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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 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** 2020-2021 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Redwood Heights Elementary School  
**CDS Code:** 1612596002141  
**Principal:** Cynthia Bagby-Ellison  
**Date of this revision:** 3/10/2020

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

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

**Contact:** Cynthia Bagby-Ellison  
**Address:** 4401 39th Avenue  
Oakland, CA 94619

**Position:** Principal  
**Telephone:** 510-531-6644  
**Email:** [cynthia.bagby@ousd.org](mailto:cynthia.bagby@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 3/10/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

# 2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site:

Redwood Heights Elementary School

Site Number: 148

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

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

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

Date(s) plan was approved: March 10, 2020

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

- ☐ Flyers in students' home languages ☒ Announcement at a public meeting

☒ Flyers in school  
☒ Other (notices, media announcements, etc.)  
Our parent portal - KONSTELLA

Signatures:

Cynthia Bagby  
Principal

Cynthia Bagby  
Signature

SHAUNA HARPER

SSC Chairperson

LaResha Martin

Shauna Harper  
Signature

Network Superintendent

Lisa Spielman

Lisa Spielman  
Signature

Director, Strategic Resource Planning

Signature

Date

5/12/2020

Date

5/15/2020

Date

5/15/2020

Date

Jody London

Kyla Johnson Trammell

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
3/4/2020	PTA Board Meeting	Shared preliminary budget with PTA Board Members
3/4/2020	5th Grade and Student Council	TBA Conduct a student meeting to gather feedback on student engagement practices and student climate & culture.
2/27/2020 & 3/17/2020	Instructional Leadership Team	Reviewed previous site plan teacher practices and strategies, Decided upon additional science practices.
1/14/2020	School Site Council (SSC)	Reviewed SSC Plan & Goals for 2020/ Feedback Session
12/10/2019	School Site Council (SSC)	Reviewed SSC Plan & Goals for 2020
11/12/2019	School Site Council (SSC)	Revisited SSC Special Committees: Equitable engagement of parents around academics and student learning; School climate and culture as related to equity and implicit bias; District-mandated School Site Council responsibilities

## 2020-2021 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	\$99,374.00

### 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)	\$22,874.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$76,500.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$99,374.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$99,374.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<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>	Release time for six/eight week planning, strong grade level collaboration, experienced teachers, group specialists	PTA donations for group specialists, protected time for PLC, observation/feedback and Data Driven Instruction (DDI).
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<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>	<p><b>African American and Latino Students are scoring significantly lower when compared to overall scores:</b>(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 <b>in comparison to White students MATH Distance From Three(DFS)+23.5.</b> 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.</p>	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



**Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)**

<b>School Goal for May 2023:</b>	All students will increase by 12 points in Distance from Standard (DFS) on English Language Arts (ELA) Portion of the Smarter Balanced Assessment Consortium (SBAC).
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**Instructional Focus Goal:** All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	73.8%	n/a	76.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	66.2%	n/a	88.0%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	10.9	n/a	28.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	55.9%	n/a	71.2%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-9.0	n/a	14.0
CAST (Science)	All Students	TBD	31.6%	n/a	51.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

<b>School Goal for May 2023:</b>	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.
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**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-2.8	n/a	-22.0
SBAC ELA	African-American Students	+20 points DF3	-32.0	n/a	-21.0

Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	18.2%	n/a	18%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
SBAC Math	Students with Disabilities	+20 points DF3	-36.8	n/a	-48.0
SBAC Math	African-American Students	+20 points DF3	-56.5	n/a	-39.0
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	17.2%	n/a	4.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	0.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

<b>School Goal for May 2023:</b>	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%.
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<b>Instructional Focus Goal:</b> <i>All students build rEnglish Language Arts (ELA)tionships to feel connected and engaged in learning.</i>					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	65.7%	n/a	86.0%
Suspensions	All Students	-2pp	0.0%	n/a	<1%
Suspensions	African-American Students	-2pp	0.0%	n/a	<1%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0
Chronic Absence	All Students	-2pp	13.1%	n/a	<4%
Chronic Absence	African-American Students	-2pp	11.9%	n/a	<4%

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

<b>School Goal for May 2023:</b>	All staff will receive high quality professional learning through regular Wednesday professional development and weekly PLC time.
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#### 1D: IDENTIFIED NEED

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

Our school goals are based on CA Dashboard and SBAC results. Our School Site Council (SSC), staff/teachers and greater school community collaborate to analyze data, provide feedback and decide what are the best practices for student academic engagement, career and college readiness and parent engagement.

