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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for REACH Academy

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for REACH Academy



**2026-27 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:

- Title I Schoolwide Program
  Comprehensive Support & Improvement (CSI) Grant
  Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
  Local Control Funding Formula Equity Multiplier
  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:** 4/30/2026

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

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

**Signatures:**

Natasha Moore  
Principal

  
Signature

4/30/2026  
Date

Damani Jackson  
SSC Chairperson

  
Signature

4/30/26  
Date

Lourdes Calix  
SELLS Representative (optional)

  
Signature


4/30/2026  
Date

Leroy Gaines  
Network Superintendent

*Leroy Gaines*  
Signature

05/06/2026  
Date

Lisa Spielman  
Director, Strategic Resource Planning

  
Signature

5/6/26  
Date

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/29/2025	Other	Reviewed SPSA goals and strategies, Reviewed data and identified school needs
9/15/2025	Faculty	Reviewed SPSA goals and strategies, Discussed proposed expenditures and priorities
9/25/2025	SSC	Reflected on instructional practices and supports, Reflected on progress and challenges
10/10/2025	Other	Reviewed data and identified school needs, Reviewed SPSA goals and strategies
10/30/2025	SELLS	Reflected on instructional practices and supports, Reviewed SPSA goals and strategies
1/27/2026	ILT	Reflected on progress and challenges, Discussed proposed expenditures and priorities
2/2/2026	Admin Team	Conducted mid-year or final SPSA review, Reviewed data and identified school needs
2/12/2026	SSC	Facilitated group feedback on SPSA sections, Collected input for next year's SPSA draft
2/13/2026	SELLS	Facilitated group feedback on SPSA sections, Conducted mid-year or final SPSA review
3/9/2026	Faculty	

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$230,720.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$849,234.02

### 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 Resource 3010	\$226,600
Title I Parent & Family Engagement Resource 3010	\$4,120
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$230,720</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$849,234.02</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$42,100
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$204,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$87,446
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$618,514</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: REACH Academy</b>		<b>School ID:</b>	193
<b>CDS Code: 1612590110239</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>	6/24/2026

**School Mission and Vision**

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

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

- Critical Thinkers
- Problem Solvers
- Communicators
- Collaborators
- Masters of Academic Content

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

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.

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.2%	22.6%	65.4%	4.9%	2.6%	14.6%	99.8%	50.4%	0.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.8%	1.4%	1.7%	0.0%	0.5%	0.0%	99.5%	17.4%	79.1%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified School Need:</b>	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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	12.0%	15.6%	35.4%	25%	30%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	14.9%	21.9%	27.4%	20%	25%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	47.5%	55.8%	53.8%	60%	50%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-97.6	-85.5	-86.3	-85.00	-80
SBAC ELA Participation	All Students	98.2%	99.4%	98.9%	95.0%	98%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	47.2%	54.0%	55.1%	52.8%	50.0%

<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-99.0	-92.8	-80.7	-85.0	-80.0
SBAC Math Participation	All Students	97.1%	97.1%	97.4%	95.0%	98.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	12.5%	8.8%	15.5%	20.0%	20.0%
California Science Test (CAST) Participation	All Students	98.2%	100.0%	100.0%	95.0%	98.0%

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

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified School Need:</b>	- 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**

<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-114.0	-90.5	-70.8	-85.0	-80.0
SBAC ELA Distance from Standard Met	Low-Income Students	-97.6	-84.6	-86.3	-85.0	-80
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	66.7%	65.4%	76.3%	70.4%	-60
SBAC Math Distance from Standard Met	Special Education Students	-123.9	-121.7	-81.7	-85.0	-80.0

SBAC Math Distance from Standard Met	Low-Income Students	-97.0	-91.7	-80.7	-85.0	-80.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	7.7%	5.5%	6.4%	15.0%	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	20.0%	10%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%					
<b>Identified School Need:</b>	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	2026-27 New Target
Student Connectedness to School	All Students	63.3%	62.2%	73.7%	85.0%	85.0%
Out-of-School Suspensions	All Students	3.6%	5.3%	3.2%	2.0%	1.5%
Out-of-School Suspensions	African American Students	8.1%	12.1%	5.1%	1.0%	1.3%
Out-of-School Suspensions	Special Education Students	1.8%	8.0%	7.8%	1.3%	1.0%
Chronic Absenteeism	All Students	77.6%	49.9%	42.2%	30.0%	25.0%
Chronic Absenteeism	African American Students	84.3%	66.4%	60.0%	25.0%	20.0%

