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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 RISE Community School.

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 RISE Community School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: RISE Community School
CDS Code: 1612590110262
Principal: Samantha Keller
Date of this revision: 5/27/2020

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: Samantha Keller
Address: 8521 A Street
Oakland, CA 94621

Position: Principal
Telephone: 510-729-7732
Email: samantha.keller@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/27/2020

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: RISE Community School

Site Number: 192

- | | | |
|--|--|--|
| <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: May 27, 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 type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|--|---|--|

Signatures:

Samantha Keller

Principal

Stephanie Kott

SSC Chairperson

MONICA THOMAS

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

Samantha Keller

Signature

Stephanie Kott

Signature

Signature

Signature

May 27, 2020

Date

May 27, 2020

Date

June 2, 2020

Date

June 3, 2020

Date

Jody London

Kyla Johnson Trammell

2020-21 SPSA ENGAGEMENT TIMELINE

School Site: RISE Community School

Site Number: 192

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 others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,240.00
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	\$426,643.00

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)	\$73,656.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$12,636.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,584.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$179,350.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$48,530.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$110,887.00	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:	\$75,240.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$351,403.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$426,643.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** RISE Community School**School ID:** 192**School Description**

RISE Community School is a full-service community school located in East Oakland's Elmhurst neighborhood. RISE scholars receive access to academic and social and emotional learning, rigorous academics, a positive culture and climate, youth leadership positions, health and wellness programs, and extended learning opportunities. The RISE community remains committed to raising imaginative, intuitive, innovative scholars and explorers. Come reach for the sky at RISE!

School Mission and Vision

At RISE Community School, we promote student achievement through academic and social-emotional learning in a safe environment. We do this by developing:

- readers who engage with grade level and complex texts in multiple ways
- writers who use evidence in three text types (argumentative, informational/explanatory, narrative)
- critical thinkers who ask questions, inquire, and are curious
- caring community members who value themselves and other, and find joy in learning
- engaging lessons that meet the social-emotional needs of all students

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<p>Decrease in the Distance from Standard of 12.5 from -109.2 (2018-19) to -96.7 (2019-20) on the ELA Literary IAB</p> <p>Decrease in the Distance from Standard of 28.7 from -78.1 (2018-19) to -49.4 (2019-20) on the ELA Informational IAB</p> <p>Decrease in the Distance from Standard of 50.5 from -73.1 (2018-19) to -22.6 (2019-20) on the ELA Informational IAB for 5th graders</p>	<p>Daily focus on student engagement with complex text and text dependent questions</p> <p>Focus on text-based writing with evidence</p> <p>Implemented standards-based curriculum</p>

<i>Focal Student Supports</i>	<p>54.5 % of RFEP students scored Above Standard on the ELA IABs</p> <p>70% of students with disabilities scored Near Standard on the midyear ELA IAB (compared to 27% in the fall)</p>	<p>Targeted whole group instruction of focus standards aligned to assessment data</p> <p>Designated and integrated ELD instruction</p>
<i>Student/Family Supports</i>	Decrease in number of days absent for focal (TK, K) students	Individualized attendance incentives and supports
<i>Staff Supports</i>	<p>Professional Development aligned to staff needs</p> <p>Professional Learning Communities aligned to data and dedicated to collaboration</p> <p>K-2: daily SIPPS implementation with fidelity</p> <p>3-5: daily access to complex text, text dependent questions, evidence-based writing</p>	<p>Provided training, support, and coaching around pilot of EL Ed curriculum</p> <p>Provided training support, and coaching around refining SIPPS instruction</p>
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<p>77.4% of students below standard on first administration of Math IAB</p> <p>38 students not tested on second administration of Math IAB</p> <p>Significant amount of students not meeting ELA standards</p>	<p>Lack of leadership focus on math instruction</p> <p>Ineffective results from coaching in 3rd and 4th grade</p> <p>Lack of vertical alignment K-5</p> <p>Lack of exposure and rigor to complex text to meet the demands of grade level standards in grades K-2</p>
<i>Focal Student Supports</i>	<p>0% of newcomer students meeting standards on ELA IAB</p> <p>57% of students with disabilities not meeting standards on ELA IAB</p>	<p>Lack of targeted, designated newcomer supports for increased newcomer population</p> <p>Use Title I Funds for an academic mentor to provide small group, pull out instruction to newcomer students</p>

