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Enactment Number	19-1164
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School



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

Legislative File Id. No. 19-1317
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Redwood Heights Elementary School
CDS Code: 1612596002141
Principal: Cynthia Bagby-Ellison
Date of this revision: 5/9/2019

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
Address: 4401 39th Avenue
Oakland, CA 94619

Position: Principal
Telephone: 510-531-6644
Email: cynthia.bagby@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/9/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Redwood Heights Elementary School

Site Number: 148

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

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

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

Date(s) plan was approved: Thursday, 5/9/2019

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

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

Konstellaw

Signatures:

Cynthia Bagby
Principal

Cynthia Bagby
Signature

5/9/2019
Date

Monica Lin
SSC Chairperson

Monica Lin
Signature

5/9/19
Date

Lakesha Martin
Network Superintendent

Lakesha Martin
Signature

5/20/19
Date

[Signature]
Officer, State and Federal Programs

MURDO OTIS
Signature

5/21/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/11/2018	SSC	Developing a plan for strengthening RHS family-school partnerships
3/12/2019	SSC	Site plan review
4/9/2019	SSC	Review updated budget
11/13/2018	SSC	Review strategic goals and data
4/18/2019	PTA	Review strategic goals and budget

2019-2020 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	\$113,508.00

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)	\$44,577.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$69,270.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$18,479.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$132,326.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$132,326.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

ELA: Currently, our teacher PLC's structures are data driven to plan collaborate and monitor student progress. 90% of our teachers have been trained in the Lucy Calkins Reading/Writing Balanced Literacy Instructional Program. 90% of our teachers know how to plan and conduct guided reading groups and curriculum. According to our 2018 ELA IAB scores 63% of our students are near/above. Our AA / Latino scored 40+% below standard. We are working towards ensuring all of our AA/Latino students are academically improving through progress monitoring, data driven instrution and parent engagement.

Root Causes of Strengths

We are seeing gains in student progress because of the the balanced literacy program, data driven instruction and teacher PLC, student small group work and formative assessments.

<p>MATH: Currently, our teacher PLC's structures are data driven to plan collaborate and monitor student progress. 100% of our classrooms are blended learning, have small group instruction and teach with online adaptive Math programs. All teachers math instruction includes number talks. On the Math IABs 80% of our students scored near/above standard. 25% of AA students scored below and 30% of Latino students scored below. 71% of our students are at/above in Numbers and Operations . 31% of the students scored in the below category for Numbers and Algebraic Thinking.</p>	<p>We are seeing gains in student progress because of the data driven instruction and teacher PLC, student small group work and formative assessments.</p>
<p>ELL: Currently Redwood Heights Elementary has 8.8% English Learner students. We provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction.</p>	<p>.</p>
<p>Connectedness: According to the CHKS we scored 73% in the connectedness category.</p>	<p>We are a PBIS school and currently implement best practices from the Caring School community school program. We have added the TOOLBOX curriculum to develop pro-social skills.</p>
<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p>According to The California Dashboard Status and Change Report, our 2017 SBAC ELA scores maintained growth point within 2 points of the the 2016 SBAC results. During the data analysis we discovered that although students overall are making growth academically, the sub groups of African American(AA), Latino (L) and Low Income(LI) students are not achieving the same levels of success as their peers. Our AA students' SBAC score grew +2.8 points/they are currently 80 points below performance level 3. They are in the lowest performance level red. We determined that our action plan of personalized learning, small group instruction, progress monitoring and instructional strategies that more closely align with the State Common Core Standards and 21st learning practices will ensure academic progress. We are continuing to ensure that we use our school resources and provide teacher professional development. We have new teachers that are learning balanced literacy curriculum and pedagogy. This is our first administration with IAB. We need more funding to support teacher collaboration time to plan for our inclusion program. We need more funding to support teacher collaboration time to plan for our inclusion program. A large percentage of AA and Latino students are scoring below standard.</p>	<p>A root cause for this is that we have new teachers that need balanced literacy training and professional development regarding small group/guided reading instruction but because we have opt in OUSD training, we are trying our best to fulfill this gap. Also we are being more intentional using focal students to drive our data analysis and data driven PLCs to plan for instruction through our data driven instruction PLC.</p>