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

**School Goal:** By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	62.3%	63.9%	65.1%	80.0%	85.0%

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<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. AMPLIFY not SIMPLIFY. This includes the integration of school-wide foundational skills block using UFLI/ SIPPS to address foundational literacy skills (i.e. phonics, phonemic awareness, basic sight words, fluency and reading comprehension (both literary and informational).</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027            - 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>	<p>Integrate tiered literacy support (MTSS) including diverse modes of learning using multiple modalities and intelligences, as well as universal access to make content accessible: This includes musical-rhythmic, visual- spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and through Arts integration to improve student outcomes. In addition, it includes incorporating Designated and Integrated ELD strategies. 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 additional language and literacy (All Block) consistently with a focus on differentiated, small group instruction. Integrate on-line platforms to support mastery-based learning and increased progress monitoring.</p>

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>The implementation of a School Attendance Review Team (SART) that meets weekly to analyze school attendance data, to identify barriers and to match evidence-based targeted interventions including incentives to support continuous school improvement. Providing rigorous, standards- aligned instruction to increase instructional learning time and students "time on task" is key. This includes decreasing chronic absenteeism by &gt; 15% and promoting regular school attendance. This also means addressing gaps by expanding learning opportunities and engagement, as well as after school programming to accelerate student growth;. Refer to Tony Bryk's research regarding essential school supports to expand Community Schools model, Organizing Schools for Improvement: Lesson from Chicago (2010). These levers include: (1) Instructional Guidance &amp; Coherence; (2) Building Professional Capacity; (3) Student-Centered Learning Environments; (4) Parent-Community Ties and (5) School Leadership to support transformation.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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, on-going professional development and engagement in professional learning communities PLCs with a focus on data analysis, partnering with Partners of School Innovation, 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 powerful teaching and learning. Key stages include setting goals, planning lessons, teaching, assessing and reflecting. 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 to success and solid retention.</p>

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>Language and literacy skills - Lack of mastery of reading foundational skills across grade levels. In the past, this included the lack of a strong Tier 1 foundational skills curriculum. Key standards and skills including letter naming fluency, phonics, phonemic awareness, basic sight words and reading comprehension proficiency were fragmented causing an inverted Rtl pyramid with more students needing supports. Kindergarten students are also coming in with roughly 30% knowing their letters. With this in mind, there is an urgency to build language skills, vocabulary, as well as fortifying complex oral output for ELLs/ Newcomers. Site will implement tiers levels of academic support - This includes UFLI for K-3, SIPPS for (3rd-5th), Tier 2 and Open Literacy (Tier 3) reading support. Improve academic performance indicators: double-digit growth on District benchmarks in Reading and Math (i.e i-Ready) and statewide assessments (i.e. ELPAC and SBAC).</p>
<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>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 in sub-groups to support student achievement. 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. As well as providing families workshops and trainings, making sure to provide books and refreshments to increase parent engagement.</p>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<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>

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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>
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## 2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

REACH Academy

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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**

<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Parent - Books other than Textbooks	College/Career Readiness	Provide culturally responsive books to support diverse learners in building school-wide literacy. This includes selecting compelling and engaging texts with characters and themes that reflect the diversity of the school community. This includes volunteers and parents serving as readers for our Latinx, African-American and Pacific Islander read-ins.	These books support a school-wide culture of literacy. It also builds a diverse collection that supports engagement, motivation and increased fluency. It also support two-way communication and active involvement to promote student success through access to rich literature. This, in turn continues to build a robust collection. Research shows that daily reading with parents can support reading growth by a full year's growth. REACH nearly met the Districts Dibels MOY growth (5.6%) for foundational literacy skills at 5.5%	We have used other resource codes to support school-wide literacy efforts. This includes through our Literacy grant and Title 1 funding. As a result, we still have a balance in the Spring. With this in mind, it may be better to reallocate the funds to another approved priority expenditure so the site can ensure to maximize every dollar. It would also be helpful to consider a book club for the upcoming school year where parents can select a text and learn about evidence-based, best practices to support student learning and achievement.

