decision-making process along with a positive school culture. This includes implementing a full-service community schools model which supports the academic, social-emotional, as well as the health and wellness needs of families to support student achievement. In addition, it includes creating a Parent Action team to serve as leaders in the school, as well as partnering with District supports to provide parent workshops highlighting instructional strategies, best practices and supports.
<i>Staff Supports</i>	Creating more opportunities for distributive leadership by enrolling teacher leaders and support staff in decisions and implementation of the site's professional learning plan related to establishing student achievement goals, curriculum, instruction and assessments.	Continue to model an ongoing commitment to developing my own and my staff's proficiency. 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

<p><i>College/Career Readiness</i></p>	<p>Lack of mastery of reading foundational skills in the early grades. This includes letter name recognition, letter sounds, blending, segmenting, basic sight words, rhyming, etc. (Add Winter F&P reading foundations data.) Greater than 70% of students are reading below grade level as measured by IABs:</p> <p>Math IAB —> 3rd: 68% Below Standard 4th: 58% Below Standard 5th: 78% Below Standard</p> <p>ELA IAB —> 3rd: 71% Below Standard 4th: 54% Below Standard 5th: 59% Below Standard</p>	<p>Inconsistent use of explicit word study and phonics program (i.e. SIPPS) - Teachers require more support with standards-based, backwards mapping and unit planning. This includes looking at the standard progressions and identifying needed student skills, as well as using data to drive instruction. Finally, it includes the consistent implementation of complex task (e.g. high DOK), use of complex tests, writing with evidence) aligned to common rigorous academic standards. As a result, the lack of standard-based planning, lesson delivery and task-standard alignment has led to a lack of fidelity and coherence. Funding a .15 FTE Science Prep Teacher (EEIP) with the remaining out of base will provide critical coaching to teachers to implement rigorous science instruction and to support deeper learning for students (i.e. critical thinking, problem solving, collaboration, communicating and development academic mindsets) to support mastery-based learning.</p>
<p><i>Focal Student Supports</i></p>	<p>Use of data-informed cycles of inquiry with multiple forms of assessment to progress monitor and to implement school-wide and grade-level continuous improvement plans. This includes differentiating instruction using scaffolds/ interventions to raise the level of rigor and student-centered engagement for all scholars regardless of current levels of achievement. Teachers differentiating instruction using appropriate scaffolds/ interventions to raise the level of rigor and student-centered engagement for all scholars regardless of current levels of achievement or ethnicity. Currently 0% of our Asian Pacific Islander students are meeting standards in reading as measured by SBAC ELA. [Add ELPI data from the California Dashboard.]</p>	<p>Fragmented implementation of an effective Response to Intervention and instruction (RTI) model using targeted interventions and by integrating multi-tiered systems of support (MTSS) through a continuum of care to accelerate and to meet the needs of all students. Implement the daily school-wide, 30-minute Designated English Language Development (ELD) block to support English Language Learners (ELLs) with becoming reclassified Fluent English Proficient (RFEP). Teachers lead students in setting and monitoring their own progress towards meeting academic, attendance and behavioral goals for each cycle and provide individualized feedback with corrective action plans.</p>

<i>Student/Family Supports</i>	Chronic Absenteeism - Greater time and focus on creating a strong attendance team and MTSS with consistent Tier 1 school supports. Close to 30% chronic absence - Most prevalent in Kindergarten and 1st grade where reading foundational skills are critical. Increase parent participation rates to reflect school diversity - 33.4% of parents completed the CHKS Parent participation survey. In terms of the LCAP connectedness, 53.3% of 5th grader students reported feeling connected.	Need to build capacity of attendance team to implement multi-tiered systems of support (MTSS) to address attendance barriers. This includes creating and following up on action plans, incentives and staffing to support goals. In terms of school-wide trends, there is a direct correlation with Low Academic Achievement (1.11) and Problem Behaviors (.80) according to the SRSS screener administered for externalizing and internalizing behaviors. This speaks to need for more targeted interventions, as well as social emotion learning (SEL) supports for students. Funding a Community Schools Manager at .5 FTE will help to mitigate these barriers by providing critical staffing to support school to community partnerships through the Coordination of Services Team (COST) aligned to our SPSA goals and priorities.
<i>Staff Supports</i>	PLCs - Need greater focus on results. This includes engaging in cycles of inquiry using student data and learning, as well as teacher practice to promote continuous improvement. Implementing evidenced-based strategies to teach social and emotional learning (SEL) standards and skills and embed them into lessons including trauma-informed practices.	Teachers require more support with standards-based planning and with implementing a Balanced Approach to Literacy with a clear gradual release of responsibility focusing on the mini-lesson, guided reading and conferring with students. Also, require the integration of data-driven instruction (DDI) after each cycle. This includes the administration of interim and formative assessments; data analysis with data meetings after each cycle to engage teachers in action planning, as well as consistent observation and feedback.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	By May of 2023, > 50% of all Kindergarten and 1st grade students will meet reading proficiency and mastery. This includes greater than 50% of students scoring at or above benchmark as measured by F&P reading foundations and running records.
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Instructional Focus Goal: All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	43.5%	n/a	35.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	14.3%	n/a	50.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-95.4	n/a	-70.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	40.2%	n/a	50.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-102.2	n/a	-80.0
CAST (Science)	All Students	TBD	1.6%	n/a	11.6%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:		By May 2023, > 30% of all students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC ELA and > 25% for the Math assessments. This includes reducing the number of students who are currently “multiple years below grade level” (red) by 20% and increasing by 15% the number of students who are currently “approaching grade level” (yellow) will move to “at grade level”.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-132.5	n/a	-105.0
SBAC ELA	African-American Students	+20 points DF3	-110.8	n/a	-75.0

Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	54.8%	n/a	44.8%
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
SBAC Math	Students with Disabilities	+20 points DF3	-154.7	n/a	-115.0
SBAC Math	African-American Students	+20 points DF3	-116.2	n/a	-95.0
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	4.7%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	25.0%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	By May 2023, increase parent participation rates and connectedness to the school by at least 10% annually as measured by the California Health Kids Survey (CHKS). This goal will create opportunities for parent leadership, engagement and participation through school governance, as well as shared and data-based decision-making.
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Instructional Focus Goal: <i>All students build relationships to feel connected and engaged in learning.</i>					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	53.3%	n/a	85.0%
Suspensions	All Students	-2pp	1.9%	1.5%	1.5%
Suspensions	African-American Students	-2pp	3.8%	n/a	2.5%
Suspensions	Students with Disabilities	-2pp	5.4%	n/a	1.5%
Chronic Absence	All Students	-2pp	47.0%	30.0%	20.0%
Chronic Absence	African-American Students	-2pp	51.4%	25.0%	15%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:		By May 2023, 25% of English Language Learners (ELLs) will be reclassified as Fluent English proficient (RFEP).			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
ELPAC	ELL	n/a	4.7%	10.0%	15.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE		
School: REACH Academy		SPSA Year Reviewed: 2019-20
SPSA Link: 19-20 SPSA		
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)		
19-20 Language & Literacy Priority: Literacy Proficiency		
Theory of Change:	If teachers use data to provide differentiated, small group instruction targeted to meet students needs using using a Response to Intstruction 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.	
Related School Goal:	By June 2020, 20% of students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC ELA.	
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Teachers use student assesment data to conduct cycles of inquiry and data-driven instruction (DDI) using F&P foundations and running records, Seeds of Learning (TK), RI and IAB data (3rd - 5th), as well as formative assessments to progress monitor students' progress toward proficiency. All teachers had a one on one data conference with the Principal and ITL in order to decide on focal students, set goals and determine what teaching practices are working for certain students and which practices need to be adjusted. Teachers are also implementing small grou instruction, which provides opportunities for teachers to provide immediate feedback to students regarding their reading. We have also provided professional learning around how to provide scaffolds for students to be able to access grade level complex text. We also conducted instructional walkthroughs to ensure teachers are implementing practices that are provided during professional development.		
What evidence do you see that your practices are effective?		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
Our goal is to continue a focus on differentiated, small group instruction during the 2020-21 school year. Also, this includes building teachers capacity to support scholars with accessing grade level, complex text, as well as to engage students in reading, writing, listening and speaking using evidence across content areas. A further goal would be to ensure that teachers are using data from personalized learning platforms strategically to support mastery-base learning. This could mean selecting high leverage platforms in ELA and Math to to drive instruction.		
19-20 Standards-Based Instruction Priority: Math Proficiency		
Theory of Change:	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).	
Related School Goal:	By June 2020, 20% of students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC Math. By June 2020, 80% of students in K-2nd will score Proficient on the Math CEoU.	

<p>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	
<p>A focus has been providing students with rich opportunities to engage in deeper learning (i.e. critical thinking, problem solving, communicating reasoning and thinking, collaboration and developing academic mindsets) has been a shift. The includes a focus on the instructional core and by implementing rigorous, standards aligned learning tasks. Students are engaged in protocols to increase student discourse in Math through signature strategies (i.e. Math Talks, 3 Reads protocol, as well as think pair shares) where students build on each other's thinking and use the Standards for Mathematical Practice to support multiple approaches based on diverse learning styles. Working collaboratively has been a major focus of Professional Learning over the past three years. We want to continue to ensure that teachers are positioning students to be the sense makers and doing the heavy lifting of the lesson. During Cycle Two, teachers conducted a cycle of inquiry around analyzing student work from the Entry Task of the unit through the Summative Task at the end of the unit. Teachers were asked to identify focal students and progress monitor them throughout the course of the unit. Using the Math IAB as a progress monitor has been a powerful tool to unearth teaching practices that are not impactful. 3rd-5th are implement Swun Math to increase coherence, standards-alignment and mastery-based learning.</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>Include data for Math IABs, Swun Math Trimester assessments and Math CEOUs</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	
<p>As a site, fragmented implementation has led to alignment and coherence inconsistencies. Many teachers seem to struggle with keeping up with the pacing, as well as planning effective lessons and delivering the adopted curriculum that builds conceptual knowledge for students. This includes standards-task alignment and providing appropriate scaffolds to support students with mastering skills in support of mastery-based learning. To this end, it's vital to implement formative assessments to monitor progress. This results in a lack of coherence throughout the unit, as well as students having limited understanding of deeper concepts in Mathematics and underlying skills. We'll continue the implementation Swun math (3rd - 5th) and to provide continued professional development with a focus on the explicit design steps to deliver both procedural and conceptual lessons. Finally, we'll continue to pilot Zearn math aligned with Engaged NY for 1st and 2nd grade levels.</p>	
<p>19-20 Conditions for Student & Adult Learning Priority:</p>	
<p>Safe and Supportive Learning Environments to support teaching and learning</p>	
<p>Theory of Change:</p>	<p>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.</p>
<p>Related School Goal:</p>	<p>By June 2020, we will reduce the chronic absence rate by 15% with a focus on African-American students.</p>
<p>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	

