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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - RISE
 Community School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for RISE Community School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for RISE
 Community School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: RISE Community School
CDS Code: 1612590110262
Principal: Samantha Keller
Date of this revision: 5/19/2021

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

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

Contact: Samantha Keller

Position: Principal

Address: 8521 A Street
Oakland, CA 94621

Telephone: 510-729-7732

Email: samantha.keller@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: RISE Community School

Site Number: 192

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

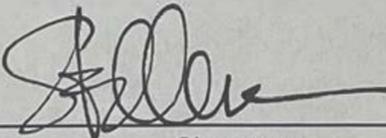
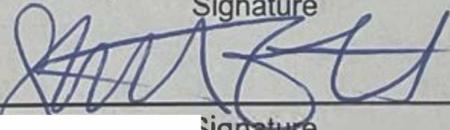
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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 and 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: 5/19/2021

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, media announcements, etc.)

Signatures:

<u>Samantha Keller</u> Principal	 Signature	<u>5/25/2021</u> Date
<u>Stephanie Kott</u> SSC Chairperson	 Signature	<u>5/25/2021</u> Date
<u>Monica Thomas</u> Network Superintendent	 Signature	<u>June 18, 2021</u> Date
<u>Lisa Spielman</u> Director, Strategic Resource Planning	 Signature	<u>6/21/21</u> Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** RISE Community School**Site Number:** 192

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/19/2021	Instructional Leadership Team	Trends of strength/concern, brainstorm root causes
4/26/2021	Instructional Leadership Team	Summarize root causes, identify high leverage opportunities
5/3/2021	Instructional Leadership Team	Strategies and actions, identify areas of unmet needs
5/5/2021	Faculty	ILT presented goals, staff identified what we need to accomplish the goals
5/6/2021	ILT	Finished strategies and actions
5/19/2021	SSC & SELLS	Site Plan presentation and apporval

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$77,900.00
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	\$457,025.00

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)	\$71,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$12,180.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,900.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$170,000.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$30,000.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,750.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	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)	\$55,000.00	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:	\$77,900.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$379,125.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$457,025.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: RISE Community School

School ID: 192

School Description

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

School Mission and Vision

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

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<p>Reading Inventory - 16% of 5th graders reading at/above grade level, +13% higher than 3rd & 4th</p> <p>i-Ready Diagnostic - 23% of students at Tier 1 (reading)</p> <p>i-Ready Usage - 1st grade met goal 84%, 4th and 5th increased use by 40%, K, 2 and 3 increase by 10%</p> <p>Letter ID - 46% meeting in September, +26% higher than NHA, NHA +40% more growth</p> <p>SIPPS Mastery Goals - 53% in 2nd meeting goals</p> <p>Standards Mastery - (Literature): -14% decrease in below compared to IAB last year</p> <p>IABs 2019: -39% in below of information texts compared to literature. +18% decrease than NHA</p>	<p>Data and Progress Monitoring: Use of SIPPS mastery test trackers as well as time for analysis helped some teachers set goals, track progress, and make adjustments to their groups to support all students.</p> <p>Curriculum: Curriculum is strong in providing complex text with rich vocabulary, supporting collaboration and academic discussion, eliciting student talk and promoting higher level thinking.</p> <p>Professional Development: More time in professional learning spaces to analyze data was helpful to see students progress.</p> <p>Systems: Using tutors to provide supplemental instruction was more effective than asking tutors to provide primary instruction.</p>
<i>Focal Student Supports</i>	<p>40% of RFEP students scored proficient on i-Ready Standards Mastery (reading)</p> <p>67% of 5th grade RFEP students scored proficient on i-Ready Standards Mastery (reading)</p>	<p>Systems: Providing support to our newcomer students to help them reclassify within 6 years, focus on language and designated ELD has also supported reclassification.</p>
<i>Student/Family Supports</i>	<p>Increase in school climate from 61.9% to 82.4% on CHKS</p> <p>Increase in connectedness from 64.7% to 74.4% on CHKS</p>	<p>Systems: Intentional focus on aligning clear and consistent schoolwide expectations for behavior</p>