<p>Parent Engagement Supplies</p>	<p>College/Career Readiness</p>	<p>Fund school supplies for parents to support lesson planning, delivery and implementation of a rigorous, standards-aligned curriculum aligned to the priority standards (CCSS/ NGSS) to support the general education classes.</p>	<p>Provide instructional resources to support the implementation of the District-approved core curriculum in English Language Arts to support teaching and learning. 18.6% of 3rd - 5th grade students demonstrated "Standards Met" on the SBAC ELA. In addition, there was an increase in the number of students nearly meeting proficiency (yellow) 21.8% all increases from 24-25 assessments. This also includes a 5% decrease in students scoring multiple years below (red) fto &lt;60% from the previous year's administration - The goal is to increase the percentage of students meeting proficiency to 25% for the SY 2025-26, as well as continue to decrease the number of students performing multiple-years below by 10%.</p>	<p>An investment in terms of expenditures identified by our SSC/ SELLS is the need for health supplies including student and adult mask, hand sanitizer and wipes to promote school-wide safety. 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 and interventions aligned to the school's vision, mission and core values.</p>
<p>Meeting Refreshments to support school-wide events and collaborative decision-making</p>	<p>Student Connectedness to School</p>	<p>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).</p>	<p>Providing food refreshments for parent workshops during the school day and after school has increased parent attendance and participation. This includes school-wide governance meetings (i.e. SSC and SELLS) and site events including Coffee with the Principal. A challenge continues to be staffing at the Central Kitchen to accommodate site request. Therefore, the site has to use outside catering, which is very costly with limited funding.</p>	<p>Provide food services for parent workshops and family events in the evening to increase attendance and participation. Parents are more likely to attend and to participate if meals are provided. Goal for FY 26-27 is to partner with the OUSD Central Kitchen to create a schedule and plan to support site with catering needs to increase participation. Goal to increase parent attendance by 25%.</p>

<p>Parent Engagement Contracts</p>	<p>Student Connectedness to School</p>	<p>Fund contracts for consultants to support parent workshops. This includes partnering with the OUSD Adult Education Department to provide ESL, family literacy to support academics.</p>	<p>Parent interest, engagement and participation, especially for school governance meetings has steadily increased. This includes for School Site Council (SSC) meetings, as well as the Site English Language Learner Subcommittee (SELLS). Our School Site Council is comprised 50% of parents making it the largest majority. The highest attendance representing our English Language Learner (ELL) population. We have also seen a 25% increase in parents attending our Coffee with the Principal convenings compared to this time for the 24-25 school year.</p>	<p>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. Areas of improvement: Increase engagement/participation rates for African-American families by 25% including volunteerism. School-wide efforts to increase recruitment, including for targeted support roles with assistance from the Office of Equity is resulting in improvement efforts. For SY 26-27, the Department is reduced due to budget cuts - This will impact school support.</p>
<p>Science Prep Teacher - Providing Additional Prep for Teachers</p>	<p>CAST (Science) at or above Standard</p>	<p>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.</p>	<p>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. 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. There was an increase to 15.6% for 24-25 with 7% growth and 53.4% approaching proficiency.</p>	<p>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.</p>

Newcommer TSA	i-Ready Reading at or above Mid-Grade	Fund Elementary Newcomer Teacher Leader - 10 month TSA to serve as an Instructional Teacher Leader (ITL) to support school-wide goals as it relates to implementing differentiated small groups for English Language Learners (ELLs) with a focus on Newcomer needs.	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 (DDI) - Success includes gains in our MOY Dibels assessment data show for all sub groups including for our ELLs who made a 3.9% growth from the Fall to MOY - This includes an acceleration from 7.1% to 11.0%.	Continue to use assessment data from Dibels and i-Ready to plan differentiated small groups with a focus on Necomers. Use the English Language Development (ELD) standards to focus on How English Works, as well as Interacting with Language in meaning ways to support proficiency. Create a schedule for the TSA that includes push in classroom support, as well as coaching for teachers. Challenges to address include the TSA teacher going on maternity leave and back filling with a substitute, which impacted the quality of instruction.
Student Books Other Than Text Books	i-Ready Reading at or above Mid-Grade	Students receive monthly book orders from Scholastic to promote reading growth, joy, as well as at-home libraries. This aligns to the District's priorities to ensure strong readers by third grade.	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. i-Ready Reading, CEAs, etc.) - District MOY growth 5.6% and REACH Academy 5.5%.	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 sfor 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. A challenge has been a decrease with the Book Trust distribution from monthly to 3 times a year.