The SART team has been holding weekly meetings to look at attendance data and determine which students and families need additional support in attending school daily. These supports include phone calls home when students are absent, case managing families that are on the moderate/chronic absenteeism list and determining root causes of attendance. We also have monthly perfect attendance winners and an attendance board that lists students with perfect attendance.

What evidence do you see that your practices are effective?

A data point includes the weekly engagement report with weekly attendance data, as well as longitudinal and comparison data. This also correlates with increased student achievement as measured by assessments including SRI, SEEDS of Learning foundational skills (TK only), increased Reclassification rates, etc. due to increased instructional time and school satisfaction measured by CHKS.

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

It would be a great practice for us to look at attendance data from the 2018-19 school year and determine which families we will be reaching out to about attendance before school starts. It would be great for us to be able to support students who were on the chronic/moderate absenteeism list during 2018-19 so they don't get on the list at all during the 2019-20 school year.

19-20 Conditions for English Language Learners Priority:

English Learner Reclassification

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 reading and writing proficiency, as well as oral language acquisition will increase.

Related School Goal: By June 2020, 25% of English Language Learners will be reclassified as fluent English proficient.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Overall, implementation of these practices has been quite effective. We have been working on strategies for student talk for over two years. These strategies include think pair share, small group work and class discussions. Strategies also include strategic grouping that allows opportunities for students to partner with students of varying English Proficiency levels. Daily designated ELD instruction has also been an expectation for all teachers, however implementation has been fragmented. Our Instructional Teacher Leader has also been pulling Newcomer students TK-2nd and 3rd-5th for English classes twice weekly.

What evidence do you see that your practices are effective?

REACH Academy outperformed the expectations for the re-classification rate during 2017-18 by 7%. We are also seeing teachers utilize and implement high impact language practices school wide through the implementation of designated and integrated ELD strategies. These practices include Think, Pair, Share, vocabulary instruction, sentence frames and print rich environments.

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

To ensure that this work continues during 2020-21, there will be a plan in terms of master scheduling to ensure Designated ELD is implemented school-wide to support language and literacy. This includes using student achievement data to group students by English proficiency levels and switch classes for designated ELD to support English Language Learners (ELLs) and Academic Language Learners (ALLs) as well. This will support an effective Response to Intervention (RTI). The leadership team will conduct walkthroughs during Designated ELD to ensure that there is consistency with using the district-approved curricula and instructional practices effectively. A Newcomer class will continue in 2020-21.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

Based on District funding for the 2020-21 school year, REACH Academy will receive a .5FTE certificated staff to support our Newcomers.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: REACH Academy			School ID: 193	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Conditions to Support Student Learning and Engagement			
School Theory of Change:	If teachers, support staff and site leadership provides multi-tiered levels of academic, social emotional and behavior supports (MTSS) to all students through a continuum of care that proactively identifies student needs, matches researched-based interventions and regularly monitors student progress using assessment data to make decisions, THEN we'll create safe, supportive and student-centered learning environments to ensure every scholar thrives and is ready for college, career and success.			
Related Goal(s):	By June 2021, we will reduce the chronic absence rate by 15% with a focus on A.A. students. All students build healthy and safe relationships to feel connected and engaged in their learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers implement complex tasks aligned to rigorous Common Core State Standards (CCSS).	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 regular walkthroughs with rubrics to assess implementation.	Students engaged in complex tasks that are aligned to posted grade-level standards. Leadership monitoring the effectiveness of practices by calibrating walkthrough data. Evidence of structures established to collaboratively plan units of study to support site goals and expectations.	

1-2	Teachers engage families weekly through a messaging platform (ex: TalkingPoints), in-person and/or phone calls, to communicate behavior, student achievement, and strategies for improvement.	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 Community Schools Manager (CSM) to facilitate weekly C.O.S.T. meetings, as well as to manage the school to community partnerships aligned to SPSA priorities.	Increased average daily student attendance and a decrease in chronic absence. Improved two-way, school and family communication and engagement via talking points, parent, teacher conferences and school-wide events. Leadership will review data and implement MTSS for Chronic Absence, COST and PBIS to ensure a positive school culture and climate. Progress monitoring will take place at 6 weeks to determine effectiveness and needed adjustments align to goals.	
1-3	Teachers use data-informed cycles of inquiry (i.e. reading, math, writing and social-emotional learning) to drive instruction and learning.	Principal and ILT develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. This includes engaging teacher teams in corrective instructional planning - DDI.	Teachers plan and post learning targets and then progress monitor throughout the cycle to track progress toward learning goals. Goals are communicated with students to build agency and ownership, as well as posted in classrooms to highlight growth.	