<i>Staff Supports</i>	Professional Development aligned to staff needs Professional Learning Communities aligned to data and dedicated to collaboration Daily implementation of SIPPS with fidelity, access to complex text, text-dependent questions, and evidence-based writing	Professional Development: Provided training, support, and coaching around pilot of EL Ed curriculum. Provided training support, and coaching around refining SIPPS instruction
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Reading Inventory: From 2018-2021 fewer than 25% of 3rd-5th were proficient SIPPS mastery goals: 29% in K, 25% in 1st meeting goals. i-ready needs analysis-phonics: 77% of 1st-4th are in red/yellow tier i-ready needs analysis-vocabulary: 83% of 1st-5th in red/yellow tier Standards Mastery Informational: +41% in below compared to IABs last year. i-Ready Standards Mastery: <u>3rd grade</u> - 63% of students at beginning (reading) and 65% at beginning (math) <u>4th grade</u> - 92% of students at beginning (reading) and 68% at beginning (math) <u>5th grade</u> - 47% of students at beginning (reading) and 94% at beginning (math)	Data Analysis and Progress Monitoring: We are not regularly collecting, analyzing, and using formative data on sight words, decoding, phonemic awareness, fluency, and comprehension to adjust and improve our instruction. Instruction: 1. Lessons do not always build on each other and clearly support the end of unit/module task. Lessons are not always aligned to targets, tasks, and standards. 2. Instruction did not always shift after PD or data analysis. Because PD did not provide the necessary information, modeling, materials, and/or time for teachers to absorb the information and implement it. Also because teachers didn't debrief about data with a coach/think partner and/or receive consistent and clear feedback. Curriculum: The lessons are dense and take more time than what is written. Ease of finding and using recommended scaffolds and providing explicit instruction in vocabulary, language structures, metacognition, comprehension strategies and skills requires teacher planning. Therefore, teachers tend to over-scaffold (i.e. do all the heavy lifting) or provide too little support (students are not equitably engaged) Professional Development: 1. Teachers received little PD in higher level questioning, vocabulary, academic discussion, language structures, phonemic awareness or letter naming. 2. All teachers do not fully understand the purpose and arc of reading instruction and the progression of skills that build strong readers.
<i>Focal Student Supports</i>	57% of newcomer students at beginning on i-Ready reading and 30% of newcomer students at beginning on i-Ready math 31% of students with disabilities scored at beginning on i-Ready reading and 25% of students with disabilities score at beginning on i-Ready math	Designated ELD systems and instruction: Clear expectations, structures, and lesson design for designated ELD is not understood or implemented by all staff members.
<i>Student/Family Supports</i>	32.5% moderate-chronic severe absence	Lack of / inconsistent structures for implementing tiered supports

<p><i>Staff Supports</i></p>	<p>PLC alignment: 3/6 grade level teams within 2-3 lessons of each other</p> <p>Assessment completion: Mid-year reading 13% (24 NHA students did not take), 18% (17 RISE students did not take) Math mid year 20% 36 students at NHA, 25% (23 students did not take)</p>	<p>Staff CHKS Survey: 62% of staff new from previous year, new and inexperienced principal who was unable to develop school culture</p> <p>PLC alignment: some PLCs work together more than others, half of the teams had an extra PLC (50 mins) a week supported by a coach, PD focus was different in the grade spans (K-2; 3-5), K-2 teams tracked and set goals (consistent return to monitoring of goals and data)</p> <p>Assessment completion: The assessment calendar was not well planned out from the beginning of the year to allow time between tests. This led to some resistance to some standardized assessments partly because teachers wanted to preserve instructional time. Additionally, we did not schedule adequate time to analyze and identify next steps. Therefore some teachers did not feel a sense of efficacy about standardized assessment data. Low efficacy may also be due to implicit bias leading to low expectations. Additionally, because we did not make time to backwards map from the assessment, identify focal standards, and regularly analyze formative assessments, some teachers did not see connections to the curriculum and felt that the assessments were not representative of their students abilities. This is also because these assessments are part of an inequitable system that is inherently biased. Because of this some teachers do not support giving these types of assessments that are therefore not fair to our students.</p>
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1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: All students will continuously grow toward meeting or exceeding standards, as demonstrated by an increase in the number of Kinder, 1st, and 2nd grade students reading at or above benchmark and a decrease in distance from standard for SBAC ELA and Math.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	75%	90.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	75.0%	90%

Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	75.0%	90
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-99.4 (Spring 2019)	n/a	-80.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	10pp
Grades 3–5 at or above Mid-Grade (i-Ready)	All Students	tbd	tbd	55.0%	80.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-80.0
IAB Math Above Standard	All Students	n/a	2.7%	50.0%	80.0%
CAST (Science) at or above Standard	All Students	n/a	4.3% (Spring 2019)	n/a	50.0%