The Teaching Well	Student Connectedness to School	Fund contracts for consultant to support staff wellness using multi-tiered systems of support (MTSS). This includes providing trauma-informed, best practices including social-emotional supports to increase staff resiliency, as well as to reduce disproportionality in office referrals and suspensions resulting in a loss of instructional learning time.	The Teaching Well trainings provided support around staff mental health and wellness by incorporating strategies to increase Mindfulness. Sessions anchored around evidence and research-based best practices to build teachers capacity in supporting student needs. This had a positive effect with regards to the percentage students sent out of class through universal office referrals. They were better able to monitor themselves, as well as to support scholars with regulating their emotions to maximize the instructional learning time. This resulted in a 20% reduction of URFs from the BOY to the MOY for the SY 25-26.	With contracts being scrutinized, another approach of building site capacity from the inside out will prove meaningful. This includes leveraging the other site positions including the CSMs, teachers and Administration to build positive and healthy relationships to support student learning outcomes and achievement. This also includes developing a strong Culture Plan along with a support plan for new teachers.
Extra Time for Teacher Planning and collaboration	SBAC ELA Distance from Standard Met	Teacher engage in backwards mapping and unit planning aligned to the standards. Teachers also serve on key site teams (i.e. Instructional Leadership team, Culture Team, Trauma-Informed Leadership Team, etc.)	Teacher are provided with additional hours at the beginning of the school year to plan units of student in ELA (El Education) and Math (Eureka Math 2) - This includes advance preparation by unpacking the modules, units and lessons to support implementation, delivery and planning. This resulted in all grades Kindergarten - 2nd grade making Dibels and i-Ready growth across domains. The largest area was Word Reading with Kinder increase of +19.2%, Phonemic Awareness for Grade 1 at 17.0% and Decoding for Grade 2 at 12%.	Challenges include decreased school funding - It will be critical for the Instructional Leadership Team (ILT) to create a sustainable professional learning plan that focuses on teacher growth and development to support improved teaching and learning outcomes. This plan should reflect a multi-year focus taking into account budgetary considerations along with unintended consequences of less support, time and \$ to monitor effective systems and results.

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> REACH Academy	<b>SCHOOL ID:</b> 193
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified Need:</b>	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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	In keeping with the theory of action: Deliver rigorous instruction that prioritizes higher-order thinking skills, where students take on the cognitive load and engage meaningfully in academic discourse.	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 and expanding units to include celebratons of learning	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). This includes coding, art projects, engineering tasks, AI basics and science fair participation. Utilize technology to support mastery-based learning.	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 using the Read-Think-Talk-Write cycle to support deeper learning (i.e. critical thinking, problem solving, communicating, etc.) to develop acadmic mndsets) - 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 service learning projects to enrich the core curriculum and units of study.	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

1-7	Deliver rigorous and relevant, standard-aligned lessons using the OUSD core curriculum. This includes the implementation UFLI foundational skills, EL Education, Eureka Math 2, Foss NGSS and Newsela (3rd-5th) along with a social-emotional learning (SEL) curriculum.	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.**

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified Need:</b>	- 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	Teachers implement daily, explicit instruction to support foundational literacy skills using UFLI (Tier 1 and 2) - Use UFLI spelling test data to drive instruction, as well as to adjust student groupings as appropriate using tiered literacy including Open Literacy (Tier 3) to meet proficiency. Prioritize early literacy skills/ assessments in the early grade (i.e. Dibels)	Low Income Students	Academic	Tier 1 - Universal
2-2	Provide academic, social-emotional, behavioral supports using using a community-schools model along with a Response to Instruction/ Intervention (RTI) model. Utilize COST process to match evidence-based, best practices with student needs including health, wellness and attendance through a continuum of care to support MTSS.	All Students	Behavioral	Tier 2 - Supplemental
2-3	Implement differentiated, small group instruction using a Response to Instruction and Intervention (Rtl) model to support multi-tiered levels of support (MTSS). 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

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified Need:</b>	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.**

<b>School Goal:</b>	By May 2027, 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.			
<b>Identified Need:</b>	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.			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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

#	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 accessible: 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. [Refer to the research by Howard Gardner and Wade Nobles.]	African-American	Academic	Tier 1 - Universal

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

[\*ELL Progress Data\*](#)