1-4	Teachers lead students in setting and monitoring their own goals, and provide individual feedback to students to build agency, motivation and independence.	School leadership uses academic and culture data to progress monitor, to identify focal students, as well as to provide targeted interventions to improve teaching and student learning for ALL.	Teachers meet individually with students to discuss their progress and adjust goals as needed--students have a tangible way of tracking their progress and can articulate their learning goals. Leadership will create tools to support increase in Tier 1 teacher-parent contact with student, including through Talkings Points, FasTalk texting services, phone call home and Language Link.	
1-5	Teachers implement Tier 2 and 3 strategies to support individual student needs and follow up with supports and the recommendations from COST, SST and SART teams.	Implement systems of support to build teacher capacity through coaching and aligned professional development. Coaching resources are equitably distributed based on student need and/or instructional quality in order to build teacher skill and to impact student achievement. Leadership will provide resources for teachers (i.e. trauma informed practices, de-escalation, building positive relationships and support with Tier 1 class implementation.	Elopement decreases; expectations and routines are posted clearly in classrooms; instructional learning time increases; behavior plans are in place; teachers are communicating frequently with parents; interventions are implemented to fidelity (minimum of four weeks). 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).	PLCs - Need greater focus on results. This includes engaging in cycles of inquiry using student data and learning, as well as teacher practice to promote continuous improvement. Implementing evidenced-based strategies to teach PBIS and SEL skills into units/lessons including trauma-informed practices.

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Increase Math Proficiency
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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):	By 2021, >20% of 3rd-5th grade students will achieve "Standards Met" or "Standards Exceeded" as measured by the SBAC. This includes 20% of students scoring "Above Standard" on the Interim Assessment Blocks (IAB) and 50% of K-2nd students scoring proficient on the OUSD Math CEoU.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Know and understand grade level standards and major focus for math instruction. Prioritize the most important concepts, skills and standards to support distance learning.	Plan and schedule professional development for grade level teams at the beginning of the school year to unpack standards and units	Year-long arc of standards posted and aligned to units of study. This includes a scope and sequence that builds upon the required mastery of skills.	
2-2	Plan the arc of the school year and map the priority standards related to the Zearn scope and sequence pacing guides.	Provide standard resources (i.e. pacing guides) and time for grade level planning	Leadership (i.e. Principals, Coaches/ TSAs and ILT) check-ins and calibration.	
2-3	Incorporate spiral review and fun math games while implementing SEL curriculum to review prior knowledge while building math culture.	Grade Level PLCs - plan and implement math review, keeping in mind culture/routines and procedures	Math discussions and posted anchor charts both procedural and content-specific, as well as the Standards for Mathematical Practice.	
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 small groups.	Grade-level PLCs - Create formal and informal assessments to analyze students proficiency and mastery towards goals	Assessments completed in advance for data analysis, review and corrective action planning using DDI.	

2-5	Participate in weekly grade level meetings to discuss trends in learning/skills needed for mastery and strategies to teach those skills	Provide time and tools for data analysis during PLCs.	Data analysis tools for tracking trends and planning to reteach	
2-6	Teachers implement standards-based math Core curriculum using Zearn Math (K-5) along with personalized learning platforms (i.e. Zearn, Freckle Math and ST Math)	Provide curriculum with appropriate number of manipulatives, and appropriate number of chrome books for each classroom to support Workshop model. Fund blended learning, PLP licences to support mastery-based learning.	Reports, curriculum-based assessments, check-ins with coaches/grade-level teams - Appropriate components for each curriculum, appropriate number of workbooks, manipulatives, as well as chromebook devices to support school-based instruction & distance learning.	Use of data-informed cycles of inquiry with multiple forms of assessment to progress monitor and to implement school-wide and grade-level continuous improvement goals.
2-7	Implement differentiated, small group instruction based on formative and summative assessment data to focus learning for student growth, acceleration and understanding of math concepts and skills.	Create professional learning plan with ILT that includes relevant professional development on Small Group Instruction in Math.	Conduct observation and provide regular feedback. Allocate time for Math in the professional learning plan for group planning meeting (similar to guided reading)	

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Increase Reading Foundations and Proficiency
School Theory of Change:	If teachers implement a rigorous, core instructional program (EL Education) and use data to provide differentiated, small group instruction targeted to meet students needs by using a Balanced Approach to Literacy through Reading and Writing Workshop with focused language supports, THEN student learning outcomes and literacy growth across content areas will accelerate. This includes a focus on implementing key focal practices (i.e. access to complex texts and tasks, academic discussions and evidence-based writing) It also includes integrating purposeful assessments, reading foundations and appropriate scaffolds to support effective instruction, Teachers will integrate technology to support mastery-based learning through blended and personalize learning platforms which includes setting student learning goals, progress monitoring and providing regular feedback to students and families.