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

School Goal for May 2024: All English Language Learners and African-American students will demonstrated exceledated growth resulting in a decrease in distance from standard for the ELA and Math SBAC.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-167.7 (Spring 2019)	n/a	tbd
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-123.3 (Spring 2019)	n/a	tbd
Grades 3–5 at or above Mid-Grade (i-Ready)	Students with Disabilities	tbd	tbd	50%	75.0%
Grades 3–5 at or above Mid-Grade (i-Ready)	English Learners	tbd	tbd	60.0%	75.0%

Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	51.6%	tbd	tbd
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-152.1 (Spring 2019)	n/a	tbd
SBAC Math Distance from Standard Met	English Learners	+20 points DF3	-118.4 (Spring 2019)	n/a	tbd
IAB Math Above Standard	Students with Disabilities	n/a	4.3%	tbd	tbd
IAB Math Above Standard	tbd	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	8.9%	n/a	tbd
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	50.0%	n/a	tbd

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

School Goal for May 2024:	Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness and decreased chronic absence.
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Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	64.7%	n/a	tbd
Suspensions	All Students	-2pp	0.4%	n/a	tbd
Suspensions	African-American Students	-2pp	0.0%	n/a	tbd
Suspensions	Students with Disabilities	-2pp	3.0%	n/a	tbd
Chronic Absence	All Students	-2pp	20.4%	n/a	tbd
Chronic Absence	African-American Students	-2pp	33.3%	n/a	tbd
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024:		All staff will provide high quality, optimal service to our students, families.			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	n/a	66% (Fall 2020)	n/a	tbd

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

Funding is distributed equally.

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.

School: RISE Community School		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		Chronic Absence	
Theory of Change:	If we create a positive culture focused on clear schoolwide expectations, then we will see a decrease in referrals and suspensions, and school attendance will improve.		
Related School Goal:	All students build relationships to feel connected and engaged in learning.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Teachers complete COST forms for students requiring additional support, develop Tier 2 and Tier 3 plans in collaboration with the COST team, communicate with families weekly.			
What evidence do you see that your practices are effective?			
Currently at 52.4% satisfactory attendance compared to 42.5% this time last year; 76.5% satisfactory attendance for TK, more than twice the satisfactory attendance rate for TK over the past five years			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
None			
20-21 Standards-Based Instruction Priority:		Strong Tier I standards-based instruction with small group differentiation	
Theory of Change:	If we provide targeted small group and standards-aligned whole class instruction based on formative assessment data, then we can increase student learning to meet grade-level standards.		
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Teachers include small group instruction in daily schedules, provide daily small group math and ELA instruction based on student data, use data (i-Ready, RI, curriculum-embedded assessments, and foundational skills assessments) to create student groups.			
What evidence do you see that your practices are effective?			
5th grade students reading at/above grade level on midyear Reading Inventory up 5.5% from last year (10.3 --> 15.8%), 63.3% of kinders scoring early, mid-above grade level on i-Ready Diagnostic			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Monitor student progress using small group trackers, target instruction based on data			

20-21 Language & Literacy Priority: Complex Text and Text-Based Writing	
Theory of Change:	If we provide standards-based reading and writing instruction aligned to the common core state standards, and daily access to complex text and text-based writing, then students will demonstrate increasing proficiency on assessments such as the SRI, Interim Assessments, Unit Assessments, and SBAC ELA.
Related School Goal:	All students will continuously grow towards meeting or exceeding standards in English Language Arts.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have expanded our implementation of EL Education ELA from 3-5 to K-5. As part of this implementation, students read or are exposed to complex text daily, engage in academic discussions, respond to text dependent questions, and use textual evidence to support claims. Teachers receive professional development and observation and feedback aligned to our theory of change. Teachers meet weekly in PLCs to collaboratively develop standards-based lesson plans.	
What evidence do you see that your practices are effective?	
5th grade students reading at/above grade level on midyear Reading Inventory up 5.5% from last year (10.3 --> 15.8%)	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
None	
20-21 Conditions for Adult Professional Learning Priority: Data Driven Professional Learning Communities	
Theory of Change:	If we develop rituals, protocols, and expectations for adult professional learning, teachers will engage in data driven professional learning communities focused on teaching and student learning.
Related School Goal:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers engage in weekly PLCs to analyze student data and develop data driven unit and lesson plans. Teacher leaders/ILT collaboratively develop PLC norms, goals, and agendas.	
What evidence do you see that your practices are effective?	
All teachers participate in both site-based and central PD, Professional Development aligned to school need and personal interest	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Continue strengthening protocols and expectations for PLCs	