8.8% of are students are ELL -English Language Learners and our reclassification rate 4.3%.	We are continuing to ensure that we use our school resources and provide teacher professional development. We will provide ALL teachers school-wide professional development and on-going coaching on language instruction for English Learners, and use our group speacialist to provide extra support for small group instruction and in-class teacher support.
According to our CA Dashboard Math Assessmeent Report we declined points.	A root cause analysis reveals that we need teacher professional development on best teaching practices and regular small group instruction for math instruction and number sense.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	We will decrease the our suspension rate to 1% or less.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	72.04%	77.00%	85.00%
Suspensions	African-American Students	-2pp	0.00%	1.00%	0.5
Suspensions	Students with Disabilities	-2pp	2.44%	0.44%	0.38
Chronic Absence	African-American Students	-2pp	8.96%	11.60%	11.40%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	SBAC ELA: We will increase students in the AT or ABOVE level 10%. We will decrease the number of students @ NOT MET by 10%.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	3.8	13.8	18.0
ELA SBAC	Students with Disabilities	+20 points DF3	-58.7	-38.7	-32
ELA SBAC	African-American Students	+20 points DF3	-56.6	-36.6	-31

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	SBAC MATH: We will increase students in the AT or ABOVE level 10%. We will decrease the number of students @ NOT MET by 10%.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-6.4	3.6	3.8
Math SBAC	Students with Disabilities	+20 points DF3	-81.9	-61.9	-58.0
Math SBAC	African-American Students	+20 points DF3	-73.6	-53.6	-49.0

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	We will increase the reclassification rate to 10%.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	4.35%	16.00%	4.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	0.00%	0.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	All 3rd - 5th graders will make one year of more growth as measured on the SRI students at or above grade level on the baseline assessment. Students below grade level at the baseline assessment will make at least 1.5 year growth.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	51.17%	72.40%	61.17%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	15.70%	10.70%	8.00%
K at or above Benchmark	All Kindergarten Students	+5pp	61.19%	66.19%	72.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	68.85%	73.85%	78.00%

1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

Redwood Heights Elementary		School: School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)							
18-19 Language & Literacy Priority:		Literacy					
June 2021 Language & Literacy Goal:		SBAC ELA: We will increase students in the AT or ABOVE level 10%. We will decrease the number of students @ NOT MET by 10%. All 2nd - 5th graders will make one year of more growth as measured on the SRI students at or above grade level on the baseline assessment. Students below grade level at the baseline assessmnt will make at least 1.5 year growth.					
Theory of Action for Language & Literacy:		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).					
Student Performance Indicator:		Student Group:		17-18 EOY Target:		17-18 EOY Actual:	
SBAC ELA		African American Males		-96.5		-90	
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.							
We are seeing gains in student progress because of the the balanced literacy program, data driven instruction and teacher PLC, student small group work and formative assessments.							
What evidence do you see that your practices are effective?							
We are seeing gains in student progress because of the the balanced literacy program, data driven instruction and teacher PLC, student small group work and formative assessments.							
What are some possible implications for your 2019-20 SPSA?							
We are continuing to ensure that we use our school resources and provide teacher professional development. We will provide ALL teachers school-wide professional development and on-going coaching on instruction for BAL, Lucy Calkins, and use our group specialist to provide extra support for small group instruction and in-class teacher support.							
18-19 Standards-Based Instruction Priority:		Mathematics					
June 2021 Standards-Based Instruction Goal:		SBAC MATH: We will increase students in the AT or ABOVE level 10%. We will decrease the number of students @ NOT MET by 10%.					

Theory of Action for Standards-Based Instruction:	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 (CEO/Embedded Assessments, SMI, SBAC).		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	Latino Students	-30.2	-26
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We are seeing gains in student progress because of the data driven instruction and teacher PLC, student small group work and formative assessments.			
What evidence do you see that your practices are effective?			
We are seeing preliminary gains in understanding of reading comprehension.			
What are some possible implications for your 2019-20 SPSA?			
We are continuing to ensure that we use our school resources and provide teacher professional development. We will provide ALL teachers school-wide professional development and on-going coaching on instruction for math, and use our group specialist to provide extra support for small group instruction and in-class teacher support.			
18-19 Conditions for Student & Adult Learning Priority:	Social-Emotional Learning		
June 2021 Conditions for Student & Adult Learning Goal:	We will decrease the our suspension rate to 1% or less.		
Theory of Action for Conditions for Student & Adult Learning:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Suspension Rate	African American Students	2.9%	1.00%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We are implementing TOOLBOX and are continuing with AAMA>			
What evidence do you see that your practices are effective?			