#### 1E: RESOURCE INEQUITIES

*Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?*

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

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

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Redwood Heights Elementary School	SPSA Year Reviewed: 2019-20      SPSA Link: <a href="#">19-20 SPSA</a>
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: <b>Literacy</b>	
<b>Theory of Change:</b>	If teachers develop a deep understanding of the common core state standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
<b>Related School Goal:</b>	SBAC ELA: We will increase students in the AT or ABOVE level 10%. We will decrease the number of students @ NOT MET by 10%.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
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.	
<b>What evidence do you see that your practices are effective?</b>	
We don't yet have midyear reading data to demonstrate growth.	
<b>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.</b>	
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.	
19-20 Standards-Based Instruction Priority: <b>Mathematics</b>	
<b>Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math state-standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC).
<b>Related School Goal:</b>	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%.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We did not make any changes to staffing or activities after our SPSA for 2019-20 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.	

<b>What evidence do you see that your practices are effective?</b>	
Our end of unit assessments will be our evidence.	
<b>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.</b>	
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.	
<b>19-20 Conditions for Student &amp; Adult Learning Priority: Social-Emotional Learning</b>	
<b>Theory of Change:</b>	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.
<b>Related School Goal:</b>	By May 2021 we will reduce our suspension rate by 1%.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
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.	
<b>What evidence do you see that your practices are effective?</b>	
To date, our universal referral forms rates have decreased during recess and from the classroom.	
<b>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.</b>	
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.	
<b>19-20 Conditions for English Language Learners Priority: Equity</b>	
<b>Theory of Change:</b>	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.
<b>Related School Goal:</b>	By May 2021, we will increase our reclassification rate by 10%.

<p><b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>
<p>We implemented scaffolds for academic discussion, planned during grade level PLC meetings. Teachers also now have visible, explicit, kid-friendly learning targets posted for each lesson. Our TSA implemented personalized ELPAC practice lessons based on students' data from last year's ELPAC. Our TSA also pulled ELLs in small groups for vocabulary building and reading instruction.</p>
<p><b>What evidence do you see that your practices are effective?</b></p>
<p>ELPAC practice test scores show an increase in performance, but won't be official until the ELPAC is complete and official scores are released at the beginning of the '20-'21 school year. Anecdotally teachers report an increase in participation during classroom discussions. ELLs reading scores, as measured by the RI and F&amp;P reading record, have increased as well. Last year we reclassified 20% of our ELLs.</p>
<p><b>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.</b></p>
<p>We will add push-in vocabulary development support for each ELL student. Additionally, teachers will add more vocabulary scaffolds within lessons.</p>
<p><b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b></p>
<p><b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b></p>
<p>The significant differences is that the actual budget has been reduced and as a result our Teacher on Special Assignment position and STIP (full time sub) will be impacted and possibly eliminated.</p>

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Redwood Heights Elementary School			School ID: 148	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>				
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):	By May 2021 we will reduce our suspension rate by 1%.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, and is inclusive of student voice. Specifically, teachers will implement PBIS, RJ and Toolbox in their classrooms	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Culture and climate team and COST teams will have a calendar, agenda, notes.	
1-2	T4: Teachers engage African American and Latino families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of three ofamily engagement workshops	Leadership will ensure teachers and staff recieve equity training regarding racisim and implicit bais.	



1-3	T3: Teachers will have a daily SEL block to support positive school and classroom culture.	O7: Principal monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST)	Class daily schedules will include an SEL block	
1-4	T4: Teacher engage families in a variety of ways around achievement. For example, teachers will support multiple forms of community engagement such as Open House, Back to School Night, classroom volunteers, weekly parent communication, with particular focus on including and engaging EL, Latino, AA, Special Education students, homeless, newcomer, and low SES families	O8: Principal monitors scheduling and effectiveness of school community engagement	Weekly newsletters/emails, attendance at events	

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

<b>School Priority ("Big Rock"):</b>	Mathematics			
<b>School Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, IABs, SBAC.			
<b>Related Goal(s):</b>	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%.			
<b>Students to be served by these actions:</b>	All Students			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

