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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) - Redwood Heights Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Redwood Heights Elementary School
CDS Code: 1612596002141
Principal: Cynthia Bagby-Ellison
Date of this revision: 5/11/2021

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: Cynthia Bagby-Ellison

Position: Principal

Address: 4401 39th Avenue
Oakland, CA 94619

Telephone: 510-531-6644

Email: cynthia.bagby@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/11/2021

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: 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"/> 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: 5/11/2021

Date(s) plan was approved: _____

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:

<p><u>Cynthia Bagby</u> <small>Principal</small></p> <p><u>Justin Nero</u> <small>SSC Chairperson</small></p> <p><u>LaResha Martin</u> <small>Network Superintendent</small></p> <p><u>Lisa Spielman</u> <small>Director, Strategic Resource Planning</small></p>	<p><u><i>Cynthia Bagby</i></u> <small>Signature</small></p> <p><u><i>J Nero</i></u> <small>Signature</small></p> <p><u><i>LaResha Martin</i></u> <small>Signature</small></p> <p><u><i>Lisa Spielman</i></u> <small>Signature</small></p>	<p><u>KONSTELLA</u> <u>6/27/21</u> <small>Date</small></p> <p><u>6/27/21</u> <small>Date</small></p> <p><u>6/10/21</u> <small>Date</small></p> <p><u>6/21/21</u> <small>Date</small></p>
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2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/8/2020	SSC / SELLS	Review of the RHS SPSA (School Plan for Student Achievement)
1/12/2021	SSC	SPSA Small group discussion: Equitable engagement of parents around academics and student learning School climate and culture as related to equity and implicit bias:
2/9/2021	SSC	SPSA Small group discussion: Name change discussion./Given the challenges of being in a pandemic, a hybrid teaching model, limited in-person space for community building, what do you think our RHS parents need to be engaged and informed?
3/10/2021	RHS PD	Data review for needs assessment and determination of best intervention strategies.

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	\$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	\$103,920.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$22,320.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$81,600.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$103,920.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$103,920.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

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

1A: ABOUT THE SCHOOL

School: Redwood Heights Elementary School

School ID: 148

School Description

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

School Mission and Vision

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

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	(Overall) 3rd and 5th grade grew in Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) from Distance From Three(DFS) 3.8 to Distance From Three (DFS) 10.8. 3rd grade grew in Smarter Balanced Assessment Consortium (SBAC) Math to +30.5 Distance From Three(DFS), 4th grade grew from -13.4 to +6.4. 3rd grade African American students grew -83.6 to +3.9 Distance From Three(DFS)	Grade level collaboration and instructional alignment in classes with the Units of Study, a shared reading assessment, small group instruction, frequent progress monitoring, a intervention for students below grade level.

<i>Focal Student Supports</i>	The overall Distance From Standard (DFS) measurement score for African American students has decrease from -56 (2017-2018) to - 30 (2018-2019).3rd grade African American students grew -83.6 to +3.9 Distance From Three(DFS)English Language Arts (ELA). 3rd grade African American students grew -83.6 to +3.9 Distance From Three(DFS)English Language Arts (ELA). The overall Distance From Standard (DFS) measurement score for Latino students has remained the same -26.8(2017-2018) to - 26.3 (2018-2019).	OurTeacher on Special Assignment (TSA) conducts data deiven instruction, collaborates with teachers, plans and instructs our intervention groups. Our Parent Teacher Association (PTA) funds group specialist that support our intervention system. Our African American Male Achievement (AAMA) program meets 3x per week for 50 minute sessions. This program has also made an impact with nurturing relationships and building confidence in our African American males.
<i>Student/Family Supports</i>	Effective Care of Services Team (Care of Services Team (COST)), frequent Student Success Team (SST), and strong teacher parent engagement.	Weekly Care of Services Team (Care of Services Team (COST)) meetings, Student Success Team (SST) Coordinator, support from district partner at Behavioral Health Unit, clear protocols for referrals and repsonses from Care of Services Team (Care of Services Team (COST)).
<i>Staff Supports</i>	Consistent and productive Professional Learning Communities (grade level teams meet weekly); Strong culture of collaboration; Distributed teacher leadership	Professional development format wherein teachers share best practices and plan together; Instructional Leadership Team helps plan PD and create teacher supports; Teacher on Special Assignment and is a liaison between administration and teachers.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	African American 4th grade has dropped to Distance From Three(DFS) -60 from -49 in English Language Arts (ELA), 5th overall drop in Distance From Three(DFS) from +19.1 to-1.8 and African American has dropped to -25.8 Distance From Three(DFS) math. 4th grade dropped to -18.9 Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) Distance From Three (DFS)	Our teaching staff indentified a need for a strong math diagnostic assessment tool. All grade levels need to align assessment and progress monitoring methods.