Our AA students have absentee rate is declining.			
What are some possible implications for your 2019-20 SPSA?			
We are continuing to ensure that we use our school resources and provide teacher professional development to ubderstabd best practices for teacher/student relationship building. We will provide ALL teachers school-wide professional development and on-going coaching on language instruction for AA students and use our group speacialist to provide extra support for small group instruction and in-class teacher support.			
18-19 Conditions for English Language Learners Priority:		Reclassification	
June 2021 Conditions for English Language Learners Goal:		We will increase the reclassification rate to 10%.	
Theory of Action for Conditions for English Language Learners:		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.	
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	2.5%	6.00%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We are implementing the balanced literacy program, data driven instruction and teacher PLC, student small group work and formative assessments.			
What evidence do you see that your practices are effective?			
So far this year we have reclassified 3 students.			
What are some possible implications for your 2019-20 SPSA?			
The implications are that we are continuing to ensure that we use our school resources and provide teacher professional development. We will provide ALL teachers school-wide professional development and on-going coaching on language instruction for English Learners, and use our group speacialist to provide extra support for small group instruction and in-class teacher support.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
NA			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Redwood Heights Elementary School

School ID: 148

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Social-Emotional Learning		
School Theory of Action:	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 School Goal(s):	We will decrease the our suspension rate to 1% or less.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T1: Teachers implement Caring School Community curriculum on a daily basis through morning circles, check-in meetings, and closing circles. Teachers implement research-based mindfulness curriculum on a daily basis to supplement adopted SEL curriculum and meet diverse social/emotional needs of students.	L1: Site Leadership, COST Team and PBIS Team will observe and strengthen staff knowledge of SEL state standards, instructional strategies and instructional tools to utilize in order to meet the social/emotional needs of all students.	We will decrease the number of URFs by 30%. We will also begin monitoring the number of students needing RJ, grade levels, and categories of supported utilized by RJ support team.

1-2	<p>T2: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level state-standards, and specific strategies to support academic and social emotional learning.</p>	<p>L2: Site Leadership, COST and PBIS team will allocate time for strategic teacher-parent engagement and facilitate two family engagement workshops focused on parenting and SEL competencies particularly as they affect student academic success.</p>	<p>COST Tracker, PBIS 2-5 Student Survey, and SRSS data. CHKS Parent Survey data will determine the need of parents. African American Male Achievement (AAMA) will provide 1 professional development training with our teachers.</p>
1-3	<p>T3: Teachers engage families in a variety of ways around student achievement, grade level state-standards and specific strategies to support academic and social emotional learning</p>	<p>L3: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community Anti- Bullying program will be included in the parent handbook and website and at Back to school night.</p>	<p>100% participation for Fall and Spring Parent-Teacher Conferences. Require families signature an anti bullying school policy at the start of the year. Families will attend an SEL parent Ed night about RHS SEL programs: Restorative Justice, Caring School Community, Toolbox and anti-bullying program.</p>
1-4	<p>T4: Teachers engage families in transitioning of students and families from TK or Kindergarten.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops specifically.</p>	<p>Increased attendance for all students. Increased participation of families in school-wide structures (SSC, SELLS) and attendance at school-wide events (Back to School Night, Parent Family Education Nights).</p>
1-5	<p>T5: COST and 5th grade teachers will create a system of transition between school systems (5th grade to middle school) for EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities focusing on Social and Emotional supports.</p>	<p>L5: Principal and Leadership team will meet monthly focusing on the students in our subgroups: EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities.</p>	<p>We will plan a middle school education family ed night with information about OUSD middle schools.</p>

1-6		<p>4-2: The SSC will collaborate with the PTA and other organized family groups to disseminate key information about student learning expectations and outcomes in ELA and math, and current school initiatives to support student learning.</p> <p>4-3: In collaboration with teachers, the principal, and organized family groups, the school will host academic and social-emotional learning workshops, as well as small group meetings, so parents/caregivers have tools and resources they need to support student success.</p>	
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics		
School Theory of Action:	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 state-standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC.		
Related School Goal(s):	SBAC MATH: We will increase students in the AT or ABOVE level 10%. We will decrease the number of students @ NOT MET by 10%.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