#	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 2026-27 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 SPSA 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.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Create a safe, supportive and nurturing learning environment to support student success by implementing a community school's 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.	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Create a safe, supportive and nurturing learning environment to support student success by implementing a community school's 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 Music/ Dance integration to accelerate student learning outcomes. Funding will support a Prep teacher to provide weekly, standards-aligned enrichment opportunities to classes.	\$22,937	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10122	Teacher Education Enhancement	0.20			Implement visual and performing arts arts (VAPA) curriculum through music, art and dance integration and assignments/ projects to support student achievement and growth.	193-3
Teacher engage in backwards mapping and unit planning aligned to the CCSS/ NGSS to support student achievement. Teachers also serve on key site teams (i.e. Instructional Leadership team, Culture Team, Trauma-Informed Leadership).	\$1,500	Arts & Music in Schools (Proposition 28)	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Create professional learning plan to support teacher growth, development and student learning. Engage in progress monitoring aligned to data cycles of inquiry to meet school-wide goals.	193-4
Integrate technology through online learning platforms (PLPs) to support proficiency and mastery-based learning. This is critical to create a learning pathway to improve learning outcomes.	\$3,500	Arts & Music in Schools (Proposition 28)	4410	Equipment < \$5,000			0.00			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 - Tasks represent high depth of knowledge (DOK).	193-5
Provide rigorous instructional program incorporating Art/ Music integration 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.	\$19,509	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			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.	193-6

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Provide rigorous instructional program incorporating Art/ Music integration to accelerate student learning outcomes. Funding will support consultant partners (i.e. Elevate Oakland choir) to provide enrichment opportunities to classes.	\$40,000	Arts & Music in Schools (Proposition 28)	5825	Consultants			0.00			Provide enrichment opportunities to support equity and access through Arts integration. This includes visual art assignments/ projects aligned to the core curriculum using a Response to Intervention (Rti) model to support student learning outcomes.	193-7
Fund Community Schools Manager to support multi-tiered systems of 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.	\$38,304	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7809	Program Mgr Community School	0.25			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/ interventions to increase instructional learning time and growth.	193-8
This expenditure will provide critical resources and materials to support classroom instruction aligned to the rigorous, standards-aligned, core units of study for English Language Arts and Mathematics to support proficiency. This builds on essential support to promote joyful learning along with academic acceleration and student growth.	\$11,678	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Manage the school to community partnerships by implementing a community schools, whole-child approach along with MTSS to address academic, social-emotional, behavior, as well as health and wellness needs through a continuum of care.	193-9
Utilize technology through online learning platforms (PLPs) to support proficiency and mastery-based learning. Provide 1:1 device support and incorporate device support during differentiated, small group instruction to maximize student learning.	\$10,000	California Community Schools Partnership Program	5846	Licensing Agreements			0.00			Plan for complex student tasks aligned to the instructional core that requires student agency and ownership including applying challenging content and skills to support deeper learning.	193-10
Build site and collaborative leadership to promote continuous school improvement and transformation efforts. This includes providing access for site team to attend the Standards Institute and EL Education conferences to learn evidence-based, best practices to improve teaching and to accelerate student learning outcomes.	\$20,000	California Community Schools Partnership Program	5220	Conference Expense			0.00			Deliver rigorous and relevant, standard-aligned lessons using the OUSD core curriculum along with tiered literacy support across content areas. This includes the implementation EL Education, UFLI foundational skills for K-3.	193-11

