OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Redwood Heights
                   Elementary School

Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student
                       Achievement (SPSA) for Redwood Heights Elementary School.

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

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

Fiscal Impact   The programs listed below are reported in the Consolidated Application
                       and allocated to school sites through the School Plan for Student
                       Achievement (SPSA):
                       ● Title I, Part A, including Comprehensive Support & Improvement Grant
                       ● Title IV, Parts A and B
                       ● After School Education and Safety (ASES)

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Redwood Heights
                       Elementary School

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

Board Office Use: Legislative File Info.
File ID Number: 22-1701
Introduction Date: 8/24/2022
Enactment Number: 22-1473
Enactment Date: 8-24-2022 CJH

School: **Redwood Heights Elementary School**
CDS Code: 1612596002141
Principal: Cynthia Bagby-Ellison
Date of this revision: 5/18/20

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

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

    Contact: Cynthia Bagby-Ellison   **Position:** Principal
    Address: 4401 39th Avenue   **Telephone:** 510-531-6644
          Oakland, CA 94619   **Email:** cynthia.bagby@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Redwood Heights Elementary School **Site Number:** 148

☐ Title I Schoolwide Program	☐ Additional Targeted Support & Improvement (ATSI)	☐ LCFF Concentration Grant
☐ Title I Targeted Assistance Program	☐ After School Education & Safety Program	☐ 21st Century Community Learning Centers
☐ Comprehensive Support & Improvement (CSI)	☒ Local Control Funding Formula (LCFF) Base Grant	☐ Early Literacy Support Block Grant
☐ Targeted Support & Improvement (TSI)	☒ LCFF Supplemental Grant	

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:
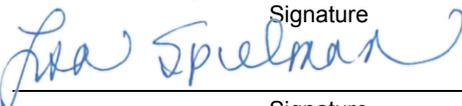
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: **5/18/2022**

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

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

Signatures:

Cynthia Bagby-Ellison	*Cynthia Bagby*	5/20/2022
Principal	Signature	Date
Justin Nero	*Justin Nero*	5/20/2022
SSC Chairperson	Signature	Date
Leroy Gaines	*Leroy Gaines*	5/23/2022
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/23/2022
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Redwood Heights Elementary School   **Site Number:** 148

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/17/2022	SSC	
1/19/2022	Teacher PD	Presented the 22/23 budget
1/19/2022	SSC	Presented and discussed RHS 22/23 budget and OUSD Budgetreductaion presentation
1/20/2022	RHS PTA General Meeting	

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 Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *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.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
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	$101,545.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$22,260.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$79,285.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$0.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$101,545.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$101,545.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Redwood Heights Elementary School	**School ID:** 148

School Description

"A wise person once said that while human potential is universal, opportunity is not." At Redwood Heights School (RHS), we want all learners to be empowered citizens who can flourish within culturally rich, informed, democratic, digitally connected and diverse communities. RHS represents the rich diversity of Oakland and is the perfect setting in which all children can excel. We are an Arts Integration school focused on the following: using Makerspace to learn STEAM concepts; station rotation and blended learning to differentiate instruction, support students to work at their own pace, and allow the teacher to spend more individual time with students; and involving students in analyzing their assessment results, setting goals, monitoring progress, and setting new goals using digital portfolios and personalized learning plans. We believe that personalization can be a powerful vehicle ensuring that EVERY child thrives and excels by using data strategically to design effective learning pathways based on what each child truly needs. We also know that for education to be truly personalized, we must ensure that RHS educators have an awareness of implicit bias and a deep commitment to see the promise of every child.