<i>Student/Family Supports</i>	Lack of parent engagement and education around attendance	Lack of engagement and accountability for families around attendance
	Lack of systems that support students across all settings	Trouble maintaining and sustaining interventions
	TK, Kinder chronic absence has remained stagnant for the past three years	Staff ownership and role in managing/monitoring attendance
<i>Staff Supports</i>	Lack of consistently strong, data-based Professional Learning Communities that support staff professional development	Lack of systems/protocols to support PLCs for all teachers
	Lack of aligned, schoolwide norms to support teacher planning	

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:		All students will continuously grow toward meeting or exceeding standards, as demonstrated by an increase in the number of Kinder, 1st, and 2nd grade students reading at or above benchmark and a decrease in distance from standard for SBAC ELA and Math.			
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	26.9%	n/a	35.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	22.2%	n/a	35.0%
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	-99.4	n/a	-55.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	42.6%	n/a	45.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-101.9	n/a	-70.0
CAST (Science)	All Students	+15 points DF3	4.3%	n/a	15.0%

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

School Goal for May 2023:	All English Language Learners and African-American students will demonstrated exceledated growth resulting in a decrease in distance from standard for the ELA and Math SBAC.
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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	-167.7	n/a	-80.0
SBAC ELA	English Learners	+20 points DF3	-123.3	n/a	-80.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	51.6%	n/a	41%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-152.1	n/a	-94.0
SBAC Math	English Learners	+20 points DF3	-118.4	n/a	-78.0
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	8.9%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	50.0%	n/a	30.0%

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

School Goal for May 2023:	Familes and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness and decreased chronic absence.
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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	64.7%	n/a	95.0%
Suspensions	All Students	-2pp	0.4%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	3.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	40.9%	n/a	15.0%
Chronic Absence	TK, K Students	-2pp	48.8%	n/a	15%

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

School Goal for May 2023: All staff will provide high quality, optimal service to our students, families.

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?

Funding is distributed equally.

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: RISE Community School	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	
Theory of Change:	If we provide standards-based reading and writing instruction aligned to the common core state standards, and daily access to complex text and text-based writing, then students will demonstrate increasing proficiency on assessments such as the SRI, Interim Assessments, Unit Assessments, and SBAC ELA.
Related School Goal:	All students will continuously grow towards meeting or exceeding standards in English Language Arts.
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.	
Our 3rd-5th grade teachers are piloting the implementation of EL Education ELA. As part of this implementation, students read complex text daily, engage in academic discussions, respond to text dependent questions, and use textual evidence to support claims. Teachers receive professional development and observation and feedback aligned to our theory of change. Teachers meet weekly in PLCs to collaboratively develop standards-based lesson plans.	
What evidence do you see that your practices are effective?	
Our practices are effective as evidenced by student writing samples and student discourse; ELA IAB increase from pre- to post-assessment; 12.5 point decrease in ELA Distance from Standard from 2018-19 to 2019-20; 70 point decrease in Distance from Standard from admin 1 to admin 2 of ELA IAB among 5th graders.	
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.	
The EL Education pilot will be expanded to include grades K-2, which will provide daily access to grade level/complex text, writing using text evidence, and text dependent questioning strategies.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	If we provide targeted small group and whole class instruction based on formative assessment data, then we can increase student learning to meet grade-level standards as measured by the SBAC Math assessment.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in math.
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.	
Whole group math instruction occurs daily and small group math instruction occurs inconsistently accross the campus. Blended learning programs are used to accelerate student learning and facilitate independence.	
What evidence do you see that your practices are effective?	
Teachers used blended learning programs daily to accelerate student learning and facilitate independence.	
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.	