<i>Focal Student Supports</i>	African American and Latino Students are scoring significantly lower when compared to overall scores:(MATH:-9.0 Distance From Three(DFS) / English Language Arts (ELA): +10.9 Distance From Three(DFS)). 2018-19 Smarter Balanced Assessment Consortium (SBAC) Math Distance From Three(DFS) for African American students was -56.5/Latino -47.1 in comparison to White students MATH Distance From Three(DFS)+23.5. 2018-19 Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) Distance From Three(DFS) for African American students was -32.0/Latino -26.3 in comparison to White studentsEnglish Language Arts (ELA) Distance From Three (DFS)+55.7.	Our intervention system needs a strong Math component so that we can address the math foundational skills.
<i>Student/Family Supports</i>	16% of Redwood Heights students are in the At Risk Absence category and 3.6% in the Moderate Chronic Absence category (As of January 2020). According to the California Healthy Kids Survey (CHKS) of Positive Responses by Domain Report, the School Climate has a low % of 69.3% and LCAP Connectedness of 65.7%.	To increase our Satisfactory Attendance Rate we will continue engage our students leadership and positive school culture. Our staff will also continue to engage and educate parents and academics and Social Emotional Learning (SEL) practices. To increase the California Healthy Kids Survey (CHKS) percentages we are developing student leadership, implementing schoolwide PBIS incentive programs to connect with and developing student relationships with students and encourage pro-social skills.
<i>Staff Supports</i>	Needed more intentionality regarding creating school wide SEL goals and implementation of school-wide student English Language Arts (ELA) relationship building goals.	Limited Staff Professional Development training regarding PBIS student building student relationship strategies and best school-side and class positive climate systems/protocols/strategies. Additional release time for teacher planning for Data Driven Instruction (DDI) is needed.

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.					
School Goal for May 2024:		By May 2024, 90% of students will be reading at or above grade level.			
<i>Instructional Focus Goal: All students experience success in the early years.</i>					
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	90.0%	90.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	90.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	90.0%
<i>Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
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	10.9 (Spring 2019)	n/a	na
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	na
IAB ELA at or above Standard	All Students	n/a	n/a	na	na
<i>Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
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	n/a
IAB Math Above Standard	All Students	n/a	28.2%	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	31.6% (Spring 2019)	n/a	na

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

School Goal for May 2024: Target students will make one year's growth plus an additional half year's growth in English Language Arts (ELA) and Math on district summative assessments.

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	-2.8 (Spring 2019)	-22.0	na
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-32 (Spring 2019)	-21.0	na
IAB ELA at or above Standard	Students with Disabilities	n/a	n/a	na	na
IAB ELA at or above Standard	African-American Students	tbd	n/a	na	na
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	18.2%	Coming soon	tbd

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	-36.8 (Spring 2019)	n/a	na
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-56.5 (Spring 2019)	n/a	na
IAB Math Above Standard	Students with Disabilities	n/a	16.7%	na	na
IAB Math Above Standard	African-American Students	n/a	11.8%	na	na

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%	17.2%	n/a	tbd
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	tbd

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

School Goal for May 2024: 85% of students and families will report feeling welcome, safe, healthy, and engaged at Redwood Heights, as measured by CHKS. Suspensions will stay below 1%. Chronic absenteeism will stay below 10%.

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	65.7%	75.0%	78%
Suspensions	All Students	-2pp	0.0%	0.0%%	0.0%%
Suspensions	African-American Students	-2pp	0.0%	0.0%%	0.0%%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%%
Chronic Absence	All Students	-2pp	3.3%	10.1%	8.00%
Chronic Absence	African-American Students	-2pp	7.1%	9.0%	8.0%
UCP Complaints	All Students	n/a	n/a	Coming soon	Coming soon

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

School Goal for May 2024: All staff will receive high quality professional learning through regular Wednesday professional development and weekly PLC time.