School Mission and Vision

Our Mission: Redwood Heights School (RHS) will build a learning environment focused on high academic achievement, developing pro-social skills, positive self-definition and student agency. All teachers will use student-centered pedagogies that cultivate innovative and resilient problem solvers prepared for career or college with an entrepreneurial spirit. Our Vision: All RHS students will find joy in their educational experience and be developed as creative, engaged, caring, collaborative, critical thinkers and innovators prepared for college, career and community success in our culturally rich and diverse 21st century communities.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	83%	*not available until Fall 2022*	93%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	68%	*not available until Fall 2022*	79%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	61%	*not available until Fall 2022*	71%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	10.9	n/a	*not available until Fall 2022*	5
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	53%	*not available until Fall 2022*	76%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-9	n/a	*not available until Fall 2022*	2
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	n/a
CAST (Science) at or above Standard	All Students	32%	n/a	*not available until Fall 2022*	50%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-2.8	n/a	*not available until Fall 2022*	15.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	African American Students	-32	n/a	*not available until Fall 2022*	0.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	30%	*not available until Fall 2022*	40%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-36.8	n/a	*not available until Fall 2022*	0.0
SBAC Math Distance from Standard Met *2018-19 baseline*	African American Students	-56.5	n/a	*not available until Fall 2022*	20.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	9%	0%	*not available until Fall 2022*	20%

| LTEL Reclassification | Long-Term English Learners | n/a | n/a | *not available until Fall 2022* | n/a |

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	85%	84%	*not available until Fall 2022*	85%
Out-of-School Suspensions	All Students	0%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	African American Students	0%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	*not available until Fall 2022*	0%
Chronic Absenteeism	All Students	3%	6%	*not available until Fall 2022*	4%
Chronic Absenteeism	African American Students	7%	2%	*not available until Fall 2022*	2%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	100%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	100%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths

LCAP Goal 1: College/Career Readiness	(Overall) 3rd and 5th grade grew in Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) from Distance From Three(DFS) 3.8 to Distance From Three (DFS) 10.8. 3rd grade grew in Smarter Balanced Assessment Consortium (SBAC) Math to +30.5 Distance From Three(DFS), 4th grade grew from -13.4 to +6.4. 3rd grade African American students grew -83.6 to +3.9 Distance From Three(DFS)	Grade level collaboration and instrucitonal alignment in classes with the Units of Study, a shared reading assessment, small group instruction, frequent progress monitoring, a intervention for students below grade level.
LCAP Goal 2: Focal Student Supports	The overall Distance From Standard (DFS) measurement score for African American students has decrease from -56 (2017-2018) to - 30 (2018-2019).3rd grade African American students grew -83.6 to +3.9 Distance From Three(DFS)English Language Arts (ELA). 3rd grade African American students grew -83.6 to +3.9 Distance From Three(DFS)English Language Arts (ELA). The overall Distance From Standard (DFS) measurement score for Latino students has remained the same -26.8(2017-2018) to - 26.3 (2018-2019).	OurTeacher on Special Assignment (TSA) conducts data deiven instruction, collaborates with teachers, plans and instructs our intervention groups. Our Parent Teacher Association (PTA) funds group specialist that support our intervention system. Our African American Male Achievement (AAMA) program meets 3x per week for 50 minute sessions. This program has also made an impact with nurturing relationships and building confidence in our African American males.
LCAP Goal 3: Student/Family Supports	Effective Care of Services Team (Care of Services Team (COST)), frequent Student Success Team (SST), and strong teacher parent engagement.	Weekly Care of Services Team (Care of Services Team (COST)) meetings, Student Success Team (SST) Coordinator, support from district partner at Behavioral Health Unit, clear protocols for referrals and repsonses from Care of Services Team (Care of Services Team (COST)).
LCAP Goal 4: Staff Supports	Consistent and productive Professional Learning Communities (grade level teams meet weekly); Strong culture of collaboration; Distributed teacher leadership	Professional development format wherein teachers share best practices and plan together; Instructional Leadership Team helps plan PD and create teacher supports; Teacher on Special Assignment and is a liaison between administration and teachers.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

