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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for REACH Academy

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for REACH Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for REACH Academy



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: REACH Academy
CDS Code: 1612590110239
Principal: Natasha Moore
Date of this revision: 5/15/25

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

Position: Principal

Address: 9860 Sunnyside Street
Oakland, CA 94603

Telephone: 510-729-7775

Email: natasha.moore@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: REACH Academy

Site Number: 193

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input type="checkbox"/> Additional Targeted Support & Improvement |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input type="checkbox"/> Targeted Support & Improvement |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/15/2025

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, ParentSquare blasts, etc.) |
|--|--|--|

Signatures:

<u>Natasha Moore</u> Principal	<u>Natasha Flint-Moore</u> Signature	<u>5/23/2025</u> Date
<u>Damani Jackson</u> SSC Chairperson	<u>Damani Jackson</u> Signature	<u>5/23/25</u> Date
<u>Yessenia Rodriguez</u> SELLS Representative (optional)	<u>Yessenia Rodriguez</u> Signature	<u>05/23/2025</u> Date
<u>Leroy Gaines</u> Network Superintendent	<u>Leroy Gaines</u> Signature	<u>5/27/2025</u> Date
<u>Lisa Spielman</u> Director, Strategic Resource Planning	<u>Lisa Spielman</u> Signature	<u>5/23/25</u> Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/29/2024	TITLE 1 PARENT MEETING	COMMUNICATE TITLE 1 BUDGET ALLOCATIONS AND ALLOWANCES - PARENTS PROVIDE FEEDBACK ON THE PARENT INVOLVEMENT POLICY AND THE SCHOOL TO HOME COMPACT.
9/16/2024	STAFF MEETING	SHARE STUDENT BOY DIAGNOSTIC ASSESSMENT DATA, SPSA GOALS, PRIORITIES ALONG WITH A THEORY OF ACTION. ALIGN TO THE SITE VISION, MISSION AND CORE VALUES
9/26/2024	SCHOOL SITE COUNCIL (SSC)	ESTABLISHMENT MEETING - SELECT MEMBERS, VOTE ON OFFICERS, REVIEW BYLAWS ALONG WITH THE GRENE ACT INCLUDING MEETING TIMES - SHARE TITLE 1 AND TITLE 4 ALLOCATIONS
10/11/2024	COFFEE WITH PRINCIPAL	DISCUSS SCHOOL-WIDE GOALS, PRIORITIES. AND INITIATIVES. PROVIDE SPACE FOR INPUT. REVIEW PARENT LEADERSHIP ACTION AND PROJECT TO SUPPORT STUDENT ACHIEVEMENT.
11/1/2024	GLISH LEARNER SUBCOMITTEE	SELLS ESTABLISHMENT MEETING - REVIEW PURPOSE AND OUTCOMES - KARINA WITH OFFICE OF EQUITY SHARE INSIGHTS - PROVIDE PUBLIC INPUT - VOTE AND APPROVE 24-25 MEMBERS
1/21/2025	ILT	REVIEW BUDGET DEVELOPMENT TIMELINE AND GUIDANCE, AS WELL AS ENROLLMENT PROJECTIONS AND SPSA KEY FOCAL PRACTICES. DEVELOP PROFESSIONAL LEARNING PLAN FOR 24-25.
3/3/2025	STAFF MEETING	ENGAGE IN DATA-BASED DECISION MAKING AND PLANNING REGARDING SPSA PRACTICES. SET GOALS FOR THE 2025-26 SCHOOL YEAR - REFER TO PART 2: ANNUAL SPSA REVIEW.
4/17/2025	SCHOOL SITE COUNCIL (SSC)	SPSA REVIEW PT. 2 - APPROVE TITLE 1 & 4 CARRYOVER FUNDING FROM FALL REVISIONS - PROVIDE PUBLIC INPUT. VOTE TO APPROVE EXPENDITURES ALIGNED TO GOALS & PRACTICES OUTLINED IN SPSA.
5/13/2025	ILT	REVIEW SPSA GOALS, THEORY OF ACTION AND KEY PRACTICES (PT. 3) ALIGNED TO LCAP GOALS 2025-26. DISCUSS COMMUNITY SCHOOLS GRANT STRATEGIES AND ALLOCATIONS
5/15/2025	SCHOOL SITE COUNCIL (SSC)	REVIEW, VOTE AND APPROVE 2025-26 SPSA INCLUDING THE SCHOOL PLAN AND SITE-BASED BUDGET- REVIEW GUIDANCE FOR END OF YEAR SELF-ASSESSMENT .

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

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

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$156,510.01
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$843,389.23

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$152,280
Title I, Part A Parent & Family Engagement (#3010)	\$4,230
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$156,510

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$843,389.23

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$42,700
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$136,146
SUBTOTAL OF STATE & LOCAL FUNDING:	\$686,879

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: REACH Academy		School ID: 193
CDS Code: 1612590110239	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
<p>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!</p> <p>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:</p> <p>Critical Thinkers Problem Solvers Communicators Collaborators Masters of Academic Content</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>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.</p>		

School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.7%	26.0%	61.5%	3.9%	2.4%	8.9%	98.3%	52.8%	1.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.3%	1.9%	2.2%	0.7%	0.2%	1.2%	99.8%	13.7%	78.2%

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	12.0%	15.6%	not available until fall 2025	25.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	14.9%	21.9%	not available until fall 2025	20.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	47.5%	55.8%	not available until fall 2025	60.0%

English Language Arts Measures & Targets

Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-97.6	-85.5	not available until fall 2025	-85.0
SBAC ELA Participation	All Students	98.2%	99.4%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	47.2%	54.0%	not available until fall 2025	65.0%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	-99.0	-92.8	not available until fall 2025	-85.0
SBAC Math Participation	All Students	97.1%	97.1%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	4.9%	6.7%	not available until fall 2025	20.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	12.5%	8.8%	not available until fall 2025	20.0%
California Science Test (CAST) Participation	All Students	98.2%	100.0%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-114.0	-90.5	not available until fall 2025	-85.0
SBAC ELA Distance from Standard Met	Low-Income Students	-97.6	-84.6	not available until fall 2025	-85.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	65.4%	not available until fall 2025	75.0%