2-1	<p>T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state-standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.</p>	<p>L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of state-standards aligned task and assessments of student learning</p>	<p>Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.</p>
2-2	<p>T2: Teachers differentiate instruction for all low performing, EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities , based on evidence, regardless of current level of achievement</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Teachers will choose focus students from sub-groups and identify benchmark data that will be monitored throughout the year. Students will be engaged in workshop/small group 5 days per week</p>
2-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L3: 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</p>	<p>Teachers will have a cross grade level Caring School Community SEL buddy class and will have a monthly session with this class. We will align SEL goals to the Kindness & Toolbox curriculum. The PBIS team will monitor ongoing needs of the school and identify goals for school as they arise.</p>
2-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level state-standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>Committed Parent Engagement Times: Kindergarten Orientation/New Family Meet and Greet, Fall Back to School Night, Literacy and Math Parent Ed. Nights which will include information about online programs, Science Engineering Extravaganza, and Open House. In addition, teachers will meet with 100% of parents for Fall conferences and Spring Conferences.</p>

2-5	<p>T5: Teachers collaborate to review state-standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>Teachers will have a weekly 90 min. Grade Level Professional Learning Community meeting to collaborate around state-standards based curriculum and assessments. and monthly 90 min Professional Development. in 6 week cycles aligned to content areas with a year long theme of academic language and discourse.</p>
2-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. 4-10: The school administration and SSC will work with OUSD to conduct meetings/discussions on implicit bias and the linkages to student learning challenges and the existing achievement gap at RHS</p>	<p>Teachers will have weekly 90 min. Grade Level Professional Learning Community meetings in 6 week cycles aligned to content areas with a year long theme of academic conversation & language: CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others. Plan will be created and will be monitored by the ILT team at bi-monthly ILT meetings.</p>
2-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p>	<p>Grade level and instructional plans for the year will be developed by June of 2019. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.</p>
2-8	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students</p>	<p>Teachers will conduct goal conferences with each student and will meet with students regularly to guide and monitor progress in all content areas. Kindergarten teachers will meet with incoming Kindergarten students at the Kindergarten Family Info presentation. We will host TK school tours with neighborhood preschools. These opportunities will give K teachers an opportunity to assess students, and provide an additional opportunity for parents to provide more information about their child's learning strengths and growth areas.</p>

2-9	T9: Focused PD for teachers on meeting the differentiated needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	L9: Principal and Leadership team will develop a cycle of instruction and PD around meeting the specific intervention needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities , and newcomers.	Teachers will be trained in math workshop practices and assessment tools which support specific interventions in Number Sense, and CGI supports for problem solving.
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District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Literacy		
School Theory of Action:	If teachers develop a deep understanding of the common core state 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 School Goal(s):	SBAC ELA: We will increase students in the AT or ABOVE level 10%. We will decrease the number of students @ NOT MET by 10%. All 3rd - 5th graders will make one year of more growth as measured on the SRI students at or above grade level on the baseline assessment. Students below grade level at the baseline assessmnt will make at least 1.5 year growth.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	T2: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state-standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of state-standards aligned task and assessments of student learning	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.

3-1	T2: Teachers implement complex tasks and extended learning opportunities (e.g. high DOK, language objectives, after school program named TECHBRIDGE for 4th grade girls, online academic programs) aligned to common rigorous academic state-standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of state-standards aligned task and assessments of student learning	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.
3-2	T2: Teachers differentiate instruction for AA students, Latino students, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose focal students from AA and Latino groups and identify benchmark data that will be monitored throughout the year.
3-2	T2: Teachers differentiate instruction for EL and newcomer students based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose EL and newcomer students from sub. groups and identify benchmark data that will be monitored throughout the year.
3-2	T2: Teachers differentiate instruction for all GATE students regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose focal students that are performing above grade level and identify benchmark data that will be monitored throughout the year.
3-2	T2: Teachers differentiate instruction for all low performing based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose focal students from sub. groups and identify benchmark data that will be monitored throughout the year.