Related Goal(s):		By May 2021, 20% of students will meet or exceed standard as measured by the IAB and SBAC ELA. By May 2021, students in 3rd-5th grades will show double-digit growth as measured by the RI. By May 2021, 50% or more of K-2 students will meet benchmark as measured by iReady assessment.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Implement differentiated, small group instruction using a Balanced Approach to Literacy using the workshop model.	Provide coaching and professional development. Provide consistent observation and feedback to improve teaching and learning.	Walkthroughs; lesson plans; observation and feedback; coaching cycles - ILT will create the professional learning plan and monitor the theory of action and cycles.	
3-2	Implement EL Education and SIPPS (systematic instruction in phonological awareness, phonics, and sight words) to accelerate reading growth.	Provide ongoing training to support EL Education implementation and SIPPS including coaching supports. Include peer observations. Provide structures to support Tier 2 and Tier 3 supports and interventions to meet needs	Align key professional capacity systems (PD, PLC, ILT and Coaching) to provide teachers with support in meeting school-wide goals. Professional development agendas and calendars, lesson plans, observations.	

3-3	<p>Implement standards-aligned curriculum and engage students in complex tasks (e. g. high DOK, use of complex texts, writing with evidence) aligned to the Common Core State Standards (CCSS). Teachers will engage in backwards mapping and collectively plan units, weekly and daily lessons aligned to CCSS to meet student learning goals.</p>	<p>Provide consistent time and structure during PLCs for teachers to plan and to deliver rigorous, standards-based lessons. Provide ongoing professional development to build teacher capacity to support all learners with accessing complex text (i.e. close reading, sentence unpacking, etc). This also includes integrating before, during and after reading strategies. Provide time and support teachers with selecting complex and compelling text sets. Provide consistent coaching, as well as observation and feedback.</p>	<p>Lesson Plans; PLC agendas, notes and tools; walkthroughs; learning walk observations focusing on the instructional core - Collect quantitative and qualitative data including student interviews, as well as formative and benchmark assessment data to monitor school-wide literacy growth. Provide targeted interventions using a robust Response to Intervention (RTI) model by conducting small group instruction using Leveled Literacy Intervention (LLI), SIPPS and 1:1 literacy support using Reading Partners. Create intervention room.</p>	
3-4	<p>Teachers implement reading assessments to monitor students reading growth, to diagnose challenges, and to monitor skill proficiency (including F&P, RI, IAB and formative assessments). Teachers use data to set goals with students and provide ongoing feedback to families to monitor reading growth.</p>	<p>Provide professional development on assessment implementation, PLCs provided explicit support in using data from assessments to guide instruction (including student groupings and differentiated supports)</p>	<p>Site and classroom data trackers to monitor growth; PLC agenda notes; OUSD dashboard and Illuminate data reports, observations; documentation of progress monitoring (i.e. running records); evidence of cycles of inquiry (in class and PLC); parent / teacher conferences</p>	

3-5	Integrate technology through the use of blended and personalized learning platforms (i.e. Freckle, News ELA, Flocabulary, Lexia, ReadWorks etc.) to support differentiation to increase access to the core curriculum, as well as to support mastery-based learning.	Provide ongoing professional development on personalized learning platforms focusing specifically on how to pull and analyze data from the platforms to drive instruction.	Professional development agendas, PLP data consistently included in data analysis, lesson plans - Take collective responsibility for reaching student achievement goals by sharing best practices, pooling resources, supporting professional growth and holding each other accountable for student achievement goals.	
3-6	Teachers collectively define SMART (Specific, Measureable, Attainable, Relevant and Time-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 Administration for coaching and planning supports.	PLC agendas with clear next steps; notes; planning templates and follow-up plans. Hire two STIP subs to provide classroom coverage for teachers to collaborate, to conduct peer observations and to conduct inquiry cycles.	

District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Conditions to Support Adult Professional Learning and Culture			
School Theory of Change:	If we create conditions to support adult learning by focusing on the systems of supports which include providing differentiated coaching, professional development and opportunities for teachers to regularly collaborate in professional learning communities (PLCs) by using assessment data to engage in cycles of inquiry, THEN teacher efficacy, instructional practices and student learning will increase.			
Related Goal(s):	By 2021, all grade-level teams will have established protocols and systems for teacher collaboration grounded in data-based cycles of inquiry in connection with grade-level and school priorities for PLCs.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

4-1	Teachers will engage in communities of practice focused on specific instructional areas of growth	Facilitate PD experiences that empower teacher leaders in communities of practice.	Walkthroughs to identify and celebrate learnings from PD cycles, as well as identify next steps for learning.	
4-2	Teachers will apply ideas explored in PD to their PLC collaboration and grade level instructional advancement.	Provide differentiated support, knowledge and information to build capacity that can be readily applied to grade level team learning and in classrooms.	Teacher deliverables for each cycle, demonstrating connections from PD learnings to PLC work and instructional plans to lesson delivery.	
4-3	Teachers will identify student learning focused problems of practice in grade level teams and bands	Implement research-based theories and best practices about the most effective PD structures and approaches for facilitating a culture of learning through inquiry.	Protocols and tools for cycles of inquiry, namely those provided by Mills College.	
4-4	Teachers will use both formative and summative data to drive their inquiry cycle process with the goal of using data to understand and tackle identified problems of practice. Select focal students.	Manage systems of formative and summative data collection to support teachers in meaningful inquiry-based data analysis and reflection.	Schoolwide data systems and trackers to monitor progress	
4-5	Teachers will collaborate with coaches to create data-driven and individualized coaching cycles to support teacher growth and development.	Provide differentiated coaching techniques, resources for teachers to continue their professional learning and growth.	Deliverables and tracker for each coaching cycle, demonstrated teacher/coach collaboration, and data to support efficacy of each cycle	
4-6	Teachers will collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks, and common formative assessments	Principal and leadership teams will provide time for grade level and school-wide collaboration, set and monitor instructional vision and expectations across content areas to create an effective and professional learning community.	Team action plans, standardization of content, assessments, instructional tasks, etc. within grade levels	