2-1	<p>T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.</p>	<p>L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning</p> <p>O1: Principal and Leadership team monitors and provides accountability regarding implementation of standards based instruction, rigorous academic standards and tasks.</p>	<p>Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.</p>	
2-2	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on EL, Latino, newcomers, AA, Special Education students, GATE, and low SES students.</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p> <p>O2: Site leadership strengthens, models and monitors the knowledge and skills of teachers regarding evidence based differentiation practices and teacher feedback</p>	<p>Teachers will choose focus students including EL, Latino, AA, Special Education students, and low SES students and identify benchmark data that will be monitored throughout the year.</p>	

2-3	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with particular focus on EL, newcomer, Latino, AA, Special Education students, homeless and foster youth, and low SES families.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops especially for EL, Latino, AA, Special Education students, newcomer, homeless, foster youth and low SES families.</p>	<p>Attendance will be collected at school wide events, agendas and calendar will be established at the beginning of the year and shared with staff and families.</p>	
2-4	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments which are communicated to parents and families with particular focus on EL, Latino, AA, Special Education students, GATE, homeless and foster youth, and low SES families.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops especially for EL, Latino, AA, Special Education students, newcomer, homeless, foster youth and low SES families.</p>	<p>Attendance will be collected at school wide events, agendas and calendar will be established at the beginning of the year and shared with staff and families.</p>	

2-5	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy with a focus on with particular focus on strategies that support EL, Latino, newcomer, AA, Special Education students, homeless and foster youth, and low SES students.	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops especially for EL, Latino, AA, Special Education students, newcomer, homeless, foster youth and low SES families.	Teachers will choose focus students from sub. groups and identify benchmark data that will be monitored throughout the year.	
2-6	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops especially for EL, Latino, AA, Special Education students, newcomer, homeless, foster youth and low SES families.	Teachers will have weekly 90 min PD/PLC in cycles aligned to content areas with a year long theme of academic language. Plan will be created and will be monitored by the ILT team at bimonthly ILT meetings.	

*District Strategy:* Developing **LANGUAGE AND LITERACY** Across the Curriculum

<b>School Priority ("Big Rock"):</b>	Literacy
<b>School Theory of Change:</b>	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).

<b>Related Goal(s):</b>		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%.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning  O1: Principal and Leadership team strengthens the knowledge of standards based instruction, rigorous academic standards and tasks.	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks. Provide teachers with regular collaboration time to look at standards, assessments, data, and instruction for science and math writing.	
3-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence-based differentiated instruction and prioritize professional development as needed  O2: TSA, ILT and principal strengthen, model and monitor the knowledge and skills of teachers regarding evidence-based differentiation practices	Teachers will choose focus students, and identify benchmark data that will be monitored throughout the year. Teacher will analyze informational science writing to determine writing progress.	

3-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice with particular focus on EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p> <p>O3: TSA, ILT and principal lead cycles of inquiry; monitor execution of data-driven instruction, and disseminate proven practices across grade levels</p>	<p>Redwood Heights will have a monthly SEL goal aligned to Toolbox. Teachers will have a cross grade level SEL buddy class and will have a monthly session with this class. The SEL team will monitor ongoing needs of the school and identify goals for school as they arise.</p>	
3-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with particular focus on EL, newcomer, Latino, AA, Special Education students, homeless and foster youth, and low SES families.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p> <p>O4: Principal develops knowledge and skill regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to plans</p>	<p>Redwood Heights will have at minimum Fall Back to School Night, Parent Education sessions planned in partnership with PTA, Parent Coffee, Science Night, Black History Family Night, and Spring Open House. In addition, teachers will meet with 100% of parents for Fall conferences.</p>	

3-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p> <p>O5: Principal and TSA strengthen and monitors teacher knowledge around effective teaching and learning practices and ensures time is devoted to evidence based collaborative learning.</p>	<p>Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas with a year long them of academic language. Teachers will have weekly 50 min. PLC time to collaborate around standards based curriculum and assessments.</p>	
3-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy with a focus on strategies that best support EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p> <p>O6: Principal and Leadership team builds ILT capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices</p>	<p>Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas with a year long theme of academic language. Teachers receive ongoing professional development in math and science writing. Plan will be created iand will be monitored by the ILT team at bimonthly ILT meetings.</p>	