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]	Coming soon	Coming soon
Teacher Retention	All Teachers	n/a	83.5% (Fall 2020)	Coming soon	Coming soon

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Sustainable school improvement and transformation is dependent on significant shifts and alignment in policy and practices at all levels of the educational system including school, network, district and state levels. Therefore, funding based on data-driven, identified school needs to support multi-tiered systems of support (MTSS) is critical for academic acceleration and student achievement. These inequities which manifest in staffing (new teachers at site comparatively); capacity to support professional development; resources to build parent community ties; tutoring and technical supports to improve the instruction program directly impact equity, access and accountability indicators and measures. Shrinking budgets and reduced school pupil and per pupil funding continue to reduce the site capacity to provide the necessary resources to fully support student achievement and success.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

Redwood Heights Elementary	
School: 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:	SEL, attendance, suspension, connectedness, PBIS (focus on PBIS most) COST
Theory of Change:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related School Goal:	By May 2021 we will reduce our suspension rate by 1%.
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.	
Our school priority is to increase our 5th Grade California Healthy Kids Survey percent of Positive Responses Report. We focused on School Climate, LCAP Connectedness, Safety & Bullying. As a result we implemented Caring School Community, Second Edition, a nationally recognized, evidence-based program that builds classroom and schoolwide community while developing students' social and emotional skills and competencies. Through this program each teacher implemented morning meetings and afternoon check ins and Buddy Classroom. Teachers also blended our TOOLBOX curriculum to help student with emotional regulation and prosocial skills. To increase positive student empowerment and student agency, we revamped our Redwood Heights Student Leadership program which includes an executive council, class representatives, library club and RHS student journalists and RHS School Jobs.	
What evidence do you see that your practices are effective?	
To date, our universal referral forms rates have decreased during recess and from the classroom.	
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.	
As a staff, we continue to talk about race, gender, sexuality and learning differences as a staff as we build inclusive attitudes and increase skill level in supporting students.	
20-21 Standards-Based Instruction Priority:	
Mathematics	
Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, IABs, SBAC).
Related School Goal:	SBAC MATH: By May 2021, we will increase students in the AT or ABOVE Level 10%. We will decrease the number of students @ NOT MET by 10%.
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 did not make any changes to staffing or activities after our SPSA for 2020-21 had been approved. Overall, we implement a math workshop/blended learning, that includes OUSD approved curriculum, Math Expressions and online program STMATH. We are implementing targeted supports for struggling students and paying attention to our African-American students and kids with disabilities in particular.

What evidence do you see that your practices are effective?

Our end of unit assessments will be our evidence.

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.

As a staff, we continue to talk about race, gender, sexuality and learning differences as a staff as we build inclusive attitudes and increase skill level in supporting students.

20-21 Language & Literacy Priority: Literacy

Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
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Related School Goal:	SBAC ELA: By May 2021, we will increase students in the AT or ABOVE Level 10%. We will decrease the number of students @ NOT MET by 10%.
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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 did not make any changes to staffing or activities after our SPSA for 2019-20 had been approved. Overall, we implement a reading/writing workshop, leveled reading curriculum named Lucy Calkins. Our priority strategies are small group instruction and formative assessment. We are implementing targeted supports for struggling students and paying attention to our African-American students and kids with disabilities in particular.

What evidence do you see that your practices are effective?

We don't yet have midyear reading data to demonstrate growth.

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.

As a staff, we continue to talk about race, gender, sexuality and learning differences as a staff as we build inclusive attitudes and increase skill level in supporting students.