4-7	Teachers will engage in a variety of evidence-based, collaborative professional development opportunities to strengthen their knowledge of content/curriculum and best practices.	Principle and leadership teams will develop, monitor, and adjust differentiated professional development based on teacher observations, feedback, and student data.	Normed teaching practices and innovations across grade level classrooms to ensure continuity, coherence and alignment of instruction.	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Conditions to Support English Language Learners			
School Theory of Change:	If teachers integrate embedded supports and scaffolds to make content accessible by engaging English Language Learners (ELLs) in focused language study by incorporating complex text, "student talk" protocols, explicit vocabulary instruction and text dependent questions through the use of Guided Language Acquisition Design (GLAD) strategies, SDAIE and High Impact Language Practices: Fortifying Complex Output and Fostering Interactions to build language development across content areas by providing students with rich opportunities to unpack "juicy sentences, to engage in regular academic discussions and structured language practice, THEN oral language acquisition will increase.			
Related Goal(s):	By June 2021, 20% of English Language Learners will be reclassified as Fluent English proficient. English Learners continue to expand their oral language skills and to interact in meaningful ways.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Teachers 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. Teachers assess students word knowledge using a list of high-frequency words, HFW (appropriate for grade levels)	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.	Academic discussions - Progress monitor monthly using F&P reading foundation assessments (i.e. HFW) using a data tracker in Illuminate data management system. Extension: Ask students if they recognize the word, define, make an association and use it in a sentence.)	

5-2	Teachers implement a Designated English Language Development (ELD) block for 30 minutes a day. Students are grouped together by need, language proficiency and reading levels to create more heterogeneous groupings based on students' abilities and their classifications.	Establish school-wide time for a, 30-minute Designated ELD instructional block in the master schedule. Conduct weekly walkthroughs. Observe and provide regular feedback focusing on effective use of language and literacy best practices. Use equity-focused tools.	In daily lesson plans and master schedules, teachers will show when Designated ELD is being delivered for specific proficiency groups. Teachers use data to help create targeted ELLs supports for scaffolds/differentiation, etc.	
5-3	Teachers implement daily interactive read-alouds with accountable talk 4-5 times per week. Teachers activate prior knowledge, build background information and review key vocabulary before reading.	Provide teachers with rich, compelling, high-interest text sets to read to students from a variety of genres and topics.	In weekly lessons teachers will include IRAs - Keeping in mind that interactive read-alouds to engage ELLs should be kept 10-15 minutes	
5-4	Teachers utilize questioning strategies (e.g. text-dependent questions) that require the use of evidence and elaboration. This also includes the use of GLAD/ SDAIE strategies to support integrated ELD.	Provide allocated PLC time to compile ELL strategies. PLCs appoint a lead to create a document with ELL strategies for teachers to reference throughout the lesson/ unit.	Evidence of print-rich environment including anchor charts, sentence stems, realia, visual aids, word wall for students to access. Google document created and shared with teachers for reference.	
5-5	100% of classrooms will participate in Close/Shared reading of complex texts, with a focus on language features/ structures and key vocabulary, to ensure accelerated language and reading growth.	Create full-year PD/ Coaching Cycle - Hire an Elementary Newcomer Teacher Leader (ENTL) to work with ILT and TSA to create professional learning to increase support and proficiency for ELLs.	Essential Practices for ELL Achievement includes (1) Access & Rigor; (2) Designated and Integrated ELD; (3) Data-Driven Decisions; (4) Asset-Based Approach and (5) Meeting the needs of the "Whole Child" by leveraging family and community resources.	