SBAC Math Distance from Standard Met	Special Education Students	-123.9	-121.7	not available until fall 2025	-85.0
SBAC Math Distance from Standard Met	Low-Income Students	-97.0	-91.7	not available until fall 2025	-85.0
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.7%	5.5%	not available until fall 2025	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	20.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	63.3%	62.2%	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	3.6%	5.3%	not available until fall 2025	2.0%
Out-of-School Suspensions	African American Students	8.1%	12.1%	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	1.8%	8.0%	not available until fall 2025	1.3%
Chronic Absenteeism	All Students	77.6%	49.9%	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	84.3%	66.4%	not available until fall 2025	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	62.3%	63.9%	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none">-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	<p>Teachers use a variety of diagnostic, formative, interim and summative assessments, including all required OUSD assessments (i.e. SIPPS Mastery, i-Ready, Dibels, Letter Naming, etc.) to inform instructional planning and lesson delivery. The Early Childhood Education Department (ECE) provides coaching aligned with PK learning goals. In keeping with a Response to Instruction and Intervention (RTI) model, students who are struggling benefit from tiered levels of support including evidence-based academic interventions by implementing a school-wide foundational skills (SIPPs) and intervention block. This includes implementing a Community Schools approach to provide academic support using multi-tiered systems of support to improve teaching and learning. It also includes maximizing instructional learning time through the universal extended day (UED) on Wednesdays to provide extra supports for students working below grade level. Implement standards-aligned, core curriculum with a focus on language and literacy across subjects. This aligns with our North Star: Transform teaching and learning to ensure that every student thrives by increasing ACCESS, ENGAGEMENT and RIGOR across content areas and language proficiencies with a focus on producing “high-quality student work. This includes the integration of school-wide foundational skills block to address foundational literacy skills (i.e. phonics, phonemic awareness, basic sight words, fluency and reading comprehension (both literary and informational).</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none">- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY	<p>Integrate diverse modes of learning using multiple modalities and intelligences to make content accesible: musical-rhythmic, visual- spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and through Arts integration to improve student outcomes. Engage all students in regular close reading of complex, culturally responsive, grade-level text to build reading comprehension skills. Scaffold text-dependent questions and support higher level thinking and language skills by providing opportunities for students to collaborate and to engage in "student talk". Plan support for equitable engagement and access for all students. This includes the implementation of All Block and K-2 Labs consistently with a focus on pulling small groups regularly using the Workshop model. Integrate on-line platforms to support.</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Implement standards-aligned instruction to increase instructional learning time and students "time on task". This includes decreasing chronic absenteeism by > 15% and promoting regular school attendance. This also includes addressing gaps by expanding learning opportunities and engagement to accelerate student growth; as well as by providing systems of support including tiered levels of support with a focus on language and literacy. Refer to Tony Bryk's research regarding essential supports to expand Community Schools model, <i>Organizing Schools for Improvement: Lesson from Chicago</i> (2010). These levers include: (1) Instructional Guidance & Coherence; (2) Building Professional Capacity; (3) Student-Centered Learning Environments; (4) Parent-Community Ties and (5) School Leadership to support transformation.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Support adult learning by improving systems for professional learning (i.e. differentiated coaching, professional development and engagement in PLCs with a focus on data analysis and backwards mapping/ unit planning. This also includes the implementation of a powerful, Results-Oriented Cycle of Inquiry that includes the effective use of interim assessments (CEAs), as well as a range of core curriculum, embedded assessments to promote deep analysis in support of teaching and learning. Building tiered Responses to Intervention and Instruction (RTI) through data-driven cycles of inquiry to support continuous school improvement and transformation to ensure access for all students. Through coaching cycles and New Teacher support, early educators develop pathways.</p>
Goal Area:	School Goal:	Priority Challenges

<p>LCAP Goal 1:</p>	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p><i>Language and literacy skills - Lack of mastery of reading foundational skills across grade levels. This includes letter naming fluency, phonics, phonemic awareness, basic sight words and reading comprehension proficiency. This includes building language skills, vocabulary, as well as fortifying complex oral output for ELLs/ Newcomers. Site will implement tiers levels of academic support - This includes UFLI (Tier 1) in the Fall of 2025 for (K-2), SIPPS for (3rd-5th), Tier 2 and Open Literacy (Tier 3) reading support. Improve academic performancen indicators: double-digit growth on District benchmarks in Reading and Math (i.e i-Ready) and statewide assessment (i.e. ELPAC and SBAC).</i></p>
<p>LCAP Goal 2:</p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p><i>Challenges include decreasing disproportionality as it relates to discipline referrals, suspensions, referrals to SPED and chronic absenteeism. Implement an asset-based approach and lens for scholars. Build upon and leverage students' funds of knowledge along with their lived experiences and rich culture to support student growth and success. Build a relationship-centered, equity-focused school by intentionally creating anti-racist learning spaces that put students and families at the center of learning. Provide small group instruction to support all students based on their proficiency.</i></p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Addressing barriers and reducing chronic absenteeism to accelerate learning outcomes. Provide targeted interventions through a continuum of care, by matching evidence and research-based, best practices to support. Utilize COST more effectively to monitor progress throughout the school year and trimesters. Implement more school-wide and class celebrations/ incentives for improved attendance in addition to perfect attendance. Implement restorative practices (RJ) to disrupt and reduce disproportionality.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Provide systems for professional learning through professional development and coaching to build teacher capacity in terms of knowledge and skills to implement the standards-aligned core curriculum. Provide English Language Learners (ELLs) and Academic Language Learners (ALLs) with explicit instruction in the acquisition and extension of English through Designated and Integrated English Language Development. This includes using strategies to make the content comprehensible for all students. Providing consistent coaching cycles that support teacher growth and development and contribute to increased student learning. PLCs need greater focus on results. This includes engaging in cycles of inquiry using student data-driven instruction (DDI) to drive instruction, as well as to promote student learning and continuous improvement. To this end, all new teachers will participate in the central office New Teacher monthly PDs.</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**School:** REACH Academy**SPSA Year Reviewed:** 2024-25**SPSA Link:** [2024-25 SPSA](#)**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

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

Implement standards-aligned, core curriculum with a focus on language and literacy across subjects. This aligns with our North Star: Transform teaching and learning to ensure that every student thrives by increasing ACCESS, ENGAGEMENT and RIGOR across content areas and language proficiencies with a focus on producing "high-quality student work. This includes the integration of school-wide foundational skills block to address foundational literacy skills (i.e. phonics, phonemic awareness, basic sight words, fluency and reading comprehension (both literary and informational). Support adult learning by improving systems for professional learning (i.e. differentiated coaching, professional development and engagement in PLCs with a focus on data analysis and backwards mapping/ unit planning. This also includes the implementation of a powerful, Results-Oriented Cycle of Inquiry that includes the effective use of interim assessments, as well as a range of core curriculum, embedded assessments to promote deep analysis in support of teaching and learning. Building tiered Responses to Intervention, Rtl will support continuous school improvement.

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

Support adult learning by improving systems for professional learning (i.e. coaching, professional development, collaborative planning in PLCs including the use of data and cycles of inquiry to support data-driven instruction (DDI.) - [Refer to John Hattie's work on "collective efficacy"]. This includes the implementation of a Results-Oriented Cycle of Inquiry that includes the effective use of interim assessments, as well as a range of core curriculum-embedded assessments to promote deep analysis of root causes in support of teaching and learning. Building tiered Responses to Intervention and Instruction (Rtl) will support continuous school improvement.