20-21 Conditions for English Language Learners Priority:		Reclassification
Theory of Change:	If we provide targeted designated and integrated ELD instruction, then all students will steadily increase their English proficiency so that they will reclassify by their fifth year at RISE.	
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Teachers deliver Integrated ELD instruction using Language Dives and Sentence Unpacking.		
What evidence do you see that your practices are effective?		
All teachers deliver Language Dives embedded in EL Education		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
None		
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET		
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?		
No, there were no departures.		

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: RISE Community School

School ID: 192

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"): PBIS Implementation and Restorative Practices

School Theory of Change: If we strengthen adult capacity to foster positive relationships and create a safe learning community then, students, families, and community members will feel welcome, safe, and connected to one another, their classroom, and the school.

Related Goal(s): All students build relationships and receive necessary supports in order to feel connected and engaged in learning.

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?
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1-1	<p>School wide proactive steps: All adults teach and model school wide expectations and routines for every target area</p> <p>Use consistent language to remind, re-direct, and recognize positive behaviors to all students</p> <p>Participate in and promote the school wide incentive system (scholar dollars/scholar dollar raffle/assemblies)</p> <p>All adults will hold high expectations for both students' academic and behavioral success</p>	<p>School wide proactive steps: Leaders will facilitate monthly culture and climate team meetings. (2x monthly funding permitted)</p> <p>Culture and climate team will develop/revise behavioral lesson plans for each area</p> <p>Lead school wide PBIS lesson rotations at the beginning of the year and as needed</p> <p>Lead school wide assemblies</p> <p>Support all adults to ensure ongoing teaching, modeling, and consistent language. Use checklists and observation data to provide feedback to all staff in order to build shared understandings across the school</p> <p>Provide training in implicit bias and anti-racism</p>	<p>Students know school wide rules</p> <p>Tiered Fidelity Inventory (TFI) data</p> <p>Calendar allocates time for teaching PBIS lessons</p> <p>Improved attendance</p>		Tier 1
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<p>1-2</p>	<p>Classroom proactive steps: Build relationships and set up a welcoming culturally responsive environment</p> <p>Explicitly teach rules/expectations</p> <p>Practice transitions and teach calming techniques</p> <p>Hold at least weekly class circles</p> <p>Use positive language and rewards to recognize positive behaviors</p>	<p>Classroom proactive steps: Provide professional development restorative & culturally responsive practices that is integrated with academics</p> <p>Provide 1:1 as needed support in restorative practices on tier 1 goals. Including peer observation, co-teaching, modeling</p> <p>Observe and provide feedback on focal PBIS tier 1 implementation goals</p>	<p>Tiered fidelity inventory</p> <p>CHKS survey</p> <p>Improved attendance</p> <p>Fewer classroom referrals</p>		<p>Tier 1</p>
<p>1-3</p>	<p>Classroom interventions: Use logical and agreed upon consequences and restorative conversations to repair harm caused by behaviors</p> <p>Use multiple strategies to redirect inappropriate behaviors</p> <p>Use a trauma informed approach to help students de-escalate and re-regulate</p>	<p>Classroom interventions: With culture and climate team develop consistent school wide language and practices to repair harm through collaborative effort that encourages personal responsibility</p> <p>Provide professional development in restorative practices, trauma, and de-escalation</p>	<p>TFI</p> <p>CHKS survey</p> <p>improved attendance</p> <p>fewer classroom referrals</p>		<p>Tier 1</p>