Focus on small group differentiated instruction aligned to student data.	
19-20 Conditions for Student & Adult Learning Priority: Chronic Absence	
Theory of Change:	If we create a positive culture focused on schoolwide positive rewards, then we will see a decrease in referrals and suspensions, and school attendance will improve.
Related School Goal:	All students will build relationships to feel connected and engaged in learning.
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.	
We have utilized restorative approaches in order to strengthen our Tier I systems and improve school culture. We have implemented an internal intervention system intended to provide quick one-on-one supports to students in order to prepare them to return to class focused. In order to ensure all students are clear about schoolwide expectations and in addition to the use of restorative practices, students have been held accountable for their actions resulting in an increase in suspensions.	
What evidence do you see that your practices are effective?	
Our intervention system has allowed us to track student behaviors and intervene effectively, early. As a result, we seen a decrease in Universal Referral Forms.	
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.	
We plan to train all staff who support or supervise students to use restorative practices schoolwide in order to continue to strengthen school culture.	
19-20 Conditions for English Language Learners Priority: Reclassification	
Theory of Change:	If we provide targeted designated and integrated ELD, then all students will steadily increase their English proficiency so that they will reclassify by their fifth year at RISE.
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.
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.	
We are providing daily, designated small group ELD instruction and integrated ELD through the Language Dives in EL Education.	
What evidence do you see that your practices are effective?	
Our practices are effective as evidenced by student writing samples and student discourse.	
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.	

Academic mentors provide daily small group, designated ELD instruction using instructional programs designed to develop English language proficiency.
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?
Additional Title I funds used to purchase Chromebooks.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: RISE Community School

School ID: 192

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Priority ("Big Rock"):	Chronic absence			
School Theory of Change:	If we create a positive culture focused on clear schoolwide expectations, then we will see a decrease in referrals and suspensions, and school attendance will improve.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
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?
1-1	<p>Implement shared Tier 1 systems, classroom Tier 2 interventions, and use common teacher language to support student learning and development</p> <p>Complete COST forms for students requiring additional support</p> <p>Develop Tier 2 and Tier 3 plans in collaboration with the COST team</p>	<p>Meet weekly as COST Team to discuss referrals and at-risk students</p> <p>Develop MTSS systems to support student social-emotional development that all staff understand and implement</p> <p>Provide training around MTSS</p>	<p>COST Tracker</p> <p>Decrease in office referrals, suspensions</p> <p>Increase in satisfactory student attendance</p>	

1-2	<p>Explicitly teach expectations through interactive modeling, implement positive reinforcement systems, engage in / implement common practices (morning meeting, establishing rules, energizers, quiet time, closing circle)</p> <p>Use logical consequences as non-punitive responses to undesirable behavior</p>	<p>Develop/revise lesson plans for teaching behavior expectations in the first two weeks of school</p> <p>Develop follow up lesson plans to be taught at the end of each cycle</p> <p>Behavior expectations posted in common areas to reinforce expectations</p> <p>Provide PD to develop common staff understanding of logical consequences</p>	<p>Schoolwide systems</p> <p>Decrease in office referrals, suspensions</p> <p>Increase in satisfactory student attendance</p>	
1-3	<p>Communicate monthly with parents</p>	<p>Send home monthly site calendar and newsletter</p> <p>Revise Community Handbook to include instructional focus, norms, and attendance pledge</p> <p>Host a beginning of year orientation/registration meeting to inform families of expectations and school policies and procedures</p> <p>Collaborate with the After School Program to host family engagement events, including family academic nights (literacy, science, and math)</p>	<p>Increase in parent engagement including parent participation in SSC, attendance at parent-teacher conferences</p>	

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

School Priority ("Big Rock"):	Strong Tier I standards-based instruction with small group differentiation
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School Theory of Change:	If we provide targeted small group and standards-aligned whole class instruction based on formative assessment data, then we can increase student learning to meet grade-level standards.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Include small group instruction in daily schedules Provide daily small group math and ELA instruction based on student data	Lead PD around Data Driven Instruction and creating small groups based on data Observe small group instruction and provide feedback	Classroom schedules Intervention groups and schedules	
2-2	Use data (RI, F&P, math assessments, running records, and reading foundational skills assessments) to create student groups to receive pull out and/or in class small group instruction	Train and support teachers around progress monitoring expectations and objectives Provide PD around small group instruction with follow up observation and feedback	Progress monitoring data	
2-3	Use blended learning time in weekly schedule to provided targeted instuction	Provide PD around blended learning programs, including how to support students, utilize report data reports, and include blended learning into weekly schedules Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration	Weekly Clever Reports ST Math Progress Reports Data Trackers	