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Partnerships with Ball for Life to increase physical activity through positive play to support student engagement. The East Bay Agency for Children (EBAC) provides mental health support for students and staff to promote wellness for rigorous teaching and learning. Mosaic, community-based organization provides access and equity to week-long, outdoor camp for fourth graders to promote student leadership and growth.	\$88,767	California Community Schools Partnership Program	5825	Consultants			0.00			Support health and wellness by offering weekly therapy sessions utilizing mindfulness techniques, breathing and stress reducing activities to promote mental health and well-being to support student success through a continuum of care. This includes targeted strategies for supporting physical growth and development, as well as social-emotional skills.	193-12
Provide attendance case management to reduce chronic absenteeism by identifying barriers and matching evidenced-based practices and interventions to increase instructional learning time and student growth.	\$24,103	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	3521	Attendance Specialist Bil	0.40			Use the School Attendance Review Team (SART) and COST process to match research-based interventions with student needs to increase average daily attendance (ADA) to promote student learning and success.	193-13
This expenditure will provide critical resources and materials to support classroom instruction aligned to the rigorous, standards-aligned, core units of study for English Language Arts and Mathematics to support proficiency. This builds on essential support to promote joyful learning along with academic acceleration and growth.	\$1,897	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			Manage the school to community partnerships by implementing a community schools, whole-child approach along with MTSS to address academic, social-emotional, behavior, as well as health and wellness needs through a continuum of care.	193-14
Art Esteem: Funding will support arts-integrated programming that enhances student engagement, creativity, and academic learning while building confidence and self-expression. The program connects arts to students' cultures and experiences, promoting social-emotional development, equity, and a stronger sense of belonging.	\$10,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Provide enrichment opportunities to support equity and access through Arts integration comprehensive programming. This includes visual art assignments/ projects aligned to the core curriculum to enhance creativity and identity.	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 to support health and wellness needs. Programming provides a seamless transition from the day school to address academics, enrichment and health.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			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 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
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			0.00			Build a relationship - centered, equity-focused school focused on student engagement by creating opportunities to support expanded learning enrichment, social-emotional and learning outcomes.	193-17
Teacher engage in backwards mapping and unit planning aligned to the CCSS/ NGSS to support student achievement. Teachers also serve on key site teams (i.e. Instructional Leadership Team (ILT), Sunshine/ Culture Team, Trauma-Informed Leadership, etc.).	\$15,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Allocate time for teachers to plan rigorous units of study to support equity and access through a robust standards-aligned, instructional program. This includes using a Response to Intervention (RtI) and instructional model to support student achievement and growth.	193-18
Provide funding for additional for office staff to support enrollment confirmation. Support two-way communication with families through weekly communication (i.e. Parent Square, newsletters, etc.), as well as parent teacher visits regarding attendance, academics along with strategies to support at home	\$10,000	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation			0.00			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.	193-19
Provide compensation for additional hours related to extended school activities including Back to School Night, family workshops, professional development and serving on site teams.	\$7,100	LCFF Supplemental	2225	Classified Support Salaries: Overtime			0.00			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.	193-20
This expenditure will provide critical resources and materials to support classroom instruction aligned to the rigorous, standards-aligned, core units of study for English Language Arts and Mathematics to support proficiency. This builds on essential support to promote joyful learning along with academic acceleration and growth.	\$10,000	LCFF Supplemental	4310	School Office Supplies			0.00			In keeping with the theory of action, deliver rigorous instruction that prioritizes higher-order thinking skills, where students carry the cognitive load and engage meaningfully in academic discourse to support deeper learning and student achievement.	193-21

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Foster teachers capacity through consistent professional development to effectively implement foundational literacy skills core and supplemental curriculums (i.e. UFLI, SIPP and EL Education). Provide targeted intervention and differentiated small group instruction to improve reading growth. Plans support for equitable engagement and access for all students.	\$144,451	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11053	TSA 11Mon 12Pay	1.00			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).	193-22
Provide multi-tiered systems of support (MTSS) to increase student achievement. This includes providing attendance case management to reduce chronic absenteeism by identifying barriers and matching evidenced-based practices and interventions to improve instructional learning time. Strengthen a whole-child, community-schools approach by deepening community partnerships, addressing academic, behavioral, health, and wellness needs, and ensuring coordinated support through Coordination of Services Team (COST).	\$114,912	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7809	Program Mgr Community School	0.75			Manage school to community partnership to support academic, social-emotional, as well as health and wellness measures to support multi-tiered systems of support (MTSS) through a continuum of care to support student learning.	193-23
Build teachers capacity through consistent professional development to effectively implement foundational literacy skills core and supplemental curriculums (i.e. UFLI, SIPP and EL Education). Provide targeted intervention and differentiated small group instruction/stations to improve reading growth. Plans support for equitable engagement and access for all students.	\$141,663	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	11057	TSA 10Pay	1.00			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, priority standards and essential learnings to support reading growth.	193-24
This expenditure will provide critical resources and materials to support classroom instruction aligned to the rigorous, standards-aligned, core units of study for English Language Arts and Mathematics to support proficiency. This builds on essential support to promote joyful learning along with academic acceleration and student growth.	\$6,067	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies			0.00			In keeping with the theory of action, deliver rigorous instruction that prioritizes higher-order thinking skills, where students carry the cognitive load and engage meaningfully in academic discourse to support deeper learning and student achievement.	193-25