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

Implement standards-aligned instruction to increase instructional learning time and students "time on task". This includes decreasing chronic absenteeism by > 15% and promoting regular school attendance. This also includes addressing gaps by expanding learning opportunities to accelerate student growth; as well as by providing systems of support including tiered levels of support with a focus on language and literacy. Improved academic performance and indicators: double-digit growth on District benchmarks in Reading and Math i.e i-Ready and statewide assessment (i.e. ELPAC and SBAC). Refer to Tony Bryk's research regarding essential supports to expand Community Schools model, Organizing Schools for Improvement: Lesson from Chicago (2010). These levers include: (1) Instructional Guidance & Coherence; (2) Building Professional Capacity; (3) Student-Centered Learning Environments; (4) Parent-Community Ties and (5) School Leadership to support transformation.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why?	Based on this evaluation, what will you change, continue, or discontinue? Why?
				Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	

4310 - Supplies	School-wide Supplies	College/Career Readiness	Fund school supplies for teachers to support lesson planning, delivery and implementation to support the general education.	Provide instructional resources to support the implementation of the District-approved core curriculum to support teaching and learning. A challenge has been pacing along with differentiated supports for ELLs. (17+%) of 3rd - 5th demonstrated "Standards Met" on the SBAC ELA. In addition, there was almost a 10% increase in the number of students nearly meeting proficiency (yellow) from 27% to 36% on the i-Ready Reading Diagnostic from BOY to EOY along with a decrease in students multiple years below (red) from 31% to 41% - The goal is to increase the percentage of students meeting proficiency to 25% for the 24-25 administration, as well as continue to decrease the number of students performing multiple-years below by 10%.	As a site, funding for supplies does not need to include additional purchase of decodable books to build fluency and comprehension skills. The current inventory needs to be assessed and aligned to the core-curriculum for foundational skills based on assessments. Monitor teacher practice to assess progress towards implementation of instructional priorities for curriculum, instruction and assessments aligned to the school's vision, mission and core values.
4200 - Book Trust - Books (other than textbooks)	Books Other Than Textbooks	College/Career Readiness	Students receive monthly book orders from Scholastic to promote reading growth, joy and libraries at home.	Fund additional books to support reading proficiency by encouraging students to self-select books to build independent reading and fluency skills. As a result, 100% of classrooms receive monthly book orders to support a joy of reading. We have seen an increase in proficiency rates and for students approaching, as well as a decrease in the % of students multiple years below across data points. (i.e. SIPPS Mastery, iReady, CEAs, etc.) - This includes double-digit growth in Kindergarten and 3rd grade.	Continue to fund this important expenditure to support language and literacy. Students receive monthly book orders to build their personalized at-home and school libraries to promote reading joy and growth. Establish goal for double-digit growth school-wide using the i-Ready diagnostic, Dibels LNF, as well as through curriculum-embedded assessments (CEAs). Also, partner with parents, volunteers and literacy tutors to provide 1:1 tiered reading support in school.

Teacher Education Enhancement	Science Prep Teacher - (EEIP)	CAST (Science) at or above Standard	Deliver rich science instruction for all students in grades TK-5th aligned to the Next Generation Science Standards (NGSS). This includes providing hands-on inquiry aligned to Life, Physical and Earth Science.	A strength was increasing the funding for the EEIP Science Prep teacher to a 1.0FTE to provide targeted science instruction with the goal of increasing proficiency on the CAST. An area of improvement is providing coaching to support science literacy instruction in classrooms. An average of 428 students received weekly science instruction aligned to the Next Generation Science Standards (NGSS). 5th grade scholars scored 8.8% Standards Met on the California Science Test (CAST) for the FY 2023-24. This was a decrease from 12.5% the previous year. Although, 47.4% Nearly Met the Standard.	Continue to fund the salary difference from the Base to fund the Science Prep teacher at a 1.0 FTE, full-time position. This increase will reflect a .2 FTE. This will ensure students are receiving Tier 1 instruction to support the core curriculum (NGSS FOSS) - A strength was increasing the funding for the EEIP Science Prep teacher to a 1.0 FTE to provide targeted science instruction with the goal of increasing proficiency on the CAST. A focused approach of extending science literacy in the classroom along with professional development to build teacher capacity will support student learning outcomes.
Program Mgr Community School	Community Schools Manager (CSM)	Student Connectedness to School	Manages school to community partnerships to support goals and priorities outlined in the SPSA to support academics, social-emotional, as well as health and wellness supports through MTSS.	The CSM position is a vital role to the school community by providing key school-to-community partnerships to support teaching and learning. This includes providing students with academic, social-emotional, as well as health and wellness support (i.e. the Alameda County Food Bank, East Bay Agency for Children through community-based partnerships. As a result of CSM priority work and focus on providing multi-tiered systems of support (MTSS), the C.O.S.T. process has increased targeted support and services by 20% to improve outcomes.	Continue to partially fund the CSM position (.25 FTE) out of Title 1 along with the Base (.4 FTE) and one time funds (.35 FTE) to bring the position to a full-time 1.0 FTE. The goal for the CSM role is to balance and to prioritize the duties including providing key support with Attendance and providing support for MTSS through a continuum of care. Also, coordinate the COST. It is imperative for 25-26 to also connecting families with community-based organizations including sanctuary services.

TSA Classroom 10Mos	Teacher on Speical Assignment (10 Mos) with a focus on Literacy	i-Ready Reading at or above Mid-Grade	Fund TSA to serve as an Instructional Teacher Leader (ITL) to support school-wide goals as it relates to building teachers' skills/ capacity to effectively implement curriculum, instruction, assessments and targeted interventions.	TSA provides support with the systems for professional learning as it relates to coaching, delivering professional development training, as well as support for professional learning communities (PLCs). This includes engaging in data-driven instruction and corrective action planning. Need to incorporate more time analyze student data and work samples. Building teacher capacity resulted in higher school-wide reading growth as measured by i-Ready reading diagnostic assessment from the Fall 8% proficiency to 14% proficiency at the MOY - The includes 10% increase in the number of students approaching (1 grade level below) along with a 10% decrease in the number of students multiple grades below. The highest domain growth were in foundational literacy skills (i.e. phonological awareness and Basic Sight Words - Area of growth is reading comprehension (7%) for literary and informational.	Continue to fund and to prioritize the TSA position with a focus on coaching cycles and implementing results-oriented cycles of inquiry ROCl (in PLCs) where teachers have consistent time to analyze data using data-driven instruction (DDI) and corrective-action planning to accelerate student learning will be a priority. This includes a focus on using data from common formative and curriculum-embedded assessments (CEAs) to drive instruction and continuous improvement efforts. Also, need to build knowledge regarding best practices aligned to the Science of Reading) to address comprehension skills.
4311 - Refreshments	Interfund Food Services - (Parents)	Student Connectedness to School	Provide food/ refreshments for parents/ families to attend workshops and school governance . This includes School Site Council (i.e. SSC) along with the Site English Language Learner Sub-Committee (SELLS).	Providing food refreshments for parent workshops after school and early evening supports has increased parent attendance and participation in school-wide events. This includes an increase in the number parents participating in the Spring Workshops as compared to > less than 50 parents in the Fall (Literacy Night and our Kinder Family Night both experienced over a 100 families.) A challenge has been staffing at the Central Kitchen. As a result, the site has to use outside catering vendors which can become costly.	Provide food services for school governance meetings (SSC and SELLS), as well as parent workshops and family events in the evening to increase attendance and participation. Parents are more likely to attend and to participate if meals provided. Goal for FY 25-26 is to partner with the OUSD Central Kitchen to create a schedule and plan to support site with catering needs to increase parent participation.