20-21 Conditions for Adult Professional Learning Priority: Professional Learning Communities(PLC)

Theory of Change:	If teachers clarify the essential learnings for grade level, establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work then the PLC will have evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.
Related 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.	
tbd	
What evidence do you see that your practices are effective?	
tbd	
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.	
tbd	
20-21 Conditions for English Language Learners Priority:	
English Learner Reclassification	
Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal:	May 2021, we will increase our reclassification rate by 10%.
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 been providing regular designated ELL instruction on Zoom and use lots of visuals in class to support English learners. Not all students offered the opportunity to receive designated English instruction choose to participate.	
What evidence do you see that your practices are effective?	
Conversational English skills are developing well, and most students are making good academic progress.	
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.	
No changes planned at this time. We are making plans to dedicate PD to strategies for supporting ELLs.	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

tbd

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

School: Redwood Heights Elementary School

School ID: 148

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):

SEL, attendance, suspension, connectedness, PBIS (focus on PBIS most) COST

School Theory of Change:

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related Goal(s):

All students build relationships 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?
1-1	Teach PBIS matrix (including voice levels); use restorative practices to facilitate conflict resolution; reinforce schoolwide expectations with continuing students; consider new way to acknowledge positive behavior.	Leadership team continues to discuss positive school culture; Principal to provide restorative questions & conversation starters to staff & review training	Low numbers of URFs and suspensions		Tier 1
1-2	Teachers implement culturally responsive practices and teach lessons which explicitly teach respect for all cultures and the value of cultural diversity respect for all cultures, implement culturally responsive practices	Administration will work to develop culturally responsive practices and lessons to explicitly teach respect for all cultures and the value of cultural diversity with Culture Committee	Shared lesson plans, observation data and celebrations of culture		Tier 1

1-3	Teach & reinforce our RHS school rules, I take care of myself, I take care of others and I take care of the school, using Caring School Community curriculum	Parent workshops on issues relating to equity (pending PTA funding), New leadership team to consider how mantra & words of the month are to be taught in class and what kinds of assemblies will best support positive school culture	CHKS data, leadership team meeting notes		Tier 1
1-4	Help all new students transition to RHS with buddies, lunch groups, orienting them to the school building, weekly class meetings to help build community. Connect interested families new to RHS with buddies.	Kindergarten orientation, buddy families supported by PTA, principal spend time getting to know and personally welcoming new students in upper grades, principal spending time in kindergarten classes getting to know students	List of buddy families, new students integrating onto the yard and within the classroom, personal interviews with new families regarding the transition, talk to kindergarten parents to help orient with culture of school, etc.		Tier 1
1-5	Teachers continuously move around the playground during yard duty, helping students to solve problems using restorative questions.	Make sure all staff members have training on restorative practices at the beginning of the year and remind them about it during the year.	Reduction in URFs.		Tier 2
1-6	Keep families informed of work in classes related to bias, diversity, etc. Assign projects that reinforce these concepts through weekly newsletters.	Encourage staff to include in their newsletters updates related to bias and diversity.	Teacher newsletters		
1-7	Participate in free community events that bring together our diverse families.	Coordinate with PTA leadership to plan events and to recruit volunteers who represent the spectrum of families.			Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
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School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, IABs, SBAC.				
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?
2-1	Use Common Core State Standards and Math Practices as well as district-provided Math Expressions or additional Math curriculum in addition to supplemental materials teachers choose (i.e. Mathematical Mindsets, Math Their Way). Use Frontrowed.com for differentiation and Bridges for intervention. to guide planning in mathematics.	Devote professional development and PLC time to planning math instruction. ILT and whole staff to review math benchmark data. Provide supplementary math materials, including manipulatives and other curricula as needed. Include freckle.com access to provide opportunities for acceleration for GATE students.	Walk throughs, math benchmarks, Bridges assessments, IABs, PLC time, iReady Math data, report cards aggregated both by subgroups and overall.		Tier 1
2-2	Use math data to assign students to receive help from .05 STIP teacher.	Provide funding for part-time teacher to support students. Collaborate with mental health interns and/or psychologist and special education staff to support students. Fund .2 psychologist and mental health interns if approved by parent body.	Walkthroughs, math benchmarks and embedded assessments		Tier 2