1-4	<p>School wide interventions: Follow school wide referral system for office managed behaviors</p> <p>Follow COST procedures to refer students not responding to interventions</p>	<p>School wide interventions: Develop and clearly communicate process for out of classroom interventions</p> <p>Provide out of classroom support for office managed behaviors and communicate results and next steps</p> <p>Hold weekly COST team meetings to identify, support tier 2 and 3 students on an individual basis, and intervene when there are barriers to students success</p>	<p>COST meeting notes</p> <p>process in place for office referrals</p> <p>lower suspensions</p> <p>systems in place to support students needing tier 2 & 3 interventions</p> <p>trackers show our tier 2 & 3 interventions are working</p>		Tier 1
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Unpacking standards and backwards design
School Theory of Change:	If we improve in ensuring targets, tasks, instruction, and standards are aligned, then students will improve in meeting grade level standards as measured by grade level assessments.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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<p>2-1</p>	<p>Data Analysis: Set growth goals for individual students and monitor progress using trackers required for the grade level</p> <p>Regularly collect and analyze benchmark & progress monitoring data</p> <p>Use data to inform instruction</p>	<p>Data Analysis: Develop and share an assessment and collaboration calendar that specifies due dates and times for analysis</p> <p>Develop and monitor trackers to see progress towards goals and intervene as needed</p> <p>Provide PLC time for data analysis</p> <p>Meet with teams or 1:1 data conferences after benchmark data collection</p>	<p>on-time assessment completion</p> <p>completed trackers</p> <p>data conference & PLC notes</p> <p>student growth on all tracked measures</p>		<p>Tier 1</p>
<p>2-2</p>	<p>Standards & Instruction: Identify and unpack focal standards and how they are assessed</p> <p>Backwards plan modules to ensure alignment with focal standards</p> <p>Pace unit appropriately to leverage key lessons</p>	<p>Standards & Instruction: Provide extended PLC time with coach support to backwards plan modules and units</p>	<p>module and unit plans identify focal standards and specific skills</p> <p>pacing is aligned across grade level teams</p> <p>PLC/PD agendas include backwards planning</p>		<p>Tier 1</p>

<p>2-3</p>	<p>Standards & Instruction: Teach EL lessons with integrity.</p> <p>Identify where and how to enhance lessons to meet the demands of the standards and to adjust for students needs.</p>	<p>Standards & Instruction: Provide weekly PLC time to plan EL lessons.</p> <p>Observation and feedback on alignment between, focal standards, lesson objectives, interaction with text, and tasks</p> <p>Provide time for peer observations</p>	<p>improvement on focal EL indicators during learning walks: advance planning (1A), citing evidence (3A, 3B), and checks for understanding (2B)</p>		<p>Tier 1</p>
<p>2-4</p>	<p>Systems: Teach at least 2 differentiated small group lessons based on student need during school wide differentiated block</p>	<p>Systems: Maintain staggered differentiated block so that support staff (TSA & early literacy tutors) can provide tier 2 support and to allow grade level teams to group students based on need</p> <p>Ensure tutors and intervention teachers are trained and supported. Monitor tier 2 interventions.</p>	<p>time is allocated and TSAs & tutors are able to provide support during that time</p> <p>tier 2 supports work to improve student achievement</p>		<p>Tier 1</p>

2-5	<p>Foundational Skills: Deliver systematic, explicit foundational skills instruction in the areas of letters, phonemic awareness, phonics, sight words, and fluency using SIPPS, Heggerty, HWT with fidelity</p> <p>Follow SIPPS pacing based on student goals so that students below grade level grow by 1.5 years</p>	<p>Foundational Skills: Provide foundational PD series on the arc of reading instruction</p> <p>Develop a professional learning scope and sequence that ensures teachers are trained on all the programs they will be using</p> <p>Provide regular, timely, relevant, and constructive feedback from observations</p>	<p>improvement in students meeting SIPPS targets</p> <p>fewer students in grades 3-5 who still need decoding</p> <p>95% of K and 1st grade students will receive grade level phonics and be at grade level by the end of the year</p>		Tier 1
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District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Integrated ELD through Academic Discussion in All Content Areas				
School Theory of Change:	If we improve on eliciting student thinking and supporting academic discussion, then student participation, use of academic vocabulary, content knowledge, and reading comprehension will improve so that more students are able to justify their thinking using evidence through speaking and writing.				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.</i>				
#	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	<p>Academic Discussion: Ask higher level questions that require students to explain their thinking</p> <p>Use TPTs, conversation cues, and protocols to increase participation and equity of voice</p>	<p>Academic Discussion: Professional learning focused on academic discussion</p> <p>Provide time in PLCs to plan questions, anticipate student responses and strategically plan protocols</p> <p>Observe and provide feedback</p>	<p>improvement on focal EL indicators during learning walks: advance planning (1A), citing evidence (3A, 3B), and checks for understanding (2B)</p> <p>increased student participation</p> <p>evidence of explanation and elaboration in oral language & writing</p>		Tier 1
3-2	<p>Vocabulary: Identify and explicitly teach tier 2 vocabulary</p> <p>Use Module, ALL block and 3Ls word play strategies to support word acquisition and to teach students strategies to determine meanings of unknown words</p>	<p>Vocabulary Professional learning cycle focused on vocabulary including: tiers, explicit instruction, and word play</p> <p>Provide PLC time for teachers to identify key vocabulary and develop a plan for teaching. key words.</p> <p>Observe and provide feedback</p>	<p>students using academic vocabulary in oral language and written responses</p> <p>fewer students needing vocabulary on i-ready diagnostic</p>		Tier 1
3-3	<p>Integration: Integrate across ELA and ELD lessons using designated ELD strategies that connect to ELA content</p> <p>When possible integrate with content areas, PE, art and all specialist teachers</p>	<p>Integration: Provide access to high quality complex texts and curriculum that is connected to content</p> <p>Provide structures to support collaboration with specialist teachers</p>	<p>Designated ELD is connected to ELA curriculum</p> <p>Art, garden, PE, or dance teachers reflect topics addressed in class during at least one cycle per grade level</p>		Tier 1