3-2	T2: Teachers differentiate instruction for all economically disadvantaged students regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose students that are economically disadvantaged and identify supports to ensure that students meet benchmarks. Data that will be monitored throughout the year.
3-2	T2: Teachers differentiate instruction for students with disabilities and based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose students that are economically disadvantaged and identify supports to ensure that students meet benchmarks. Data that will be monitored throughout the year
3-3	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	L3: 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	Teachers will have a cross grade level Caring School Community SEL buddy class and will have a monthly session with this class. We will align SEL goals to the Kindness & Toolbox curriculum. The PBIS team will monitor ongoing needs of the school and identify goals for school as they arise.
3-2	T2: Teachers differentiate instruction for all homeless and foster students based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose focal students from sub. groups and identify benchmark data that will be monitored throughout the year.
3-4	T4: Teachers engage families in a variety of ways around student achievement, grade level state-standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Committed Parent Engagement Times: Kindergarten Orientation/New Family Meet and Greet, Fall Back to School Night, Literacy and math Parent Ed. Nights which will include information about online programs, Science Engineering Extravaganza, and Open House. In addition, teachers will meet with 100% of parents for Fall conferences and Spring Conferences.

3-5	<p>T5: Teachers collaborate to review state-standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>Teachers will have a weekly 90 min. Grade Level Professional Learning Community meeting to collaborate around state-standards based curriculum and assessments. and monthly 90 min Professional Development. in 6 week cycles aligned to content areas with a year long theme of academic language and discourse.</p>
3-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. 4-10: The school administration and SSC will work with OUSD to conduct meetings/discussions on implicit bias and the linkages to student learning challenges and the existing achievement gap at RHS</p>	<p>Teachers will have weekly 90 min. Grade Level Professional Learning Community meetings in 6 week cycles aligned to content areas with a year long theme of academic conversation & language. Plan will be created in June of 2018 and will be monitored by the ILT team at bi-monthly ILT meetings.</p>
3-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p>	<p>Grade level and instructional plans for the year will be developed by June of 2018. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.</p>

3-8	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students. The school administration will continue to promote the establishment of parent subcommittees to SSC and/or other organized family groups, especially for LCFF target groups (i.e., African American families, Latino families), with the intentions to improve shared decision-making at RHS.</p>	<p>Teachers will conduct goal conferences with each student and will meet with students regularly to guide and monitor progress in all content areas. Kindergarten teachers will meet with ncoming Kindergarten students at the Kindergarten Family Info presentation. We will host TK schook tours with neighborhood preschools. These opportunities will give K teachers an opportunity to assess students, and provide an additional opportunity for parents to provide more information about their child's learning strengths and growth areas.</p>
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS			
School Priority ("Big Rock"):	Equity		
School Theory of Action:	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 School Goal(s):	We will increase the reclassification rate to 10%.		
Students to be Served by these Practices	English Language Learners		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

4-1	<p>T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state-standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers will create formative assessments. In classroom all classroom will implement Balanced Literacy Workshops Academic Discussion tools/scaffolds.</p>	<p>L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of state-standards aligned task and assessments of student learning</p>	<p>Monthly learning walks to collect data and evidence of instruction.</p>
4-2	<p>T2: Teachers differentiate instruction for all students, including English Language Learners students based on evidence, regardless of current level of achievement Teacher will implement small group instructional strategies including personalized student plans and small math and reading groups. Teacher will provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction. The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.</p>	<p>Monthly learning walks, six- week planning</p>
4-3	<p>Teachers will use the OUSD Snapshot to create beginning of the year EL student goals</p>		
4-4			

4-5	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level state-standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>School Leadership and School Site Council will create new/kindergarten family engagement activities and presentations & Parent Education programs for Reclassification, Balanced Literacy, Math, Blended Learning and Personalized Learning, Science, makerspace and Arts Integration. The school administration will continue to promote the establishment of parent subcommittees to SSC and/or other organized family groups, especially for LCFF target groups (i.e., African American families, Latino families), with the intentions to improve shared decision-making at RHS.</p>
4-6	<p>T1: All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners</p>	<p>L1: ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation. ILT Professional Development planing, PLC and PD time, aligning resources for outside trainers as needed</p>	<p>Teachers are consistently providing small group instruction for English Language Learners.</p>
4-7	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Evidence of scaffolds for English Language Learners including sentence frames, posted vocabulary, academic supports, and oral language structural supports.</p>
4-8	<p>T3: Teachers will be trained in GLAD and EL strategies to support any potential Newcomers. ELD Coach will be giving PD to instructional staff on newcomer supports.</p>	<p>L3: Principal, Leadership Team, and ELD Coach will develop instructional support and family outreach structures to work with our EL families and specifically our newcomer families.</p>	<p>TSA Literacy Coach will lead outreach to newcomer families to help support instruction and behavioral supports. Beginning of the year and mid year Family Engagement/Education Meeting with EL Families to discuss reclassification and set student goals.</p>