2-3	Provide math homework that involves families in supporting children and understanding CCSS in math.	Plan for and schedule one parent education event regarding math standards (likely PTA funded). Include math program in afterschool offerings (enrichments) as well as access to freckle.com.	Conversations with teachers		Tier 2
2-4	Special education staff should use Common Core Math Standards to plan instruction in support of math goals for their students.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	PD schedule		Tier 3
2-5	Develop strong number sense through heavy use of manipulatives in K classrooms (no TK at this school).	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	Walk throughs, teacher observation and evaluation		Tier 1
2-6	Use NGSS standards and FOSS curriculum to plan science lessons occurring at least 60 minutes per week in K-2 and 90 minutes per week in grades 3-5.	Devote PLC time to collaboratively planning science. Evidence; CAST, FOSSMap,PD plan. Support teachers in creating weekly schedules that include science. EVIDENCE: CAST, FOSSMap,PD plan			Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy
School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related Goal(s):	All students 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</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	Implement core phonics phonemic awareness assessment in kindergarten and strong phonics program K-2 (i.e., SIPPS)	Provide K/1 teachers time to look at strong, unified phonics program that can be implemented with fidelity given the numbers of adults available to support	iReady reading data K-2		Tier 1
3-2	Providing reading opportunities at students' independent levels for both independent and small group work	Support shared and individual classroom leveled libraries and look for evidence of leveled reading in classrooms. Encourage RSP and classroom teachers to share leveled reading resources.	Lesson plans, walkthroughs		Tier 1
3-3	Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with reading specialist to support students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.	Targeted students should be identified within the first month and assigned to Tier 1 and Tier 2 supports. Schedule reading lab, reading shuffle, PTA support in literacy in K classrooms and for 3rd-5th grade students; hire STIP and PTA-funded reading specialist to support struggling readers and English learners; gifted students grouped together for advanced word study and/or reading groups	Reading lab and STIP schedules		Tier 2

3-4	Base instructional literacy programs in general education and special education on strong foundational understanding and application of Common Core Standards and adjust teaching strategies to meet the needs of all students, and particularly students with IEPs, based on informal and formal assessments as we prepare students for middle school.	Hold general ed and special ed teachers accountable for grade level PLCs around assessment data to identify implications for instruction; include all teachers in ELA professional development sessions; schedule time for PLCs to discuss reading data; hire reading specialist using PTA funds to work with struggling students; review data with SSC	PD schedule		Tier 2
3-5	As part of implementing culturally responsive strategies, include multicultural literature in classroom libraries, including books written in other languages spoken by our students. Encourage appreciation of diverse literature by inviting parents and community members to participate in read-ins (i.e. African-American, Latinx, Asian/Pacific) organized by the Oakland Education Fund.	Encourage teachers and librarian to select new books both for classrooms and school library reflecting the cultures and languages of the school's students and continue work with Culturally Responsive Instruction. Hold book swap, providing free books for all students and budget for purchase of multicultural books both for classrooms and the library.	Classroom and main library equity audits		
3-6	Teach each group of kindergarten students over the course of the first three days, gathering initial data about pre-literacy skills. Schedule year-long reading support from PTA employee in Kindergarten classrooms and as a pullout in K-2.	Plan balanced beginnings and meet with teachers on 3rd day to make balanced final class lists. Kindergarten orientation event for students to spend 20 minutes in each kindergarten class, draw themselves and write names if possible so we get a sense of literacy readiness	Classes lists		Tier 1

3-7	Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read.	Devote some PD time to teaching strategies for reading complex text (difficult sentence structure, sophistication of content)	PD schedule		Tier 2
3-8	Provide supplemental access to classroom libraries to our low income, foster youth and English learners to expand their range of available books to read at home.	Work with after enrichment classes to ensure scholarships are available for homeless and low income students to participate free of charge.	School bulletins		Tier 2

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Continue to develop our teacher professional learning communities (PLC) and an inclusive school community.
School Theory of Change:	If teachers clarify the essential learnings for grade level, establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work then the PLC will have evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.
Related Goal(s):	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	Collaborate with colleagues around standards and curriculum	Staff leaders create and lead PD related to standards and curriculum	Improved math (SBAC), reading (SRI) and ELA (SBAC) for all groups, and in particular African-American and students with disabilities		Tier 1