4200 - Books (other than textbooks) - decodable	Books Other Than Textbooks	College/Career Readiness	Provide Tier 3 reading support for students not meeting proficiency. This includes ALLs and ELLs. Students receive additional 1:1 instruction with a virtual tutor to accelerate growth. Additional resources can include aligned interactive read-alouds and materials for Newcomers to support reading growth and comprehension along with multiple copies of EL Ed mentor texts for grades.	When consistent, this Tier 3 support and targeted intervention along with Tier 1 core instruction and Tier 2 targeted intervention improves foundational literacy skills. A challenge for the partnership has been student absences, teachers sending scholars on time and some technical challenges with connectivity. We saw growth in foundational literacy skills for students participating in Hoot Tier 3 reading intervention as measured by SIPPS growth in K-2nd the previous school year.	Hoot Reading will provide differentiated, Tier 3 (1:1) literacy support to accelerate reading growth for students not meeting proficiency. School-wide focus will include the early grades (K-3), as well as upper grade students needing foundational skills including Newcomers. Stronger implementation and consistency starting at the beginning of the academic school year increases the dosage to support reading growth. Include supplemental resources to support ELLs/ Newcomers.
5825 - Consultants - (Parent Workshops, ESL Classes and Zumba Class)	Consultants	Student Connectedness to School	Fund contracts for consultants to support parent workshops. This includes partnering with the OUSD Adult Education Department to provides ESL, family literacy and Zumba classes to support academics, as well as health and wellness.	Parent interest, engagement and participation, especially for school governance meetings has steadily increased since Covid. The highest attendance representing our English Language Learners (ELLs). Areas of improvement: Increase engagement for African-American families along with volunteerism. School-wide efforts to increase recruitment, including for targeted support roles with assistance from the Office of Equity is resulting in improvement efforts.	Partner with the OUSD Expanded Learning Department and Community Schools Division to recommend and vet reputable community-based organizations to partner with aligned to the District's and school site's goals. This is important to support parent leadership and growth. This is especially important with our growing Newcomer families.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: REACH Academy		SCHOOL ID:	193	
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Deliver rigorous and relevant, standard-aligned lessons using the OUSD core curriculum. This includes the implementation EL Education, UFLI foundational skills for K-2, SIPP for 3rd-5th, Eureka Math 2, Foss NGSS and Newsela (3rd-5th) along with a social-emotional learning curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Provide a REACH College and Career Day highlighting diverse pathways to success. This includes showcasing people of color in careers and trades.	All Students	SEL / Mental Health	Tier 1 - Universal
1-3	Provide enrichment opportunities to support equity and access to Science, Technology, Engineering, Art and Math (STEAM) rich learning experiences. This includes coding, art projects, engineering tasks, and science fair participation. Utilize technology to support mastery-based learning. Implement differentiated, small group instruction using a Response to Intervention (Rtl) model to support multi-tiered levels of support (MTSS).	All Students	SEL / Mental Health	Tier 2 - Supplemental
1-4	Plan for complex tasks aligned to the instructional core that requires student agency and ownership including applying challenging content and skills to support deeper learning (i.e. reading, writing, speaking, analyzing and problem solving.) - Tasks represent high depth of knowledge (DOK).	All Students	Academic	Tier 1 - Universal
1-5	Provide student-centered, project-based learning opportunities aligned to priority standards. This includes providing out of class learning experiences through fieldwork, field trips and learning expeditions to enrich the core curriculum and units of study. This includes building student agency and ownership by establishing goals to support college and career readiness.	All Students	Academic	Tier 1 - Universal

1-6	Teachers engage in data-driven cycles of inquiry (DDI) using diagnostic, formative, interim, curriculum-embedded (CEA) and summative assessments to drive learning including small group instruction.	All Students	Academic	Tier 1 - Universal
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LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	K-2nd grade teachers implement daily, explicit instruction to support foundational literacy skills using UFLI - Use UFLI spelling test data to drive instruction, as well as to adjust student groupings as appropriate. 3rd-5th grade teachers implement SIPPS as a daily intervention for students working below grade level to support them in meeting mastery/ proficiency. Prioritize early literacy skills and assessments in the early grades including letter naming fluency (LNF), segmenting and continuous blending (i.e. Dibels)	Low Income Students	Academic	Tier 1 - Universal
2-2	Provide academic and behavior supports using multi-tiered, levels of support (MTSS) along with a Response to Instruction and Intervention (RTI) model. Utilize COST process to match evidence-based, best practices with student needs through a continuum of care and community schools approach.	All Students	Behavioral	Tier 2 - Supplemental
2-3	Provide differentiated, small group instruction/ stations to support all students based on proficiency levels. Plans support for equitable engagement and access for all students. This includes the implementation of All Block and K-2 Labs consistently with a focus on pulling small groups regularly using the Workshop model. Integrate on-line platforms to support.	All Students	Academic	Tier 2 - Supplemental
2-4	Engage all students in regular close reading of complex, grade-level text to build reading comprehension skills. Scaffold text-dependent questions and support higher level thinking and language skills by providing opportunities for students to collaborate and to engage in discourse/ "student talk".	All Students	Academic	Tier 1 - Universal
2-5	Engage in progress monitoring to support data-driven instruction (DDI) align to cycles of inquiry. Include student goal setting to support students in tracking their own progress to build student agency and independence.	All Students	Academic	Tier 1 - Universal

2-6	Provide students with daily writing opportunities. Use grade-level exemplars and rubrics to model expectations. Engage students in the writing process across content areas and genres (i.e. narrative, informational and opinion).	All Students	Academic	Tier 1 - Universal
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Ensure timely and effective implementation of IEP goals including accommodations and modifications to improve student learning outcomes. Meet legal deadlines for IEP required meetings and documentation while providing specialized academic instruction (i.e. push in/pull out).	Special Education Students	SEL / Mental Health	Tier 3 - Intensified
3-2	Provide tiered interventions to support students' academic and social-emotional needs. Reduce chronic absenteeism through targeted case management, identifying barriers to attendance, and implementing evidence-based strategies through a continuum of care. Strengthen a whole-child approach by deepening community partnerships, addressing academic, behavioral, health, and wellness needs, and ensuring coordinated support through a dedicated Coordination of Services Team (COST).	Low Income Students	by	Tier 2 - Supplemental
3-3	Provide two-way communication with families through weekly connections (i.e. ParentSquare, newsletters, classroom contacts, etc.), as well as parent teacher conferences to share attendance, academic, behavior and strategies to support at home. Host monthly parent workshops to support academic, culture, and student learning goals. This includes quarterly family nights (i.e. Literacy, Math and Science Nights). Provide parents with resources and strategies to support student success. Measure the impact and successful implementation of these workshops with feedback and evaluation.	All Students	Behavioral	Tier 1 - Universal
3-4	Implement school-wide Positive Behavioral Interventions and Supports (PBIS) to create a safe, inclusive, and nurturing learning spaces. Utilize restorative practices (RJ) to address conflicts, to reduce discipline disproportionality and to promote a "culture of excellence" by establishing a student-centered, data-driven culture. This includes establishing and reinforcing high expectations for behavior and student engagement.	All Students	Behavioral	Tier 1 - Universal