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Ensure all students have high-quality, diverse and culturally responsive books to support school-wide literacy efforts. Partner with Scholastic to host book fair to build students at-home collection.	\$9,647	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Plan for complex tasks aligned to the instructional core that requires student agency and ownership including applying challenging content and skills using the Read-Think-Talk-Write cycle to support learning.	193-26
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.	\$44,111	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	1784	Early Literacy Reading Tutor	0.80			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.	193-27
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.	\$81,918	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	2004	Teacher Education Enhancement	0.80			Provide student access to support STEM education through NGSS standards-aligned daily instruction and science cycles of inquiry.	193-28
Provide library tech to support school-wide literacy efforts aligned to the district goal of ensuring strong readers.	\$91,290	Measure G, Library Support	2205	Classified Support Salaries	8430	Library Technician	1.00			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.	193-29
Provide rigorous instructional program incorporating Music/ Dance integration to accelerate student learning outcomes. Funding will support a Prep teacher to provide weekly, standards-aligned enrichment opportunities to classes.	\$91,746	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10122	Teacher Education Enhancement	0.80			Implement visual and performing arts (VAPA) curriculum through music, art and dance integration and assignments/ projects to support student achievement and growth.	193-30
This expenditure will provide critical resources and materials to support classroom instruction aligned to the rigorous, standards-aligned, core units of study for English Language Arts and Mathematics to support proficiency. This builds on essential support to support joyful learning along with academic acceleration and student growth.	\$8,000	State Preschool One-Time Funds	4310	School Office Supplies			0.00			In keeping with the theory of action, deliver rigorous instruction that prioritizes higher-order thinking skills, where students carry the cognitive load and engage meaningfully in academic discourse to support deeper learning and student achievement.	193-31

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Books other than Textbooks to support parent engagement and student learning at home. Provide culturally responsive books to support diverse learners in building school-wide literacy. This includes selecting compelling and engaging texts with characters and themes that reflect the diversity of the school community. This includes volunteers and parents serving as readers for our Latinx, African-American and Pacific Islander literature read-ins.	\$500	Title I, Part A Parent & Family Engagement	4200	Books other than Textbooks			0.00		Student Connectedness to School	These high interest books support a school-wide culture and focus on literacy development. It also builds a diverse collection that supports engagement, motivation and increased fluency. It also support two-way communication and active involvement to promote student success through access to rich literature.	193-32
Supplies to support parent engagement. Fund school supplies for parents to support lesson planning, delivery and implementation of a rigorous, standards-aligned curriculum aligned to the priority standards (CCSS/ NGSS) to support the general education classes.	\$500	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		Student Connectedness to School	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 accessible: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and through Arts integration to improve student outcomes.	193-33
Light refreshments for parent workshops and family engagements. 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) meetings.	\$2,620	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Providing food refreshments for parent workshops during the school day and after school has increased parent attendance and participation. This includes school-wide governance meetings (SSC and SELLS) and parent events including Coffee with the Principal convenings.	193-34
Conferences to support parent engagement and leadership.	\$500	Title I, Part A Parent & Family Engagement	5220	Conference Expense			0.00		Student Connectedness to School	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. Provide parents with access to critical convenings and trainings to build capacity. Measure the impact and successful implementation with feedback and evaluation.	193-35

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Science Prep Teacher to provide additional supplemental preps for teachers. 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.	\$20,480	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2004	Teacher Education Enhancement	0.20		i-Ready Reading at or above Mid-Grade	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).	193-36
Newcomer TSA - Fund Elementary Newcomer Teacher Leader - 10 month TSA to serve as an Instructional Teacher Leader (ITL) to support school-wide goals as it relates to implementing differentiated small groups for English Language Learners (ELLs) with a focus on Newcomer language supports.	\$72,648	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11080	TSA 10Pay	0.50		ELL Reclassification	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.	193-37
Extra time for teachers to plan and collaborate. 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.	\$16,472	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		i-Ready Reading at or above Mid-Grade	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.	193-38
Through Book Trust, students will receive monthly book orders from Scholastic to promote reading growth, joy, as well as at-home libraries. This aligns to the District's priorities to ensure strong readers by the third grade. All students will have the opportunity to self-select high interest books to support literacy.	\$12,000	Title I, Part A Schoolwide Program	4200	Books other than Textbooks			0.00		Reading Inventory (RI) Growth of One Year or More	Fund additional books to support language and literacy by building reading proficiency and encouraging students to self-select books to build independent reading, fluency and comprehension skills.	193-39
Supplemental instructional supplies. Provide instructional resources to support the implementation of the District-approved core curriculum in English Language Arts and Math to support teaching and student learning.	\$10,000	Title I, Part A Schoolwide Program	4310	School Office Supplies			0.00		i-Ready Reading at or above Mid-Grade	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.	193-40
Mobile Smart Boards (20) to support lesson planning, delivery and implementation.	\$25,000	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000			0.00		Reading Inventory (RI) Growth of One Year or More	Aligned to the theory of action, teachers deliver rigorous instruction that prioritizes higher-order thinking skills, where students carry the cognitive load and engage meaningfully in academic discourse ("student talk").	193-41