LCAP Goal 1: College/Career Readiness	African American 4th grade has dropped to Distance From Three(DFS) -60 from -49 in English Language Arts (ELA), 5th overall drop in Distance From Three(DFS) from +19.1 to-1.8 and African American has dropped to -25.8 Distance From Three(DFS) math. 4th grade dropped to -18.9 Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) Distance From Three (DFS)	Our teaching staff indentified a need for a strong math diagnostic assessment tool. All grade levels need to align assessment and progress monitoring methods.
LCAP Goal 2: Focal Student Supports	African American and Latino Students are scoring significantly lower when compared to overall scores:(MATH:-9.0 Distance From Three(DFS) / English Language Arts (ELA): +10.9 Distance From Three(DFS)). 2018-19 Smarter Balanced Assesment Consortium (SBAC) Math Distance From Three(DFS) for African American students was -56.5/Latino -47.1 in comparison to White students MATH Distance From Three(DFS)+23.5. 2018-19 Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) Distance From Three(DFS) for African American students was -32.0/Latino -26.3 in comparison to White studentsEnglish Language Arts (ELA) Distance From Three (DFS)+55.7.	Our intervention system needs a strong Math component so that we can address the math foundational skills.
LCAP Goal 3: Student/Family Supports	16% of Redwood Heights students are in the At Risk Absence category and 3.6% in the Moderate Chronic Absence category (As of January 2020). According to the California Healthy Kids Survey (CHKS) of Positive Responses by Domain Report, the School Climate has a low % of 69.3% and LCAP Connectedness of 65.7%.	To increase our Satisfactory Attendnence Rate we will continue engage our students leadership and positive school culture. Our staff will also continue to engae and educate parents and academics and Social Emotional Learnnig (SEL) pracitces. To increase the California Healthy Kids Survey (CHKS) percentages we are developing student leadership, implementing schoolwide PBIS incentive programs to connect with and developing student relationships with students and encourage pro-social skills.

LCAP Goal 4: Staff Supports	Needed more intetionality regarding creating school wide SEL goals and implementaion of school-wide student rEnglish Language Arts (ELA)tionship building goals.	Limited Staff Professional Development training regarding PBIS student buiding student relationship strategies and best school-side and class positve climate stsyems/protocols/strategies. Additional release time for teacher plannning for Data Driven Instruction (DDI) is needed.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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 capcity to provide the necessary resources to fully support student achievement and success.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW				
School: Redwood Heights Elementary School		**SPSA Year Reviewed:** 2021-22		
		SPSA Link: <u>2021-22 SPSA</u>		

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.

Our overall goal is to continue to support our students social emotional welfare and address the equity and COVID slide. We have created an intervention/acceleration program facilitated by our teachers on special assignment, and created a student peace keepers and student leadership committees.

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

As a result we implemented Caring School Community, Second Edition, a nationally recognized, evidence-based program that builds classroom and schoolwide community while developing students' social and emotional skills and competencies. Through this program each teacher implemented morning meetngs and afternoon check ins and Buddy Classroom.Teachers also blended our TOOLBOX curriculum to help student with emotional regulation and prosocial skills. To increase positive student empowerment and student agency, we revamped our Redwood Heights Student Leadership program which includes an executive council, class representatives, library club and RHS student journalists and RHS School Jobs. Our Acceleration/intervention program involves weekly small group with teacher data analysis meetings.

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.

The main changes are with our ESSER funded TSA that manages our acceleration/intervention program and supports our teacher professional development. All of the actions mentioned above will help us achieve our goals.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Not applicable; this school did not receive Title I funds in 2021-22.				