5-6	Teacher provide multiple opportunities 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 collaboration protocols to increase academic discourse and "student talk". Conduct consistent walkthroughs using ELD walkthough tool - Provide observation and written feedback. Conduct learning walks with ENTL to identify trends and needed supports as it relates to language functions, forms and Literacy.	Establish standards-aligned, content-language objectives along with CLOs including a criteria for mastery. Use knowledge of students' academic readiness, language proficiency, cultural backgrounds and individual development to develop rigorous instructional plans. Use observation tool including rubric to track student talk patterns/ protocols used.	
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PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 193
School: REACH Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Support after school extended learning and enrichment through the YMCA of the East Bay serving as the Lead Agency. Provide comprehensive programming that includes academic, enrichment and physical activity key components.	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Students receive extended day through comprehensive after school programming (i.e. YMCA of the East Bay) for Academic, Enrichment and Physical Activity.	193-1
Provide extended hours for Administrative Assistant and Attendance Clerk to support with Kindergarten and new student enrollment, registration and translation	\$1,259	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Students and families are welcomed and engaged	193-2
Provide extended hours for Classified staff to support with planning, as well as participating in site programs and events	\$1,259	General Purpose Discretionary	2922	Other Classified Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Support staff provide high-quality support with school programming to support college and career readiness.	193-3
General school supplies and materials (i.e. paper, folders, markers, pencils, pens, chart paper, notebooks, planners, white boards, dry-erase markers, post-its, etc.) to support teaching and learning	\$14,760	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	School supplies use to implement a rigorous, core instructional program to support teaching and high scholastic achievement	193-4
Maintenance agreement for three copy machines to support teaching & learning	\$7,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide standard resources including copying for (i.e. pacing guides) and curricular materials for content areas	193-5
Provide coverage to support teacher collaboration and planning during the instructional day, provide differentiated small group instruction, 1:1 support, as well as targeted Math/Literacy intervention to accelerate student outcomes	\$57,710	LCFF Concentration	1105	Certificated Teachers' Salaries	7808	STIP Teacher	0.85	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide coverage for teachers to engage in communities of practice or PLCs focused on specific instructional areas of growth. Teachers apply ideas from PD to their collaboration.	193-6
Provide stipends/ extended hours for teachers to collaboratively plan and to engage in standards-based, backwards mapping and unit planning, to participate in school-wide events, to conduct home visits, as well as to provide tutoring to accelerate student achievement.	\$10,057	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Plan the arc of the academic year and inquiry cycles; map the standards related to curriculum pacing guide. Collectively define SMART goals and family supports	193-7

Provide recess and lunch supervision. Provide mentoring services and support. Facilitate physical activity, intramural sports and youth development activities.	\$25,519	LCFF Concentration	2905	Other Classified Salaries	6644	Noon Supervisor	0.40	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Promote health and wellness through physical activity and active supervision of students. Implement Tier 2 and 3 strategies to support individual student needs and follow up with supports and the recommendations from COST, SST and SART.	193-8
Academic mentor hours to provide targeted interventions and small group instruction including in class or virtually.	\$6,295	LCFF Concentration	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement differentiated, small group instruction and targeted intervention to accelerate student achievement for students working below grade level	193-9
General supplies for school events	\$1	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers engage families weekly through a messaging platform (ex: TalkingPoints), in-person and/or phone calls, to communicate behavior, student achievement, and strategies for improvement.	193-10
Provide recess and lunch supervision. Provide mentoring services and support. Facilitate physical activity, intramural sports and youth development activities.	\$25,520	LCFF Supplemental	2905	Other Classified Salaries	6644	Noon Supervisor	0.40	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Promote health and wellness through physical activity and active supervision of students. Implement Tier 2 and 3 strategies to support individual student needs and follow up with supports and the recommendations from COST, SST and SART.	193-11
This instructional teacher leader, ITL will support the systems for professional learning (i.e. Coaching, PLCs and PD) - Serve as the testing Coordinator for the F&P, i-Ready, RI, IABs and SBAC	\$117,039	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7123	10-Month Classroom TSA	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide systems for professional learning as it relates to coaching, planning and facilitating professional development, leading PLCs and working with the (ILT) to create a robust professional learning plan and theory of change to support teacher growth and development.	193-12
Provide coverage to support teacher collaboration and planning during the instructional day, provide differentiated small group instruction, 1:1 support, as well as targeted Math/Literacy intervention to accelerate student outcomes	\$65,247	LCFF Supplemental	1105	Certificated Teachers' Salaries	7641	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide coverage for teachers to engage in backwards mapping and collectively plan units, weekly and daily lessons aligned to CCSS to meet student learning goals. Implement targeted interventions.	193-13
This additional TSA position will also support the systems for professional learning, as well as provide targeted interventions for students working below grade level in ELA/ Math using a Response to Intervention and instruction (RTI) model. Support Culture and Climate, professional learning communities (PLCs) and grade level teams with using data cycles of inquiry	\$86,376	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7807	10-Month Classroom TSA	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers use data-informed cycles of inquiry (i.e. reading, math, writing and social-emotional learning) to drive instruction and learning.	193-14