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

School Priority ("Big Rock"):	Data Driven Professional Learning Communities
School Theory of Change:	If we follow a cycle of inquiry that allows time to plan, implement, and reflect on student learning then we will improve our instruction in priority areas.

Related Goal(s):		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	<p>Cycle of Inquiry: Put new learning into practice by following the plan, implement, reflect cycle</p>	<p>Cycle of inquiry: Develop an assessment and collaboration calendar that allows for at least 3 week intervals on the same topic</p> <p>Clearly communicate assessment windows/deadlines and specific days for data analysis</p> <p>Include dedicated planning time to identify focal standards, set goals, backwards plan, plan lessons, and analyze data</p> <p>Model a cycle of inquiry with ILT to plan site priorities and professional learning</p>	Assessment and collaboration calendar is shared and can be explained by any member of the staff		Tier 1

4-2	<p>PLCs: Collaboratively develop agendas, norms, routines, and protocols that support planning and data analysis</p> <p>Plan lessons and come to an aligned pacing</p> <p>Bring agreed upon artifacts and evidence of student learning</p>	<p>PLCs: Dedicated time in master schedule for at least 2 PLCs a week</p> <p>Coaches support ILT leaders to plan and facilitate grade level PLCs</p> <p>Leaders and coaches support, co-facilitate, and provide feedback to ILT and PLC teams</p>	<p>PLC schedule, prep schedule, PLCs follow common protocols, PLCs become more consistent in their approach, principal observations of PLCs, improvement on team learning rubrics, improvement on staff connectedness</p> <p>CHKSs survey indicators, teams regularly look at various types of data during meetings, PLC time is focused on instruction and student learning, teachers instruction is aligned</p>		Tier 1
4-3	<p>Systems: Understand and regularly check communication streams</p>	<p>Systems: Develop clear systems for communicating and holding important information</p> <p>Provide a welcome packet and training for new teachers on how to access all relevant information and materials</p> <p>Set up pairs with new teachers and more experienced ones</p>	<p>any staff member is able to communicate important information that has been shared</p>		Tier 1
4-4	<p>Systems: Pick up, label, store, and develop a check out system for all instructional materials. Inventory materials at the end of the year</p>	<p>Systems: Ensure sufficient materials for all classroom teachers</p> <p>Create and monitor materials inventory</p>	<p>teachers have access to needed materials</p>		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Designated ELD
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School Theory of Change:		If we provide targeted ELD instruction in language structures that are integrated with complex texts, then a higher percentage of students will reclassify within 6 years.			
Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	<p>Systems: Provide 30 minutes of designated ELD that addresses ELD standards</p> <p>Newcomer teacher leader provides differentiated ELD instruction for newcomer students</p>	<p>Systems: Ensure time in instructional schedules for ELD instruction that is led by teachers</p> <p>Ensure newcomer teacher leader's time is spent working with newcomers</p>	teacher schedules		Tier 2
5-2	<p>Designated ELD: Provide explicit instruction on language structures required for ELA content using key strategies including: language dives, sentence patterning charts, etc.</p>	<p>Designated ELD: Professional learning focused on ELD standards and lessons that teach language structures</p>	improvement on EL ed focal indicators unpack, re-pack, and practice, students using language in speaking and writing		Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 192