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Time for instructional coaching is protected within the school schedule. Coaching resources are equitably distributed based on teacher need and/or instructional quality in order to support teacher growth and development.	All Students	Academic	Tier 1 - Universal
4-2	Teachers will engage in regular professional learning including differentiated PDs and PLCs focused on cycles of inquiry. This includes goal setting, lesson planning, teaching, assessing, engaging in data analysis, as well as adjusting instruction through the lens of data-driven instruction (DDI).	All Students	Academic	Tier 1 - Universal
4-3	Identify, recruit and retain high-quality staff that reflect the diversity of the students and families in the school.	English Learner Students	Behavioral	Tier 1 - Universal
4-4	Create a site mentoring program including monthly support for new teachers and Early Career educators.	Low Income Students	Academic	Tier 2 - Supplemental
4-5	Teachers engage in backwards mapping and unit planning from the standards and use assessment data, including student work to monitor the progress towards grade-level mastery of skills based on essential learnings.	All Students	Academic	Tier 1 Universal
4-6	Establish and monitors goals for professional growth based on student achievement, self-assessments, reflection and observations to support through teaching and learning through continuous school improvement.	Low Income Students	Academic	Tier 1 Universal

CONDITIONS FOR BLACK STUDENTS			Instructions & resources	
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers and support staff implement school-wide, Positive Behavioral Interventions and Supports (PBIS) to support a positive culture and school climate. This includes a focus on using restorative practices (RJ) to reduce disproportional office referrals/discipline of Black students. Implement weekly wellness-checks including CICOs and "Sown to Grow".	African-American	SEL / Mental Health	Tier 1 - Universal
5-2	Build a relationship-centered, equity-focused school by intentionally creating anti-racist learning spaces that put students and families at the center of learning. Integrate diverse modes of learning using multiple modalities and intelligences to make content accesible: musical-rhythmic, visual- spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and through Arts integration to improve student outcomes.	African-American	Academic	Tier 1 - Universal
5-3	Implement an asset-based approach and lens for scholars. Build upon and leverage students' funds of knowledge along with their lived experiences and rich culture to support student growth and success.	African-American	SEL / Mental Health	Tier 1 - Universal
5-5	Identified Black students have CICOs with a Black teacher or support staff daily. This can take place in a small group and cross grade level.	African-American	SEL / Mental Health	Tier 2 - Supplemental
5-6	Integrate diverse modes of learning using multiple modalities and intelligences to make content comprehensible: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and through Arts integration. Leverage multiple intelligences and modalities to assess and to support students' learning. <i>[Refer to the research by Howard Gardner and Wade Nobles.]</i>	African-American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS			<u>Stages and Actions for ELD Implementation</u>	
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers implement a daily 30-minute, D-ELD block integrating the core curriculum through "language dives" and ELPAC resources to provide explicit language instruction to support written and oral language output.	English Learner Students	Academic	Tier 1 - Universal
6-2	Teachers provide regular opportunities for rich academic discussion, and prepare students to participate effectively in a range of conversations	English Learner Students	Academic	Tier 1 - Universal
6-3	Embed language development using Integrated ELD (i.e. GLAD strategies) across content areas (i.e. sentence patterning, narrative/ pictorial input/ inquiry chart, process grid, cognitive content dictionary, and expert groups) to increase access and to make content comprehensible for ELLs.	English Learner Students	Academic	Tier 1 - Universal
6-4	Teachers provide rich opportunities for students to research and to make formal presentations on academic topics. This includes clear reasoning, organization, and strategic use of digital media and visual displays.	English Learner Students	Academic	Tier 1 - Universal
6-5	Partner with IKUNA to provide additional literacy support and interventions to boost reading growth and attendance for API students.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Provide enrichment opportunities to support after school programming as it relates to providing academic support, enrichment opportunities, leadership, as well as physical activity through intramural sports, soccer club, etc. to support health and wellness needs.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Create a safe, supportive and nurturing learning environment to support student success by implementing a community schools approach to address academic, social-emotional support, as well as health and wellness through comprehensive programming to meet the needs of the whole child.	193-1
Provide enrichment opportunities to support after school programming as it relates to providing academic support, enrichment opportunities, leadership, as well as physical activity through intramural sports, soccer club, etc. to support health and wellness needs.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Create a safe, supportive and nurturing learning environment to support student success by implementing a community schools approach to address academic, social-emotional support, as well as health and wellness through comprehensive programming to meet the needs of the whole child.	193-2
Provide rigorous instructional program incorporating Art/ Music integration to accelerate student learning outcomes. Funding will support a Prep teacher to provide weekly, standards-aligned enrichment opportunities to classes.	\$24,309	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10122	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Provide enrichment opportunities to support equity and access through Arts integration. This includes visual art assignments/projects aligned to the core curriculum units of study using a Response to Intervention (RtI) model to support student achievement and growth.	193-3
Provide rigorous instructional program incorporating Art/ Music integration to accelerate student learning outcomes. Funding will support a Prep teacher to provide weekly, standards-aligned enrichment opportunities to classes.	\$48,937	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10124	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			Provide enrichment opportunities to support equity and access through Arts integration. This includes visual art assignments/projects aligned to the core curriculum units of study using a Response to Intervention (RtI) model to support student achievement and growth.	193-4
Provide rigorous instructional program incorporating Art/ Music integration to accelerate student learning outcomes. Funding will support a Prep teacher to provide weekly, standards-aligned enrichment opportunities to classes.	\$1,000	Arts & Music in Schools (Proposition 28)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Provide enrichment opportunities to support equity and access through Arts integration. This includes visual art assignments/projects aligned to the core curriculum units of study using a Response to Intervention (RtI) model to support student achievement and growth.	193-5

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Provide rigorous instructional program incorporating Art/ Music intergration to accelerate student learning outcomes. Funding will support supplies and materials for the Prep teacher who will provide weekly, standards-aligned enrichment opportunities to classes.	\$2,160	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Provide enrichment opportunities to support equity and access through Arts integration. This includes visual art assignments/ projects aligned to the core curriculum units of study using a Response to Intervention (RtI) model to support student achievement and growth.	193-6
Provide rigorous instructional program incorporating Art/ Music intergration to accelerate student learning outcomes. Funding will support a Prep teacher to provide weekly, standards-aligned enrichment opportunities to classes.	\$48,937	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10124	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			Provide enrichment opportunities to support equity and access through Arts integration. This includes visual art assignments/ projects aligned to the core curriculum units of study using a Response to Intervention (RtI) model to support student achievement and growth.	193-7
Provide rigorous instructional program incorporating Art/ Music intergration to accelerate student learning outcomes. Funding will support a Prep teacher to provide weekly, standards-aligned enrichment opportunities to classes.	\$10,803	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies	n/a	n/a	n/a			Provide enrichment opportunities to support equity and access through Arts integration. This includes visual art assignments/ projects aligned to the core curriculum units of study using a Response to Intervention (RtI) model to support student achievement and growth.	193-8
Provide multi-tiered systems of support (MTSS). This includes providing attendance case management to reduce chronic absenteeism by identifying barriers and matching evidenced-based practices and interventions to increase instructional learning time. It also includes implementing a community schools, whole-child approach to address academic, social-emotional, behavior, as well as health and wellness needs through a continuum of care.	\$31,056	California Community Schools Partnership Program	2205	Classified Support Salaries	3521	Attendance Specialist, Bilingual	0.4			Provide academic and behavior supports using multi-tiered, levels of support (MTSS) along with a Response to Instruction and Intervention (RTI) model. Utilize COST process to match research-based, best practices with student needs to increase student learning time and success.	193-9
Provide staffing to implement restorative practices to address disproportionality as it relates to reducing suspensions, out of class and Special Education referrals, etc. to maximize students time on task.	\$63,903	California Community Schools Partnership Program	2205	Classified Support Salaries	10382	Restorative Justice Facilitator	0.5			Strengthen a whole-child approach by deepening community partnerships, addressing academic, behavioral, health, and wellness needs, and ensuring coordinated support through a dedicated Coordination of Services Team (COST).	193-10