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Redwood Heights Elementary School	**School ID:** 148

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

School Priority:	SEL, attendance, suspension, connectedness, PBIS (focus on PBIS most) COST
School Theory of Change:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Explicit teaching of SEL curriculum (Caring School Community, Toolbox, Teach PBIS matrix (including voice levels);	Leadership team continues to discuss positive school culture; Provide professional development and inquiry cycles for all staff for support of SEL curriculum	Students and staff use Toolbox language, decrease in URFs		Tier 1
1-2	Teachers implement culturally responsive practices and will teach developmentally appropriate lessons connected to understanding & preventing racism, appreciating family diversity, and understanding the complexity of gender.	Administration and Culture Committee will work to develop culturally responsive practices and lessons. Principal will ensrue time for PLC planning. Provide staff education related to bias and anti-racism.	PBIS posters displayed in common spaces, PD time dedicated to planning PBIS lessons		Tier 1

1-3	Teach & reinforce RHS school rules -I take care of myself, I take care of others and I take care of the school. Üse restorative practices to facilitate conflict resolution	Administration will provide professional development regarding Restorative Justice and provide restorative tools and resources for student development.	Daily schedules posted; lesson plans PBIS posters displayed in common spaces, PD time dedicated to planning PBIS lessons		Tier 1
1-4	Help all new students and families transition to RHS with buddies, lunch groups, orienting them to the school building, weekly class meetings to help build community.	Plan Kindergarten orientation, buddy classrooms & family engagement activityies.	Calendar, agendas, OUSD Force COST tracker		Tier 1
1-5	Build strong family school engagement.	Conduct a caregiver/family orientation regrding PBIS school systems, protocols and rules, review discipline matrix and school family contract. Family Math and Laguage Arts Nights. Fall & Spring Teacher/Parent Student Confernces.	CHKS Survey & family interviews and focus groups.		Tier 1
1-6	Nurture student empowerment and leadership.	Calendar student elections and provide student leadership workshops.	Calendars, student involvement; student interviews and surveys.		Tier 1
1-7	Implement RHS counceling services to determine student and family need.	Admintration consistently manages Redwood Heights Helping Us Grow Strong Program (HUGS) and Give A Family a HUG Program. OUSD Mental Health Social work interns	Calendar, agendas, OUSD Force COST tracker		Tier 2

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

School Priority:	Mathematics

School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, IABs, SBAC.				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Use Common Core State Standards and Math Practices as well as district-provided Math curriculumn or additional Math curriculum in addition to supplemental materials teachers choose (i.e. Mathematical Mindsets, Math Their Way).	Devote professional development and PLC time to planning math instruction. ILT and whole staff to review math benchmark data. Provide supplementary math materials, including manipulatives and other curricula as needed.	Students scoring at benchmark in district-wide assessments will increase		Tier 1
2-2	Create clear learning targets aligned to Math Common Core State Standards.	Instructional leadership Team will manage the pramming and scheduling of the OUSD/school assessments.	lesson plans and classroom environment.		Tier 1
2-3	Provide math homework that involves families in supporting children and understanding CCSS in math.	Plan for and schedule one parent education event regarding math standards (likely PTA funded).	lesson plans; parent communication		Tier 2
2-4	Special education staff should use Common Core Math Standards to plan instruction in support of math goals for their students.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	Lesson plans		Tier 3

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2-5	Develop strong number sense through heavy use of manipulatives in K classrooms (no TK at this school).	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	Lesson plans		Tier 1
2-6	Use NGSS standards and FOSS curriculum to plan science lessons occuring at least 60 minutes per week in K-2 and 90 minutes per week in grades 3-5.	Devote PLC time to collaboratively planning science. Evidence; CAST, FOSSMap,PD plan. Support teachers in creating weekly schedules that include science. EVIDENCE: CAST, FOSSMap, PD plan	Lesson plans		Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum
School Priority: Literacy
School Theory of Change: If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related Goal(s): All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement core phonics phonemic awareness assessment in kindergarten and strong phonics program K-2 (i.e., SIPPS)	Provide K/1 teachers time to look at strong, unified phonics program that can be implemented with fidelity given the numbers of adults available to support	Lesson plans		Tier 1