Provide coverage to support teacher collaboration and planning during the instructional day, provide differentiated small group instruction, 1:1 support, as well as targeted Math/Literacy intervention to accelerate student outcomes	\$22,537	LCFF Supplemental	1105	Certificated Teachers' Salaries	7808	STIP Teacher	0.15	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide coverage for teachers to engage in backwards mapping and collectively plan units, weekly and daily lessons aligned to CCSS to meet student learning goals. Implement targeted interventions.	193-15
Materials to support Zearn Math for lessons, interventions and math supports.	\$1,297	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement complex tasks aligned to rigorous Common Core State Standards (CCSS).	193-16
A Library Clerk to support students with checking in and out books and research. Engage classes in interactive read-alouds	\$28,080	Measure G: Library	2205	Classified Support Salaries	7810	Library Clerk	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide time for students to build reading habits and to self-select books to support independent reading growth.	193-17
Purchase high-interest, compelling and high-interest book sets for school library	\$1,204	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Deliver culturally responsive, high-interest and compelling books/ text sets to students to support literacy acceleration.	193-18
Technology integration through chromebooks to support core curriculum and mastery-based learning	\$10,243	Measure G: Library	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Purchase licenses to access blended and personalized learning platforms to support teaching and student learning	193-19
Science Prep teacher is funded .85FTE centrally - Adding (.15FTE) to bring to 1.0 FTE - Will provide hands-on-science instruction using NGSS Foss kits in self-contained classroom. Provide coaching supports to build teacher capacity for lesson planning and delivery	\$17,901	Title I: Basic	1105	Certificated Teachers' Salaries	2004	Teacher Education Enhancement	0.15	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Engage students in rich, hands-on science exploration to promote deeper learning (i.e. problem solving, critical thinking, communication, collaboration, and academic mind-sets). This includes providing data-driven coaching cycles to support teaching and learning.	193-20
Provide stipends/ extended hours for teachers to collaboratively plan and to engage in standards-based, backwards mapping and unit planning, to participate in school-wide events, to conduct home visits, as well as to provide tutoring to accelerate student achievement.	\$10,072	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers implement complex tasks (e.g. high DOK, use of complex texts) aligned to the Common Core State Standards (CCSS). Take collective responsibility for reaching student achievement goals by sharing best practices, pooling resources, supporting teachers' professional growth and holding each other accountable for reaching student achievement goals.	193-21

The CSM position will receive a (.5 FTE) grant funded allocation centrally along with the site (.5 FTE) salary cost share for a 1.0 FTE allocation. Provide tiered levels of academic and behavior supports using C.O.S.T. Manage school to community partnerships aligned to SPSA goals. Support SART and attendance MTSS	\$55,793	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7809	Program Mgr Community School	0.50	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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 Community Schools Manager (CSM) to facilitate weekly C.O.S.T. meetings, as well as to manage the school to community partnerships aligned to SPSA priorities.	193-22
With Book Trust, students receive a monthly allotment of engaging and culturally responsive books that they self-select at their independent reading level. In turn, scholars learn the power of choice and pride of ownership and students' reading levels and academic performance improve; therefore motivating them to succeed and to become lifelong readers and leaders	\$7,500	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers lead students in setting and monitoring their own reading goals, as well as providing feedback to students to build agency, motivation & independence.	193-23
Supplies for instructional materials including targeted interventions in ELA and Math for focal student supports	\$858	Title I: Basic	4304	Classroom Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement EL Education and SIPPS (systematic instruction in phonological awareness, phonics, and sight words) to accelerate reading growth.	193-24
Reading Partners (\$12,500) provides 1:1 targeted reading interventions for students reading multiple grade levels below to accelerate reading growth. ZEARN Math (\$10,000) to support effective math instruction and standards-based core curriculum to accelerate student achievement for K-5th classes	\$22,500	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide regular assessments (daily, weekly, benchmarks) to analyze student learning to inform, as well as to provide literacy and math supports.	193-25
Office supplies to support with parent meetings and workshops, as well as materials for parents to support school-wide events and programming	\$500	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers use data-informed cycles of inquiry (i.e. reading, math, writing and social-emotional learning) to drive instruction and learning, as well as to support parents.	193-26
Provide light refreshments for parent action team and planning meetings to support school-wide governance.	\$664	Title I: Parent Participation	5758	Food	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage and communicate with parents regularly to build parent leadership and participation in school governance, to communicate academic growth, needed supports, volunteer and strategies for improvement.	193-27
Parent workshops to support academic, social-emotional learning (SEL), as well as health and wellness in support the community schools model with a focus on strategies to support the "whole child".	\$1,500	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Survey parents and conduct a needs assessment to collect data on families experiences with distance learning and what supports are needed in considering reopening plans for the Fall	193-28

Integrate technology through blended and personalized learning platforms (PLPs) to support mastery-based learning aligned to the CCSS in Reading, Math and Science	\$8,325	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Utilize licenses through blended and personalize learning platforms to support the core curriculum and mastery-based learning.	193-29
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REACH Academy Parent Involvement Policy 2018-19

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 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:

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 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 Action Team Meetings*
 - Ø *Parent and Principal 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 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 District Guidelines:*
 - *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 web site, Talking Points 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 curriculum nights and workshops 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 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*

(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 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 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.*

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

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

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

- *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, 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, 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. This includes the use of Language Link, Talking Points, School Messenger, flyers, etc.

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



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Bethel Academy School Site Council on (Date) 12/13/18 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Bethel 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)

[Signature]

(Date)

12/13/18

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature**Parent/Guardian or Family Member Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 13th day of Dec., 2018.


2019-2020
School Site Council Membership Roster – Elementary

School Name: **REACH Academy**

Chairperson : Jamila Haris

Vice Chairperson: Josefina Flores

Secretary: Jalisha Luckey

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Natasha Moore	x			
Jamila Haris				x
Josefina Flores				x
Jalisha Luckey				x
Che Phinnessee				x
Valisha Campbell				x
✓ Lemuel Gary		x		
✓ Jeremy Gorman		x		
✓ Natalya Gibbs		x		
Rose Sally-Porter			x	

Meeting Schedule
(day/month/time)

4th Thursday 3:15-4:15
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