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Fund Community Schols Manager to support MTSS. Manage school to community partnerships to meet the needs of the whole-child and family. Provide multi-tiered levels of support through (MTSS) including for attendance.	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 01	11-Month Community School Manager	0.25			Provide tiered levels of academic and behavior support using a Response to Instruction and Intervention (RTI) model. Facilitate COST meetings;	193-11
Partnerships with Ball for Life to increase physical activity to positive play. Ikuna will support Pacific Islander students with increasing attendance and foundational literacy with targeted interventions. EBAC will provide mental health for staff.	\$61,500	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Support staff health and wellness by offering weekly therapy sessions utilizing mindfulness techniques, breathing and stress reducing activities to promote mental well-being to support student success.	193-12
Provide rich learning experiences and opportunities aligned to the standards and units of study through fieldwork, field trips and expeditionary learning to support real-world connections.	\$20,046	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			Deliver rigorous and relevant, standard-aligned lessons using the OUSD core curriculum for ELA, Math, Science and Social Studies. Provide rich, out-of-class learning experiences and opportunities to support student achievement.	193-13
Provide funding for entrance fees for field trips (i.e. Cal Academy of Science, Knowland Zoo, Chabot Space and Science Center, etc.) to support mastery-base learning align to standards.	\$5,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a			Deliver relevant, standard-aligned lessons aligned to the OUSD core curriculum. This includes EL Education, Eureka Math 2 along with the Social Studies and Science frameworks to support proficiency.	193-14
Provide enrichment opportunities to support after school programming as it relates to providing academic support, enrichment opportunities, leadership, as well as physical activity through intramural sports, soccer club, etc. to support health and wellness needs.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Build a relationship - centered, equity-focused school focused on student engagement by creating STEAM opportunities to support social-emotional learning outcomes.	193-15
Provide enrichment opportunities to support after school programming as it relates to providing academic support, enrichment (i.e. Arts) opportunities, leadership, as well as physical activity through intramural sports, soccer club, chess to support health and wellness needs and problem solving skills.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Integrate diverse modes of learning using multiple modalities and intelligences to make content accessible: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal to improve student outcomes.	193-16

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Provide two-way communication with families through weekly communication (i.e. Parent Square, newsletters, etc.), as well as parent teacher visits in-school visits regarding attendance, academics along with strategies to support at home.	\$1,500	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a			Provide College and Career readiness with a focus on improved attendance and parent participation highlighting diverse pathways to success. This includes showcasing people of color in careers and trades.	193-17
Provide two-way communication with families through weekly communication (i.e. Parent Square, newsletters, etc.), as well as parent teacher visits in-school visits regarding attendance, academics along with strategies to support at home	\$5,000	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a			Create welcoming spaces. Host monthly parent workshops to support academic, culture, and student learning, as well as quarterly family nights (i.e. Attendance, Literacy, Math and Science Night.	193-18
This expenditure will provide critical resources to support classroom instruction aligned to the core units of study for English Language Arts and Mathematics to support proficiency.	\$8,000	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a			Provide tiered levels of academic and behavior support using a Response to Instruction and Intervention (RTI) model.	193-19
This expenditure will provide critical resources to support classroom instruction aligned to the core units of study for English Language Arts and Mathematics to support proficiency	\$7,700	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Provide tiered levels of academic and behavior support using a Response to Instruction and Intervention (RTI) model.	193-20
Provide funding for Mosaic week-long outdoor learning fieldtrip for 4th and 5th grade students. Build subject-matter competency, teamwork, collaboration skills, culture building and leadership skills aligned to SEL & NGSS standards.	\$12,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Support student engagement, leadership skills and joy by participating in standards-aligned expeditionary, learning experiences to support real-world connections, problem solving and critical thinking skills.	193-21
Utilize technology through online learning platforms (PLPs) to support proficiency and mastery-based learning.	\$8,500	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Plan for complex tasks aligned to the instructional core that requires student agency and ownership including applying challenging content and skills to support deeper learning competencies (i.e. reading, writing, speaking, analyzing and problem solving.) - Tasks represent high depth of knowledge (DOK).	193-22

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Build teachers capacity through consistent professional development to effectively implement foundational literacy skills core and supplemental curriculums (i.e. UFLI, SIPPs and Core Literacy). Provide targeted intervention and differentiated small group instruction/stations to improve reading growth. Plans support for equitable engagement and access for all students.	\$152,114	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 07	10-Month Teacher on Special Assignment (TSA)	1.0			Teachers will engage in regular professional learning including differentiated PDs and PLCs focused on cycles of inquiry. This includes goal setting, lesson planning, teaching, assessing and engaging in data analysis through the lens of data-driven instruction (DDI).	193-23
Build teachers capacity through consistent professional development to effectively implement foundational literacy skills core and supplemental curriculums (i.e. UFLI, SIPPs and Core Literacy). Provide targeted intervention and differentiated small group instruction/stations to improve reading growth. Plans support for equitable engagement and access for all students.	\$5,263	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			Teachers engage in backwards mapping and unit planning from the standards and use assessment data, including student work to monitor progress towards grade-level proficiency and essential learnings. Facilitate professional learning communities (PLCs).	193-24
Provide allocation for books other than textbooks to support focal student groups demonstrate accelerated growth.	\$500	Title I, Part A Parent & Family Engagement	4200	Books other than Textbooks	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Reduce equity and opportunity gaps by increasing literacy support to students and families. Host parent workshops and trainings with tools and resources to support.	193-25
School supplies to support English Language Learners (ELLs) boost language and proficiency levels.	\$500	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	Support reclassification efforts to prevent long term English Language Learners (ELLs).	193-26
Parent engagement meeting refreshments to increase participation to support student achievement and growth.	\$1,730	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		College/Career Readiness	Provide parent leadership opportunities to support authentic engagement in school-wide governance and decision-making.	193-27
Conferences to increase parent education in support of student academic outcomes and success.	\$500	Title I, Part A Parent & Family Engagement	5220	Conference Expense	n/a	n/a	n/a		SBAC ELA Distance from Standard Met	Implement an asset-based approach and lens for scholars. Build upon and leverage students' funds of knowledge along with their lived experiences and rich culture to support student growth and success.	193-28