2-4	Collaborate with Resource Teacher and Intervention Teachers to align instructional practices and ensure students with disabilities have access to general education curriculum and standards	Provide embedded collaboration time between general education staff, special education staff, and intervention teachers to align instruction and supports in order to move all students closer to mastery of grade level students	PLC agendas and meeting notes RSP schedule	
2-5	Identify incoming TK/Kindergarten students who require intervention and collaboratively review assessemnt data from early childhood programs	Establish relationships with neighborhood early childhood programs to facilitate transition to TK or Kindergarten Collaborate with neighborhood early childhood programs to identify students who may require additional academic or social supports in order to sucessfully transition to Transitional Kindergarten or Kindergarten	Early literacy data	
2-6	Collaborate with the After School Program to ensure academic alignment and that foster students receive additional support	Collaborate with the After School Program to develop common practices used by classroom teachers and after school instructors in order to ensure academic alignment and to provide a seamless transition to after school learning	RI, IAB assessment data	

<i>District Strategy:</i> Developing LANGUAGE AND LITERACY Across the Curriculum	
School Priority ("Big Rock"):	Language and literacy aligned to student data
School Theory of Change:	If teachers implement EL Education Modules (including K-2 Labs and Skills; and 3-5 ALL Block) with integrity, then students will demonstrate increasing proficiency on assessments such as the RI, Interim Assessments, Unit Assessments, and SBAC ELA.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	<p>Ensure daily engagement with complex text</p> <p>Use of academic language using protocols and conversation cues</p> <p>Writing with evidence</p>	<p>Provide PD on implementation of Language Dives</p> <p>Provide weekly PLC for collaborative planning and data analysis</p> <p>Ensure teachers participate in PD on discussion protocols and conversation cues</p> <p>ILT plan PD</p>	<p>Student work samples</p> <p>RI, IAB, unit assessment data</p>	<p>Lack of consistently strong, data-based Professional Learning Communities that support staff professional development</p> <p>Lack of aligned, schoolwide norms to support teacher planning</p>
3-2	<p>Provide foundational skills instruction, develop social-emotional skills, and build content knowledge through Module Lessons, ALL Block, and Skills Blocks</p>	<p>Ensure teachers participate in PD on discussion protocols and conversation cues</p> <p>Observation & feedback on classroom practice using EL Ed Dimensions (observation tools)</p>	<p>Student work samples</p> <p>RI, IAB, mastery tests, unit assessment data</p>	
3-3	<p>Provide differentiated reading instruction during ALL Block</p>	<p>Provide PLC time around analysis of student work</p> <p>Calibrate around using data to inform instruction</p>	<p>RI, IAB, unit assessment data</p> <p>Student work samples</p>	

3-4	Administer curriculum-embedded assessments and IABs Use data to monitor progress and adjust instruction	Provide PD on curriculum implementation Provide coaching Calibrate around using data to inform instruction Ensure teachers have access to required texts	Assessment Data Student work samples Lesson plans	
3-5	Engage in PLCs to analyze data, student work, and unit/lesson plan	Provide PLC time around analysis of student work	PLC agendas/notes Unit and lesson plans	
3-6	Implement aligned instructional practices to assist English Language Learner students	Observe and provide feedback to teachers around lesson rigor and alignment to Common Core State Standards	Observation notes/feedback	

District Strategy: Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):	Data Driven Professional Learning Communities			
School Theory of Change:	If we develop rituals, protocols, and expectations for adult professional learning, teachers will engage in data driven professional learning communities focused on teaching and student learning.			
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