## **REACH Academy Parent and Family Engagement Policy for 2025-26**

**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 21<sup>st</sup> century learning, as well as college and career readiness. Parents are key stakeholders. To this end, we will ensure the following rights:

- REACH Academy will jointly develop a policy 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-wide 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. Food provided when available funding.*

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*
- *Universal extended day (UED) targeted interventions*
- *Volunteering opportunities to support student academic and social-emotional growth*

(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 formal and informal meetings with the Principal or Designee (i.e. SSTs, drop-in, etc.)*
- *through meetings with the student's teacher which may include the Principal and other support staff as appropriate – Attend scheduled parent teacher conferences, listing conference, Back to School Night, etc.*
- *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 TLiteracy, Science, Technology, Engineering and Math Nights, STEM) • Parental access to the Teacher/Parent Resource hub and other tools such as Clever portal, website, parent leadership, etc. – Parents will also have access to technology (i.e. chrome books) to support the enrollment process and through blended and personalized learning platforms if available.*
- *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).*

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, UFLI/ SIPPSS Placement Tests, Dibels, Letter Naming Fluency, Phoneme Segmenting Fluency, Oral Reading, 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 to build strong partnerships 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 using Parent Square. 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 and action to ensure that the parent request is fulfilled.*

**Adoption:**

*This policy was adopted @ REACH Academy on **Friday, August 29, 2025** and will be in effect for a year.*

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

*Date: 08/29/2025*



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

## **School-Parent-Student Compact**

### **REACH Academy**

**2025-2026**

*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 academic year including for literacy, attendance, college and career readiness, health and wellness, core curriculum, as well as purposeful assessments to monitor progress*

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) to ensure equity and access*

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 through the Universal Extended Day (UED), 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. This includes access to our after school program enrichment through the East Bay Agency for Children (EBAC).**
- 2) Teach, model and communicate our school-wide, PBIS expectations for a safe and supportive learning environment - (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 will be encouraged to attend school daily and not discouraged to attend based on ability to purchase. Wearing school colors is permissible .**
- 10) Use technology responsibly. 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.**

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**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 10 hours) - Review guidelines***
- ***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 and log, 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!**

**11) Please bring nutritious foods to support health and wellness - Refrain from bringing sodas, hot chips and excessive sweets to support teaching and learning.**

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

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**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, responsible and kind. This includes adhering to no bullying and harassment policies, as well as not making threats.**

**(4) Follow all safety guidelines and health procedures. Show respect for school property.**

**5) Work with my teacher, parent(s)/guardian(s) in selecting appropriate media platforms. I will use technology responsibly and only visit approved 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 and colors 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.(Phones are available in the office for student use.)**

**11) Accept responsibility for my own actions. I will seek to build positive relationships with my peers 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)***

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**Student Signature**

***This Compact was adopted by REACH Academy on 08/29/2025 and will be active for the SY 2025-26. 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 using Parent Square.***

**Thank you,**

**Principal: *Natasha Flint-Moore***

**Date: August 29, 2025**



# REACH Academy

## School Site Council Membership Roster

**2025-26**

### SSC - Officers

<b>Chairperson:</b>	Damani [REDACTED]
<b>Vice Chairperson:</b>	Yessenia [REDACTED]
<b>Secretary:</b>	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"/>	<b>N/A</b>
Mason Riley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Savannah Gamble	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Kheshawn Wynn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Lourdes Calix	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Damani [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Gloria [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Yessenia [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Norma [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Dominique [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	REACH SSC Meetings are held monthly (4th Thursday) @ 3:15 - 4:15 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members