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Providing workshops to increase parent education in support of improved student academic outcomes and transformation.	\$1,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a		College/Career Readiness	Provide two-way communication and engagement opportunities with families. Host monthly parent workshops to support academic, culture, and student learning goals. This includes quarterly family nights (i.e. Literacy, Math and Science Nights). Provide parents with resources and strategies to support student success. Measure the impact and successful implementation of these workshops with feedback and evaluation.	193-29
Provide allocation to support funding for Science Prep teacher. Plans meaningful hands-on science tasks aligned to the "instructional core" and NGSS that requires student ownership including applying challenging Science content.	\$29,868	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2004	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2		Staff Participation in Foundational Professional Learning	Engage in progress monitoring to support data-driven instruction (DDI) align to cycles of inquiry. Include student goal setting to support students in tracking their own progress and goals. Serve on school teams. Provide tutoring support.	193-30
TSA to supplemental services to provide additional student and teacher supports.	\$69,979	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	10-Month Teacher on Special Assignment (TSA)	0.5		SBAC ELA Distance from Standard Met	Engage in progress monitoring aligned to aligned data cycles of inquiry to meet school-wide goals for curriculum, instruction, interventions and assessments.	193-31
Extra time for teachers to collaborate and supplement intervention initiatives.	\$34,933	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		SBAC Math Distance from Standard Met	Engage in progress monitoring aligned to aligned data cycles of inquiry to meet school-wide goals for curriculum, instruction, interventions and assessments.	193-32
Books to increase choice of books for students and expand classroom libraries.	\$12,500	Title I, Part A Schoolwide Program	4200	Books other than Textbooks	n/a	n/a	n/a		Student Connectedness to School	Students self-select from a variety of books and genres in classroom libraries to support independent reading.	193-33

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 193

School: REACH Academy

[illegible]

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: REACH Academy

Site Number: 193

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input type="checkbox"/> Additional Targeted Support & Improvement |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input type="checkbox"/> Targeted Support & Improvement |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/15/2025

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, ParentSquare blasts, etc.) |
|--|--|--|

Signatures:

<u>Natasha Moore</u> Principal	<u>Natasha Flint-Moore</u> Signature	<u>5/23/2025</u> Date
<u>Damani Jackson</u> SSC Chairperson	<u>Damani Jackson</u> Signature	<u>5/23/25</u> Date
<u>Yessenia Rodriguez</u> SELLS Representative (optional)	<u>Yessenia Rodriguez</u> Signature	<u>05/23/2025</u> Date
<u>Leroy Gaines</u> Network Superintendent	<u>Leroy Gaines</u> Signature	<u>5/27/2025</u> Date
<u>Lisa Spielman</u> Director, Strategic Resource Planning	<u>Lisa Spielman</u> Signature	<u>5/23/25</u> Date



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent-Student Compact

[REACH Academy]

2024-2025

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

This School-Parent Student Compact reflects the 2024-25 school year including the following:

School Responsibilities:

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

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

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

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

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

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

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

- 4) Provide parents regular access to staff to promote effective two-way communication.

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

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

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

- 6) Provide parents with materials and training in appropriate languages to support them in improving the academic achievement of their children.

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

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

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

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. This includes using translation services and Parent Square messaging

As a school we will strive to provide printed and electronic communication and translation of school materials to families. As a community school, parents will also receive access and information regarding our variety of school/ community resources. (i.e. Alameda County Food Bank, after-school tutoring, EBAC mental health services, parent workshop classes, etc.)

AS A SCHOOL, we will:

- 1) Provide a safe and supportive learning environment for all REACH scholars.***
- 2) Teach, model, review and communicate our school-wide, PBIS expectations for learning (BE Safe, BE Mindful, BE Responsible and BE Kind)***
- 3) Implement and deliver a rigorous standards-based core instructional program aligned to the CCSS. Ensure families receive materials and tools to support student achievement.***
- 4) Focus on reducing “bullying” through school-wide PBIS, Restorative Practice, as well as by implementing the Caring Schools Community Social-Emotional learning curriculum.***
- 5) Adhere to school safety guidelines. This includes Covid protocols outlined by the CDC.***
- 6) Accept a NO BULLYING, HARASSMENT and/or INTIMIDATION policy – This includes discrimination/ harassment in any form (name calling, fighting, kicking, screaming, etc.***
- 7) Provide health and wellness resources, as well as support to ensure a strong culture and climate. This includes using Restorative practices to build relationships and repair harm.***
- 8) Provide multi-tiered systems of support (MTSS) including professional development and coaching to increase student achievement and success using community schools model to address academics, social-emotional supports, and health and wellness.***
- 9) Requires adherence to uniform policy to support college and career readiness - (Students must follow the school uniform policy outlined in the parent letter.)***
- 10) Permit your child to use only educational materials and to access school approved sites for research. This includes approved sites and platforms for the use of technology to support mastery-based learning.***

School Principal Signature

Teacher Responsibilities:

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

- *Communicate clear expectations for performance to both students and parents.*
- *Address the needs of all students using a whole-child, community-schools model*
- *Provide a safe, supportive and culturally caring learning environment*

Parent Responsibilities:

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

- *Volunteer in my child's classroom or the school (if possible)*
- *Participate in the decision-making process of the school to support student achievement*
- *Adhere to all safety procedures and protocols related to Covid and school security*
- *Use restorative practices to address problems - Harassment and bullying discouraged*
- *Promote positive use of my child's extracurricular time. This includes ensuring 30 minutes of reading, limiting video game usage and reinforcing school-wide expectations*

AS A PARENT, I will also:

- 1) Ensure my child maintains regular school attendance to prevent chronic absence.*
- 2) Review and reinforce all school-wide expectations with my child (BE Safe, BE Mindful and BE Responsible) to ensure a safe environment with learning as the top priority.*
- 3) Ensure my child is dressed in uniform for safety and success in accordance with policy. 4)*

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

- 5) Assist my child in selecting proper media (television, movies, video games, music and printed materials) to reduce his/her exposure to violence. I'll monitor technology usage.*
- 6) Volunteer (10 hours) at the school during the calendar year (if able).*

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

**8) Model and encourage appropriate language (no cursing, blaming or shaming). I
will use Restorative practices to solve problems and seek support from a teacher,
Administration or support staff. At no point, will I ever confront another student.**

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

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

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

Parent/Guardian Signature

Student Responsibilities

AS A STUDENT, I will:

1) Attend school regularly and staying focused on learning is my top priority.

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

**3) Follow the school-wide expectations to be safe, mindful and responsible. This includes
adhering to no bullying and harassment policies, as well as not making threats.**

4) Follow all safety guidelines and Covid procedures. Show respect for school property.