School: RISE Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies to support the academic program	\$7,180	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Systems: Ensure sufficient materials for all classroom teachers Create and monitor materials inventory	192-1
Copy machine maintenance to support the academic program	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Systems: Ensure sufficient materials for all classroom teachers Create and monitor materials inventory	192-2
Classified OT to support site operations	\$2,000	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/scholar dollar raffle/assemblies) All adults will hold high expectations for both students' academic and behavioral success	192-3
Increase EEIP to 1.0 to provide additional teacher prep time	\$74,668	LCFF Supplemental	1105	Certificated Teachers' Salaries	0076	Teacher Education Enhancement	0.55	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Standards & Instruction: Provide extended PLC time with coach support to backwards plan modules and units	192-4
EEIP to provide additional teacher prep time	\$72,000	LCFF Supplemental	1105	Certificated Teachers' Salaries	8416	Teacher Education Enhancement	0.60	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	PLCs: Dedicated time in master schedule for at least 2 PLCs a week Coaches support ILT leaders to plan and facilitate grade level PLCs Leaders and coaches support, co-facilitate, and provide feedback to ILT and PLC teams	192-5
Additional student supports and supervision	\$9,053	LCFF Supplemental	2905	Other Classified Salaries	3095	Noon Supervisor	0.30	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/scholar dollar raffle/assemblies) All adults will hold high expectations for both students' academic and behavioral success	192-6
CSM to align and coordinate services in support of students and families	\$13,737	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7798	Program Mgr Community School	0.10	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/scholar dollar raffle/assemblies) All adults will hold high expectations for both students' academic and behavioral success	192-7
To be allocated in Fall 2021.	\$542	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	
Academic Mentor to support the academic program	\$15,000	LCFF Concentration	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Foundational Skills: Deliver systematic, explicit foundational skills instruction in the areas of letters, phonemic awareness, phonics, sight words, and fluency using SIPPS, Heggerty, HWT with fidelity Follow SIPPS pacing based on student goals so that students below grade level grow by 1.5 years	192-9

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 192

School: RISE Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended Contracts	\$15,000	LCFF Concentration	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Standards & Instruction: Provide extended PLC time with coach support to backwards plan modules and units	192-10
TSA to support the academic program	\$71,250	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4253	11-Month Classroom TSA	0.60	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Data Analysis: Set growth goals for individual students and monitor progress using trackers required for the grade level Regularly collect and analyze benchmark & progress monitoring data Use data to inform instruction	192-11
To be allocated in Fall 2021	\$0	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	192-12
Translation services to support the academic program	\$1,000	Title I: Parent Participation	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Classroom proactive steps: Build relationships and set up a welcoming culturally responsive environment Explicitly teach rules/expectations Practice transitions and teach calming techniques Hold at least weekly class circles Use positive language and rewards to recognize positive behaviors	192-13
Provide parent workshops	\$900	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Classroom proactive steps: Build relationships and set up a welcoming culturally responsive environment Explicitly teach rules/expectations Practice transitions and teach calming techniques Hold at least weekly class circles Use positive language and rewards to recognize positive behaviors	192-14
Library Tech to provide library services	\$30,000	Measure G: Library	2205	Classified Support Salaries	7468	Library Technician	0.40	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Integration: Provide access to high quality complex texts and curriculum that is connected to content Provide structures to support collaboration with specialist teachers	192-15
Purchase additional library furniture to support student literacy	\$25,000	Measure G: Library	4432	Furniture < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Systems: Ensure sufficient materials for all classroom teachers Create and monitor materials inventory	192-16
EBAC after school program that provides enrichment and academic activities	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/scholar dollar raffle/assemblies) All adults will hold high expectations for both students' academic and behavioral success	192-17
Mental Health contract with Lincoln	\$4,750	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	School wide interventions: Follow school wide referral system for office managed behaviors Follow COST procedures to refer students not responding to interventions	192-18



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact NHA/Rise Elementary School 2020-2021

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

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

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

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

*All teachers will utilize the district adopted **Common Core** curriculum and implement effective instructional strategies that will ensure that all students are successful in their grade level. All teachers will teach towards the grade level standards and provide differentiated instruction so that all students have equal access to actively participating in the classroom.*

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

During the conference, the teacher will discuss the individual child's academic and social achievement. Parents and/or teachers can request additional conferences based upon student needs.