3-2	Teachers will provide daily explicit language and literacy instruction grounded in complex text, planning lessons and assigning tasks to ensure that students are reading for purpose, building knowledge of academic langage and content over time, and writing and speaking grounded in evidence from the texts.	Partner with central content leads and/or PD leads to co-plan professional learning for teachers. Support & monitor instruction via learning walks and instructional coavching. Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data and plan for implementation of lessons built around complex text and task.	PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps		Tier 1
3-3	Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading support for grades 1 and 2 and work with TSA to support students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.	Targeted students should be identified within the first month and assigned to Tier 1 and Tier 2 supports. Schedule reading intervention schedule, PTA support in literacy in K classrooms and for 3rd-5th grade students; hire STIP and PTA-funded reading specialist to support struggling readers and English learners.	Lesson plans Agenda observation		Tier 2
3-4	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB data to monitor progress ans adjust instruction	Support understanding and implementation required assessments. Facilitate teacher data conferences Utilize data analysis tools(e.g. iReady MOY)	PD agendas PLC Notes		Tier 1

3-5	As part of implementing culturally responsive strategies, include multicultural literature in classroom libraries, including books written in other languages spoken by our students. Encourage appreciation of diverse literature by inviting parents and community members to participate in read-ins (i.e. African-American, Latinx, Asian/Pacific) organized by the Oakland Education Fund.	Encourage teachers and librarian to select new books both for classrooms and school library reflecting the cultures and languages of the school's students and continue work with Culturally Responsive Instruction. Hold book swap, providing free books for all students and budget for purchase of multicultural books both for classrooms and the library.	PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps		Tier 1
3-6	Teach each group of kindergarten students over the course of the first three days, gathering initial data about pre-literacy skills. Schedule year-long reading support from PTA employee in Kindergarten classrooms and as a pullout in K-2.	Plan balanced beginnings and meet with teachers on 3rd day to make balanced final class lists. Kindergarten orientation event for students to spend 20 minutes in each kindergarten class, draw themselves and write names if possible so we get a sense of literacy readiness	PD agendas PLC Notes		Tier 1
3-7	Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read.	Devote some PD time to teaching strategies for reading complex text (difficult sentence structure, sophistication of content)	PD agendas PLC Notes		Tier 2
3-8	Institute progress monitoring and differentiate reading instruction.	Set up MTSS systems and COST processes to analyze data, determine foal students and monitor Tier 1 and Tier 2/3 instruction and supports. TSA will develp and execute intervention reading program and track focl students.	-Schedules for interventionists; Monitor number of students and progress of students in intervention groups -COST tracker of focal students		Tier 2

	District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**				
School Priority:	Cultivate a collective growth mindset that believes all students can succeed through positive student/teacher relationships, strong instruction & data analysis, teacher collaboration and teacher efficacy.				
School Theory of Change:	If teachers clarify the essential learnings for grade level, establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work then the PLC will have evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.				
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.				
Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will participate in weekly PLCs and share best practices.	Leadership team will create a calendar and cycle inquiry.	PLC calendar, PLC completed documents, PD agenda		Tier 1
4-2	Teachers will regularly participate in all school and OUSD AntiRacist professional development.	Leadership team will create and/or facilitate professional development.	agenda and presentation documents, PD calendar		Tier 1
4-3	Teachers will consustently analyze and monitor progress of at risk students in all grade levels.	Leadership Team will provide professional devlopment on Teir 1/2 services, best pracices, trauma informed practices and building student productive struggle, resiliency and productive struggle.	PLC Notes, prpgress monitoring documents and data		Tier 1
4-4	Teachers will identify 3-5 focal students.	Leadership Team and Principal will conduct data confernces with an emphasis on focal student academic progress.	PLC Notes, prpgress monitoring documents and data		Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))	
School Priority:	**Black students Thriving ● Indicators**