3-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p> <p>O7: Principal monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST)</p>	<p>Grade level and instructional plans for the year. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.</p>	
3-8	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students with a particular focus on (EL, Latino, AA, Special Education students, homeless and foster youth, newcomers and low SES students).</p>	<p>L8: Principal and leadership team monitor and build teacher capacity to to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students. Principal and ILT will model methods and ways to have students set and monitor their own goals.</p>	<p>Goal logs, PD and PLC notes</p>	

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

**School Priority ("Big Rock"):** Professional Learning Communities(PLC)

<b>School Theory of Change:</b>		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.		
<b>Related Goal(s):</b>		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 rEnglish Language Arts (ELA)tionships to feel connected and engaged in learning.		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Grade level and instructional plans for the year. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.	

4-2	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community  O5: Principal and TSA strengthen and monitors teacher knowledge around effective teaching and learning practices and ensures time is devoted to evidence based collaborative learning.	Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas with a year long theme of academic language. Teachers will have weekly 50 min. PLC time to collaborate around standards based curriculum and assessments.	
4-3	Teachers regularly engage in hard conversations around equity data and develop and assess instructional plans.	Principal engages with and builds the capacity of teachers and staff to dialogue about equity issues and to take actionable steps to interrupt inequity.	Teachers have professional development opportunities to explore and share their personal and professional identity and relative power and privilege.	
4-4	Teachers can explain action plan and next steps to address inequities.	Teacher leaders and principal support teachers to discuss equity gaps for various groups of students and to develop and implement plan to address these gaps in the classroom.	Teachers have professional development opportunities.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
<b>School Priority ("Big Rock"):</b>	English Learner Reclassification
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	May 2021, we will increase our reclassification rate by 10%.

Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Teachers implement complex tasks (e.g. high Depth of Knowledge (DOK), language objectives) aligned to state standards standards and ELD standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments of student learning.	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.	
5-2	Teachers will differentiate instruction for English Language Learners and Newcomers and provide embedded ELD supports, based on ELPAC proficiency levels and foster the students' awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students' home cultures).	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	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.	

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 2020-21 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
These funds will pay for teacher PD books and materials. Specifically regarding equity training.	\$1,000	General Purpose Discretionary	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice with particular focus on EL, Latino, AA, newcomer, Special Education students, homeless and foster youth, and low SES students.	148-1
These funds will pay student classroom supplies that supports to support our academic curriculum and strategic goals.	\$15,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on EL, Latino, newcomers, AA, Special Education students, GATE, and low SES students.	148-2
These funds will pay for the standard maintance contract for our Toshiba copy machines.	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	148-3
These funds will pay for our STMATH online learning app.	\$1,674	General Purpose Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement with particular focus on EL, Latino, newcomers, AA, Special Education students, GATE, and low SES students.	148-4
These funds will pay for postage to send communication and documents to our families.	\$200	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	O8: Principal monitors scheduling and effectiveness of school community engagement	148-5

These funds will pay for our TSA Rebecca Weissman's salary. Her job responsibilities: Tier 2 - 3 intervention planning, facilitation and instruction. Training teachers and parents about our blended learning program by having sessions about how to use our online academic apps. Responsible for small group instruction for our EL students and increasing our reclassification rate. Responsible for small group instruction for our African American students that are in Teir 2 & 3.	\$63,494	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2225	10-Month Classroom TSA	0.60	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	T4: Teachers engage African American and Latino families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	148-6
These funds are supporting our climate and culture plan that supports our students emotional safety. Our mental health care providers have groups and individuals.	\$18,000	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	T3: Teachers will have a daily SEL block to support positive school and classroom culture.	148-7
These funds will pay for our TSA Rebecca Weissman's salary. Responsible for small group instruction for our African American students that are in Teir 2 & 3.	\$11,100	Low-Performing Students Block Grant	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	T4: Teachers engage African American and Latino families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	148-8
These funds are towards the PE teacher's salary that allows our teachers to have 2 weekly preps.	\$9,825	LCFF Supplemental	1105	EEIP/PE Teacher	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student	148-9





## Strategic Resource Planning

**2019-2020**

### **School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

Chairperson :

Vice Chairperson:

Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule  
(day/month/time)

#### **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