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

Formal report cards are provided (3) times during the academic school year. Each parent will receive a progress report prior to the end of the 1st report card period. On other occasions, teachers keep parents informed about their child's progress either by one-on-one meetings, phone calls, texts and/ or written notes.

4) Provide parents reasonable access to staff.

Teachers are available to speak with parents either before school, after school or by appointment. Teachers may, but are not required to provide an email address and/or personal phone number to parents.

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

Parents are encouraged to volunteer, participate and observe in the classroom. Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for an extended period of time. Parents must sign-in in the main office before entering the classroom as part of the education code.

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

Parents receive newsletters and other academic resources to support students' academic progress outside of school. In addition, parents receive information regarding software programs students can access at home. School provides information about workshops, events, and family nights that support understanding of resources and programs, school communicates with parents and families via School Messenger robocalls, emails and text messages about resources and materials for students, school posts information about our school programs and resources on our school Website, parents receive information during parent conferences and meetings.

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

Staff understands the importance of including parent and family members through regular participation in Professional Development, Staff Meetings and/or Coaching.

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

At NHA/Rise Elementary School all materials that are distributed relating to school and parent programs, meetings, and all other activities are translated into Spanish, Chinese, Vietnamese and other languages so that ALL families are able to access the information. All materials are distributed in a variety of ways:

hard/paper copies, email distribution, phone calls and text messages through our School Messenger Connect Service.

Teacher Responsibilities

We, as teachers at NHA/Rise Elementary School, will support student's learning in the following ways:

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

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Sign in at the main office for ALL school visits;*
- *Follow ALL NHA/Rise Elementary School rules to ensure safety for all community members;*
- *Bring my child to school on time;*
- *Attend school meetings (e.g. PTO, SSC, Title I, etc.);*
- *Make sure my child does his/her homework;*
- *Read/listen to ALL school-wide communications (e.g. school calendars, monthly newsletters, "robo" calls, texts, etc.)*
- *Check my child's homework everyday;*
- *Keep in touch with the teacher;*
- *Talk to my child at home about school;*
- *Make sure my child eats well;*
- *Pick-up my child from school on time;*
- *Limit "non-educational" computer screen time*
- *Check and clean my child's backpack regularly and,*
- *Work to keep other parents informed about important school-wide important events by helping to create a better communication system between classroom-school-home (for example, becoming a room parent; creating and participating in the phone tree)*

Parent Signature _____

Student Responsibilities

We, as students at NHA/Rise Elementary School, will share the responsibility to improve our academic achievement and meet the State of California's academic standards. We will:

- *Get to school on time every day.*
- *Follow all NHA/Rise rules and norms;*
- *Respect my school, classmates, staff, community members, and family at all times;*
- *Do my homework every day;*
- *Ask for help when I need it;*
- *Read for at least 15 minutes every day, outside of school (Kindergarten, 1st and 2nd grade students)*

- *Read for at least 20 minutes every day, outside of school (3rd, 4th and 5th grade students)*

Student Name _____

This Compact was adopted by the (SSC Establishment Meeting at NHA/RISE Elementary School) on Wednesday, September 9, 2020, and will be in effect for the period of 2020-21 academic school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2020.

Signature of Principals

Clara J Roberts. Samantha Keller

Wednesday, September 9, 2020



Title I, Part A School Parent and Family Engagement Policy

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

New Highland Academy and RISE Community School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- **Hosting SSC and other parent meeting**

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

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

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

- Translation provided at all meetings, information sent home translated

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

- Providing translation services and/or other accommodations as needed

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

- Conducting formal and informal surveys of parents/guardians

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by the New Highland Academy and RISE Community School Site Council on September 9, 2020 and will be in effect for the period of August 9, 2020 through May 27, 2021.

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

Samantha Keller
Name of Principal

Samantha Keller
Signature of Principal

Clara J. Roberts
Name of Principal

Clara J Roberts
Signature of Principal

Date: September 9, 2020

Please attach the School-Parent Compact to this document.



Strategic Resource Planning (SRP)

RISE COMMUNITY SCHOOL
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Stephanie Kott
Vice Chairperson:	Terrilynn van Rossum
Secretary:	Alondra Lua

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
Stephanie Kott	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terrilynn van Rossum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eve Delfin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Samantha Keller	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alondra Lua	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ismael Campos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maria Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Keylin Lazo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: (Day/Month/Time)	2nd Wednesdays @ 5:30pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members