School Theory of Change:	If teachers provide mathematics instruction that includes culturally sustaining strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives …then Black students will have a positive math identity, and become the owners of mathematics. If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students … then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks. If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement.				
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	*Black students and families*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Observations Participate in central PD Reading fluency for AA students Proficiency rates on local and state assessments		Tier 1
5-2	Teachers progress monitor the learning of AA students towards meeting the learning target	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data PD		Tier 2
5-3	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contac t	Ensure teacher conference time are embedded into school calendar, PD time for family engagement is scheduled	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		Tier 2
	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Task of focal AA students Informal or Formal Learning Walk Data PD		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)

School Priority:	English Learner Reclassification:
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) aligned to state standards standards and ELD standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments of student learning.	PLC Notes, prpgress monitoring documents and data		Tier 1

6-2	Teachers will differentiate instruction for English Language Learners and Newcomers and provide embedded ELD supports, based on ELPAC proficiency levels and foster the students' awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students' home cultures).	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	PLC Notes, prpgress monitoring documents and data		Tier 2
6-3	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of students' home language and culture.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans, especially for newcomers.	COST Notes, prpgress monitoring documents and data		Tier 1
6-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	Communication documents, planning agendas		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 148   **School:** Redwood Heights Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	$22,500	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	2225	10-Month Classroom TSA	0.20	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers will identify 3-5 focal students.	148-1
10-Month Teacher on Special Assignment (TSA)	$85,725	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8702	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers will differentiate instruction for English Language Learners and Newcomers and provide embedded ELD supports, based on ELPAC proficiency levels and foster the students' awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students' home cultures).	148-2
10-Month Teacher on Special Assignment (TSA)	$55,164	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2225	10-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Help all new students and families transition to RHS with buddies, lunch groups, orienting them to the school building, weekly class meetings to help build community.	148-3
Certificated Pupil Support Salary	$62,682	Parent Group Donations	1205	Certificated Pupil Support Salaries	9020	Librarian	0.60	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will participate in weekly PLCs and share best practices.	148-4
Community School Manager	$140,447	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	8701	Program Mgr Community School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Leadership team will create and/or facilitate professional development.	148-5
Copier Maintenance	$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB data to monitor progress ans adjust instruction	148-6

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Mental health Interns	$5,003	General Purpose Discretionary	5739	Mental Health Provider		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Explicit teaching of SEL curriculum (Caring School Community, Toolbox, Teach PBIS matrix (including voice levels);	148-7
Prep/Enrichment Teacher	$4,257	General Purpose Discretionary	1105	Certificated Teachers' Salaries	2707	Teacher Education Enhancement	0.03	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	Implement core phonics phonemic awareness assessment in kindergarten and strong phonics program K-2 (i.e., SIPPS)	148-8
Prep/Enrichment Teacher	$24,121	LCFF Supplemental	1105	Certificated Teachers' Salaries	2707	Teacher Education Enhancement	0.17	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers implement culturally responsive practices and will teach developmentally appropriate lessons connected to understanding & preventing racism, appreciating family diversity, and understanding the complexity of gender.	148-9
Suppplies	$8,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading support for grades 1 and 2 and work with TSA to support students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.	148-10

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Redwood Heights ELEMENTARY SCHOOL
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Justin Nero
Vice Chairperson:	Carmen Pearson
Secretary:	Lana Wood

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?)
1. Cynthia Bagby-Ellison	☑	☐	☐	☐	2nd
2. Lynly Gant-Kendricks	☐	☑	☐	☐	2nd
3. Fatima Ashufta	☐	☑	☐	☐	2nd
4. Theresa Sanders	☐	☑	☐	☐	2nd
5. Jennifer Wilson	☐	☐	☑	☐	2nd
6. Leah Waarvik	☐	☐	☐	☑	2nd
7. Justin Nero	☐	☐	☐	☑	2nd
8. Monica Lin	☐	☐	☐	☑	2nd
9. Carmen Pearson	☐	☐	☐	☑	2nd
10. Lana Wood	☐	☐	☐	☑	2nd
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	3rd Wednesdays of the month

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