4-1	Engage in weekly PLCs to analyze student data, and develop data driven unit and lesson plans	<p>Provide PD on curriculum implementation</p> <p>Provide time and space for weekly PLC for collaborative planning and data analysis</p> <p>Observation & feedback on classroom practice using EL Ed Dimensions (observation tools)</p> <p>Ensure teachers participate in PD on protocols and conversation cues</p> <p>ILT plan PD</p>	Agendas PLC Meeting Notes	
4-2	Collaboratively develop PLC norms, goals, and agendas	<p>Facilitate PLCs</p> <p>Provide time and space for PLCs to collaborate, feedback and guidance around agendas and meetings, and observe PLC meetings</p>	PLC norms, goals, and agendas	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):		Reclassification		
School Theory of Change:		If we provide targeted designated and integrated ELD instruction, then all students will steadily increase their English proficiency so that they will reclassify by their fifth year at RISE.		
Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	Provide 30 minutes of daily designated ELD instruction	Plan and provide PD around Designated ELD instruction Observe and provide feedback about ELD instruction	RI IAB F&P	
5-2	Deliver Integrated ELD instruction using Language Dives and Sentence Unpacking	Plan and provide PD around Language Dives and Sentence Unpacking Observe and provide feedback about ELD instruction	RI IAB F&P Student writing samples	
5-3	Provide daily pull-out supports to newcomer students	Create pull-out schedule to support newcomer students Provide coaching support, planning time for Academic Mentors	RI IAB F&P Student writing samples	0% of newcomer students meeting standards on ELA IAB
5-4	Provide students access to high-interest books for independent reading	Ensure all students have access to high-interest books for independent reading Ensure classroom libraries stocked with books in English and Spanish	RI IAB F&P	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 192

School: RISE Community School

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
EBAC after school program that provides enrichment and academic activities	\$110,887	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Collaborate with the After School Program to ensure academic alignment and that foster students receive additional support	192-1
Supplies to support the academic program	\$5,636	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement aligned instructional practices to assist English Language Learner students	192-2
Copy machine maintenance to support the academic program	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Ensure daily engagement with complex text Use of academic language using protocols and conversation cues Writing with evidence	192-3
Printing to support the academic program	\$4,000	General Purpose Discretionary	5870	Printing	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide differentiated reading instruction during ALL Block	192-4
Early Literacy Coach to support the academic program	\$33,183	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	7799	11-Month Classroom TSA	0.30	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide foundational skills instruction, develop social-emotional skills, and build content knowledge through Module Lessons, ALL Block, and Skills Blocks	192-5
Academic Mentor to support the academic program	\$9,543	LCFF Concentration	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement shared Tier 1 systems, classroom Tier 2 interventions, and use common teacher language to support student learning and development Complete COST forms for students requiring additional support Develop Tier 2 and Tier 3 plans in collaboration with the COST team	192-6
To be allocated in Fall 2020	\$1	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	192-7
TSA to support the academic program	\$85,201	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1796	11-Month Classroom TSA	0.60	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide PD on curriculum implementation Provide coaching Calibrate around using data to inform instruction Ensure teachers have access to required texts	192-8

Additional student supports and supervision	\$6,267	LCFF Supplemental	2905	Other Classified Salaries	3095	Noon Supervisor	0.07	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement shared Tier 1 systems, classroom Tier 2 interventions, and use common teacher language to support student learning and development Complete COST forms for students requiring additional support Develop Tier 2 and Tier 3 plans in collaboration with the COST team	192-9
Additional student supports and supervision	\$12,710	LCFF Supplemental	2905	Other Classified Salaries	584	Noon Supervisor	0.18	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement shared Tier 1 systems, classroom Tier 2 interventions, and use common teacher language to support student learning and development Complete COST forms for students requiring additional support Develop Tier 2 and Tier 3 plans in collaboration with the COST team	192-10
Increase EEIP to 1.0 to provide additional teacher prep time	\$47,995	LCFF Supplemental	1105	Certificated Teachers' Salaries	76	Teacher Education Enhancement	0.55	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Engage in weekly PLCs to analyze student data, and develop data driven unit and lesson plans	192-11
CSM to align and coordinate services in support of students and families	\$27,938	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7798	Program Mgr Community School	0.15	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Meet weekly as COST Team to discuss referrals and at-risk students Develop MTSS systems to support student social-emotional development that all staff understand and implement Provide training around MTSS	192-12
Books	\$2,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Ensure daily engagement with complex text Use of academic language using protocols and conversation cues Writing with evidence	192-13
To be allocated in Fall 2020	\$13,431	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	192-14
Library Tech to provide library services	\$24,549	Measure G: Library	2205	Classified Support Salaries	7468	Library Technician	0.30	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide students access to high-interest books for independent reading	192-15
Purchase additional library books	\$10,180	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide students access to high-interest books for independent reading	192-16