4-2	Teachers continue work of Equity Champions (training in 2020-21)	Hold regular meetings, strategically plan for professional development and action plans	PD and equity team notes and agendas		Tier 1
4-3	Determine focal students and plan how to support them. Track progress of ELLs and recently reclassified students to ensure they continue to make grade level progress.	Build in time for teachers to write action plans to support focal students	Improved math (SBAC), reading (SRI) and ELA (SBAC) for all groups, and in particular African-American and students with disabilities;		Tier 1
4-4	Focus on our commitment to social justice at Redwood Heights to ensure all students are treated equitably so that they feel safe and secure—physically and psychologically. Demonstrate openness and respect when discussing issues of race, gender identity, sexual orientation, etc. in order to foster a safe environment for all staff, particularly those in traditionally marginalized groups.	Continue to encourage staff to	PD agendas and notes, CHKS staff data		Tier 1

4-5	Teachers develop activities to engage children and families in school projects, assignments, or events, that promote social- and self-awareness, equity, and appreciation of diversity.	Principal and Leadership Team develop school-wide initiative for learning about culture (e.g., Morning Announcements, monthly culture focus and related events), resource materials, and plans for parent engagement to foster awareness and appreciation of diversity. Principal and Leadership Team, develop, monitor, track and analyze data from SEL surveys (student, parent, teacher), exit tickets, to measure progress toward goal.	Calendar of events or cultural themes for the year; cultural displays; parent engagement event (e.g., photos, agendas, exit tickets); student-generated artifacts from class projects, oral histories, multicultural celebrations, class displays.		Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification				
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.				
Related 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>Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) aligned to state standards standards and ELD standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.</p>	<p>Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments of student learning.</p>	<p>Students will be engaged in academic discourse with their peers. Content language objectives will be posted. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.</p>		
5-2	<p>Teachers will differentiate instruction for English Language Learners and Newcomers and provide embedded ELD supports, based on ELPAC proficiency levels and foster the students' awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students' home cultures).</p>	<p>Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.</p>	<p>Vocabulary charts with visuals posted in classrooms. Teachers front-load vocabulary. Sentence frames are used when appropriate. Evidence of culturally responsive curriculum will be evident in classrooms. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.</p>		

5-3	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of students' home language and culture.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans, especially for newcomers.	Students feel safe and welcome at school. In alignment with Positive Behavioral Interventions and Supports (PBIS) practices, classrooms will create, review, and post expectations and routines for students. Regular feedback will be provided to teachers after observations from the principal and when the Teacher on Special Assignment is supporting a particular classroom.		
5-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	Parents of English Learners are knowledgeable of their children's social emotional and academic progress.		

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 148

School: Redwood Heights Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
TSA	\$8,126	General Purpose Discretionary	1119	Certificated Teachers on Special Assignment Salaries	2225	10-Month Classroom TSA	0.07	Goal 1: All students graduate college, career, and community ready.	Devote PLC time to collaboratively planning science. Evidence; CAST, FOSSMap,PD plan. Support teachers in creating weekly schedules that include science. EVIDENCE: CAST, FOSSMap,PD plan	148-1
Copier	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	148-2
Mental Health Provider	\$9,920	General Purpose Discretionary	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide funding for part-time teacher to support students. Collaborate with mental health interns and/or psychologist and special education staff to support students. Fund .2 psychologist and mental health interns if approved by parent body.	148-3
To be allocated in Fall 2021.	\$1,274	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	148-4
TSA	\$59,591	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2225	10-Month Classroom TSA	0.53	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Devote professional development and PLC time to planning math instruction. ILT and whole staff to review math benchmark data. Provide supplementary math materials, including manipulatives and other curricula as needed. Include freckle.com access to provide opportunities for acceleration for GATE students.	148-5
Teacher Prep	\$20,760	LCFF Supplemental	1105	Certificated Teachers' Salaries	2707	Teacher Education Enhancement	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with reading specialist to support students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.	148-6
Supplies	\$1,249	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	148-7



Strategic Resource Planning (SRP)

Redwood Heights ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Justin Nero
Vice Chairperson:	Carmen Pearson
Secretary:	Monica Lin

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
1. Cynthia Bagby-Ellison	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lynly Gant-Kendricks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Fatima Ashufta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Theresa Sanders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Jennifer Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Leah Waarvik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Justin Nero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Monica Lin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Carmen Pearson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Ovidio Castellanos	<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"/>

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	2nd Tuesday on the month
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members