- 5) Work with my teacher, parent(s)/guardian(s) in selecting proper media (television, movies, video games, music and printed materials). I will use technology responsibly and only visit approved school websites.**
- 6) Avoid “bullying” including “cyber-bullying” behaviors in all forms (i.e. verbal, internet and/or physical). The use of harassment and intimidation means are prohibited.**
- 7) Use restorative practices to solve problems and to repair harm without causing physical/ emotional harm or injury. Seek support from a caring adult to help and to provide support when necessary to adhere to the school-wide, PBIS expectations.**
- 8) Use appropriate language (no cursing or the use of “put downs”). This also includes the use of racial slurs and/or homophobic comments.**
- 9) Adhere to the school uniform policy as it relates to dress for college and career readiness and community success in accordance with school-wide expectations.**
- 10) Only bring electronic devices for educational and safety purposes. No cell phone use during school instructional hours with the exception for an emergency.**
- 11) Accept responsibility for my own actions. I will seek to build positive relationships and to ask for help from a caring adult when I need support.**

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

Student Signature

This Compact was adopted by REACH Academy on 08/29/2024 and will be active for the 2024-25 school year. The school will distribute the School Parent Student Compact to all parents and family members of students participating in the Title I, Part A programs.

Thank you,

Principal: *Natasha Flint-Moore*

Date: August 29, 2024



REACH Academy Parent and Family Engagement Policy for 2024-25

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 ALL 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 with parents/ caregivers and distribute to parents of attending children, a Parental and Family Engagement Policy that all key school stakeholders agree upon.
- REACH Academy will notify parents about the updated Parental and Family Engagement policy in a clear format that outlines key guidance and expectations to the extent along with services and programs. This includes providing and distributing the policy to parents in languages whereby they can access.
- REACH Academy will make the Parental & Family Engagement Policy available to the community including through the school website.
- REACH Academy will update the Parental and Family Engagement Policy to reflect and to meet the evolving needs of students, parents and families in the school community. This is essential post COVID.
- REACH Academy will adopt the school-to-parent compact as a key component of its Parental and Family Engagement Policy. This includes guidance and expectations to support in-person instruction.
- REACH Academy will ensure a variety of communication channels are established to inform parents about school events, workshops, policies and special programs. This includes but is not limited to newsletters, texts, emails, school website, Parent Square, as well as various social media platforms.
- 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 refers to the active participation of parents in regular, two-way, and meaningful communication involving student academic achievement and other school offerings, including ensuring:

- (a) parents play an integral role assisting in their child's learning;*
- (b) parents are encouraged to be actively involved and engaged in their child's educational pathway;*
- (c) parents are full partners in their child's educational success and are included, as appropriate, in the decision-making through advisory committees (i.e. SSC/ SELLS) to assist in school-wide improvement efforts;*
- (d) the carrying out of other school activities and functions, such as those outlined in the Single Plan for Student Achievement (SPSA) including but not limited to volunteering in a variety of school contexts;*
- (e) parents will be invited to participate fully in the school governance and leadership opportunities (i.e. School-Site Council, SSC and the Site English Learner Sub-Committee, SELLS)*

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

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

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

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

- *The School Parental & Family Engagement Policy will be shared at the annual Title I parent meeting*
- *The policy will also be provided to parents using ParentSquare, site website along with a hard copy*
- *Parents of new participating students will receive the policy upon registration as eligible for Title I.*

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

- *School Site Council (SSC) Meetings*
- *Site English-Language Learner Sub Committee (SELLS)*
- *Parent Leadership Team Meetings*
- *Parent Workshops*
- *Annual Title 1 School Meeting*
- *Parent Square*
- *Principal Cafes*

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

- *REACH Academy participates in Annual Title 1 meetings and related activities,*
- *The requirements of Title I as outlined in the Parent Meeting Mandated Information*

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

- *Meetings will be held at flexible and convenient times to encourage parents to participate. Parents will be notified about meetings through school notices/fliers, newsletters, the school website and Parent Square*

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 support to parents to accelerate student achievement, social-emotional success along with health and wellness implementing a community schools model. 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 District and site messaging services, memos, newsletters, and the site website.

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

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

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

- *through pre-scheduled meetings with the Principal or Designee*
- *through meetings with the student's teacher which may include the Principal and other support staff as appropriate – Attend scheduled parent teacher conferences*
- *through an IEP meeting scheduled with the Programs for Exceptional Children (PEC) Team*

(b) REACH Academy will review and make updates if parent comments to the Single Plan for Student Achievement (SPSA) for any section is not satisfactory to parents of attending students:

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 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 (5) on the School Site Council. This SSC is responsible for approving the school priorities, goals and funding allocations through the SPSA budget process.*
- *Family Nights/ Workshops – (This includes Technology, Literacy, Science and Math Nights.) • Parental access to the Teacher/Parent Resource library and other resources such as web sites, parent organizations, etc. – Parents will also have access to technology (i.e. chrome books) to support the enrollment process and through blended and personalized learning platforms.*
- *Parent Partnerships – The Office of Equity will serve as a central office partner and provide direct outreach and leadership capacity building to our Parent Liaison and parent leadership team.*
- *Formal School Governance – Parents will serve on decision-making teams (i.e. SSC and SELLS). • Volunteering in a variety of spaces to support student academic and social-emotional growth.*

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

- *The REACH Academy school to parent compact will serve as part of the School Parental Involvement Policy and will outline safety and accountability measures for students, parents and staff.*
- *During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.*
- *As needed, the school parent compact will be included on the school website 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 (cyber), 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 key topics such as the following:

- *California Common Core State Standards (CCSS); Next Generation Science Standards (NGSS) ▪ English Language Development Revised Standards (ELD)*
 - *Student Assessment Data - Regularly provide data using the OUSD academic assessments including alternate assessments (i-Ready Diagnostic in Reading/ Math, SIPPS Placement Tests, Dibels, Letter Naming Fluency, Phoneme Segmenting Fluency, Oral Reading, IABs, ELPAC, FOSS Map and SBAC)*
 - *Parent Teacher Conferences*
 - *Smarter Balanced Assessment Consortium (SBAC)*
 - *How to monitor student academic progress and growth*
 - *Special Education Services through the Programs for Exceptional Children (PEC)*
 - *Using technology through personalized learning platforms and learning management systems*
 - *Single Plan for Student Achievement (SPSA) Goals, Priorities and Improvement Strategies*

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

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

4. As appropriate, the school will, with the assistance of the site, provide materials and training such as academic workshops including the use of technology to help parents support their children use online platforms to improve their children's academic achievement and to foster parental involvement by:

Hosting Annual Title I meeting, SSC, parent cafes, as well as parent and family engagement offerings

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

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

6. REACH Academy will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other offerings, is provided to the parents of participating children in an accessible and uniform format, including available languages that parents can understand upon request, and to the extent practicable. This includes the use of District and external translation services, fliers, as well as the District and school site website.

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

Adoption:

This policy was adopted @ REACH Academy on Thursday, August 29, 2024 and will be in effect for a year.

*(Principal): **Natasha Flint-Moore***

Date: 08/29/2024

Strategic Resource Planning (SRP)



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

REACH Academy

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Damani Jackson
Vice Chairperson:	Yessenia Rodriguez
Secretary:	Savannah Gamble

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Natasha Flint-Moore	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Natalya Gibbs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Savannah Gamble	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Kheshawn Wynn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Elea Ensley (Bradley)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Damani Jackson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Yessenia Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Amanda Quinonez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Shaniqua Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Yenifer Figueroa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

SSC Meeting Schedule:
(Day/Month/Time)

REACH SSC Meetings are held monthly (4th Thursday)

SSC Legal Requirements (EC Sections 65000-65001):

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