TSA to support the academic program	\$56,800	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	1796	11-Month Classroom TSA	0.40	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide PD on curriculum implementation Provide time and space for weekly PLC for collaborative planning and data analysis Observation & feedback on classroom practice using EL Ed Dimensions (observation tools) Ensure teachers participate in PD on protocols and conversation cues ILT plan PD	192-17
Academic Mentor to support the academic program	\$16,367	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Implement shared Tier 1 systems, classroom Tier 2 interventions, and use common teacher language to support student learning and development Complete COST forms for students requiring additional support Develop Tier 2 and Tier 3 plans in collaboration with the COST team	192-18
Technology	\$212	Title I: Basic	4400	Non-Capitalized Equipment	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Provide PD around blended learning programs, including how to support students, utilize report data reports, and include blended learning into weekly schedules Purchase and utilize common core aligned blended learning programs to provide differentiation and acceleration	192-19
To be allocated in Fall 2020	\$1,584	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	192-20
Mental Health Contract with Lincoln	\$4,950	Title IV: Student Support & Academic Enrichment	5835	HBGB LTD	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Meet weekly as COST Team to discuss referrals and at-risk students Develop MTSS systems to support student social-emotional development that all staff understand and implement Provide training around MTSS	192-21



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

RISE Community School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Hosting Back-to-School Night, Parent-Teacher Conferences, monthly family engagement events, as well as other workshops, classes, and resources

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Hosting Back-to-School Night, Parent-Teacher Conferences, monthly family engagement events, as well as other workshops, classes, and resources

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Hosting SSC and other parent meeting

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Hosting Back-to-School Night, Parent-Teacher Conferences, monthly family engagement events, as well as other workshops, classes, and resources

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Translation provided at all meetings, information sent home translated

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Community School Manager and Family Resource Center Coordinator encourage and assist families in becoming volunteers

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Hosting Back-to-School Night, Parent-Teacher Conferences, monthly family engagement events, as well as other workshops, classes, and resources

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by/through:

- Professional development and collaborative opportunities to discuss best practices for parent communication

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Holding SSC meetings immediately following school dismissal when parents are already on campus
- Holding PTA meetings in the morning or just prior to dismissal to increase parent participation

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Holding monthly SSC meetings, PTA meetings, and offering opportunities to volunteer

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing translation services and/or other accommodations as needed

The school provides support for parent and family engagement activities requested by parents by:

- Conducting formal and informal surveys of parents/guardians

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Offering a variety of workshops for parents in the Family Resource Center including English classes, parenting workshops, a 0-5 playgroup

Adoption

This policy was adopted by the RISE Community School Site Council on (insert date) and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Samantha Keller
Name of Principal


Signature of Principal

Date: October 29, 2019

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent-Student Compact

RISE Community School

2019-2020

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

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

Curriculum: *Caring School Community, EL Education ELA, SIPPS, Making Meaning, Being a Writer, FOSS, Math Expressions*

Teachers provided with ongoing professional development and training; two instructional leaders onsite

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

Parent-teacher conferences held twice during the year at the end of each trimester: November and March

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

Report cards are given to parents during parent-teacher conferences and/or sent home at the end of each trimester

FASTalk automated service texts families tips on how to support literacy development at home

Talking Points text service allows two-way communication between teachers and families

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

Teachers can be contacted via email, phone, or Talking Points

Talking Points text service allows two-way communication between teachers and families

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

Parents and family members welcome in classrooms to volunteer or observe. Volunteers require clearance through the Oakland Ed Fund volunteer website.

The Family Resource Center offers additional opportunities to volunteer and/or be involved at the school.

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

FASTalk automated service texts families tips on how to support literacy development at home

Talking Points text service allows two-way communication between teachers and families

Parenting and English classes offered through the Family Resource Center

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

Professional development and staff meetings allow time for staff to collaborate around best practices for communicating with parents and family members as equal partners

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

FASTalk automated service texts families tips on how to support literacy development at home

Talking Points text service allows two-way communication between teachers and families in their home languages

Teacher Responsibilities

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

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

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. *[e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*

Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.

- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by RISE Community School on (insert date), and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before November 1, 2019.



Signature of Principal

10.29.19

Date

**2019-2020****School Site Council Membership Roster – Elementary**

School Name: _____

Chairperson :

Vice Chairperson:

Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule
(day/month/time)**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