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 148

School: Redwood Heights Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$5,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		L3: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community Anti-Bullying program will be included in the parent handbook and website and at Back to school night.	148-1
\$200.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Overall support for academic and social-emotional practices	148-2
\$1,500.00	General Purpose Discretionary	Subs for Release Days	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		L3: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community Anti-Bullying program will be included in the parent handbook and website and at Back to school night.	148-3
\$9,500.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	148-4
\$2,000.00	General Purpose Discretionary	Teacher extra time	Goal 3: Students are reading at or above grade level.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		L3: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community Anti-Bullying program will be included in the parent handbook and website and at Back to school night.	148-5

\$2,500.00	General Purpose Discretionary	Contract for Grant Writing	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		<p>4-2: The SSC will collaborate with the PTA and other organized family groups to disseminate key information about student learning expectations and outcomes in ELA and math, and current school initiatives to support student learning.</p> <p>4-3: In collaboration with teachers, the principal, and organized family groups, the school will host academic and social-emotional learning workshops, as well as small group meetings, so parents/caregivers have tools and resources they need to support student success.</p>	148-6
\$10,459.00	General Purpose Discretionary	EEIP (PE)	Goal 6: Parents and families are engaged in school activities.	1105	Certificated Teachers' Salaries	2707	Teacher Education Enhancement	0.15	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	148-7
\$2,475.00	General Purpose Discretionary	Technology Licenses	Goal 5: Students are engaged in school every day.	5846	Licensing Agreements		n/a		T2: Teachers differentiate instruction for all low performing, EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, based on evidence, regardless of current level of achievement	148-8

\$10,586.00	General Purpose Discretionary	AAMA	Goal 3: Students are reading at or above grade level.	5733	Manhood Development Program, AAMA Facilitator		n/a		L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students. The school administration will continue to promote the establishment of parent subcommittees to SSC and/or other organized family groups, especially for LCFF target groups (i.e., African American families, Latino families), with the intentions to improve shared decision-making at RHS.	148-9
\$12,489.00	LCFF Supplemental	AAMA	Goal 1: Graduates are college and career ready.	5733	Manhood Development Program, AAMA Facilitator		n/a		L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students. The school administration will continue to promote the establishment of parent subcommittees to SSC and/or other organized family groups, especially for LCFF target groups (i.e., African American families, Latino families), with the intentions to improve shared decision-making at RHS.	148-10
\$18,000.00	LCFF Supplemental	Mental Health Intern	Goal 5: Students are engaged in school every day.	5739	Mental Health Provider		n/a		L3: 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	148-11

\$38,657.00	LCFF Supplemental	TSA .4	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	2225	10-Month Classroom TSA	0.40	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of state-standards aligned task and assessments of student learning	148-12
\$142.00	LCFF Supplemental	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		T2: Teachers differentiate instruction for all students, including English Language Learners students based on evidence, regardless of current level of achievement Teacher will implement small group instructional strategies including personalized student plans and small math and reading groups. Teacher will provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction. The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.	148-13



2018-2019

School Site Council Membership Roster – Elementary

School Name: Redwood Heights

Chairperson : Monica Lin
Vice Chairperson: Dara Goosby
Secretary: Asha Mehta

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Fatima Ashufta		X		
Colleen Boston		X		
Lynly Kendricks		X		
Carmen Pearson				X
Asha Mehta				X
Safia Omar				X
Dara Goosby				X
Monica Lin				X
Margaret Moulding			X	
Cynthia Bagby	X			

Meeting Schedule (day/month/time)	Second Tuesday of the month @ 5:15pm - 6:30pm
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SSC Legal Requirements: (Ed. Code 52852)

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;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff

AND

5-Parent /Community