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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

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

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: 3/20/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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


1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 3/20/2024

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

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

Signatures:

Cynthia Bagby-Ellison <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	<i>Cynthia Bagby</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<i>May 1st, 2024</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Carmen Pearson <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	<i>Carmen Pearson</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<i>June 7th, 2024</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/30/24 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/30/24 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/20/2023	SSC	Approved RHS Safety Plan / Parent Feedback regarding site plan for Equity Collective Meeting w/ our affinity groups.
10/18/2023	SSC and teachers	Reviewed ELA Intervention Plan
1/17/2023	SSC	Presented our school's new Title 1 qualification and our responsibilities.
2/28/2024	SSC/Teacher/PTA	reviewed our school goals related to ou budget

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

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62,530.00
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	\$233,229.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$60,840	LCFF Discretionary (General Purpose Discretionary #0000)	\$19,600
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,690	LCFF Supplemental (LCFF Supplemental #0002)	\$100,575
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$50,524
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$62,530		\$170,699

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$233,229.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Redwood Heights Elementary School

School ID: 148

CDS Code: 1612596002141

SSC Approval Date:

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Latino Students

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.7%	13.6%	20.3%	0.0%	29.8%	10.6%	35.5%	6.8%	0.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.3%	19.5%	8.4%	1.6%	0.5%	0.3%	34.2%	0.0%	97.9%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Eighty percent of graduating fifth graders will meet or exceed standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years (15 point growth)
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Identified School Need:	African American growth
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Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	50.7%	not available until fall 2024	not available until fall 2025	65%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	53.4%	not available until fall 2024	not available until fall 2025	78%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	58.5%	not available until fall 2024	not available until fall 2025	80%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	41.7	not available until fall 2024	not available until fall 2025	60.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.8%	not available until fall 2024	not available until fall 2025	75%

Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	25.3	not available until fall 2024	not available until fall 2025	50
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	39.5%	not available until fall 2024	not available until fall 2025	75%
California Science Test (CAST) Standard Met or Exceeded	All Students	52.6%	not available until fall 2024	not available until fall 2025	75%

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

School Goal:	Teachers, TSA and STIP will differentiate instruction and conduct regular progress monitoring with attention to their Focal Students
Identified School Need:	By ensuring instruction that focuses on our most at risk students, teachers will increase opportunities for all students to accelerate growth - with special attention to our African American students.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-41.7	not available until fall 2024	not available until fall 2025	0.0
SBAC ELA Distance from Standard Met	African American Students	-13.7	not available until fall 2024	not available until fall 2025	-5
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	31.8%	not available until fall 2024	not available until fall 2025	0.0
SBAC Math Distance from Standard Met	Special Education Students	-43.0	not available until fall 2024	not available until fall 2025	5.0
SBAC Math Distance from Standard Met	African American Students	-27.2	not available until fall 2024	not available until fall 2025	0

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	20.0%	not available until fall 2024	not available until fall 2025	65%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	100%

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

School Goal:	African American students and families report an increased sense of belonging at Redwood Heights as measured by CHKS and school survey. Increase the percentage of 5th graders taking the CHKS.
Identified School Need:	If we are able to create an inclusive and welcoming school where students, families, and staff feel a real sense of belonging, then All students will feel safe enough to take academic risks and staff will feel compelled to support them

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.8%	not available until fall 2024	not available until fall 2025	95%
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	0
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0
Chronic Absenteeism	All Students	44.2%	not available until fall 2024	not available until fall 2025	0.0
Chronic Absenteeism	African American Students	54.9%	not available until fall 2024	not available until fall 2025	0

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

School Goal:	Return rate of 90% for all staff.				
Identified School Need:	By building strong PLC's we will fostersafe spaces for teachers to take risks and try new strategies; by continually returning to our equity and antiracist focus, we will ensure that these strategies are relevant and helpful for all students at our school with a particularl focus on those who have been historically underserved (AA, Latino, ELL, and F&R)				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	80.7%	not available until fall 2024	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>Eighty percent of graduating fifth graders will meet or exceed standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years (15 point growth)</i>	<i>5th grade teachers are monotring student progress across curriculum assessments with a focus of integrating strategies that will support the accelerated growth of our focal students. They are using small group intervention and universal design strategies to target student needs. 5th grade students are participatig in I-READY in the class. As a staff we are taking a deeper look at how students are progressing and using data to build teacher capcity to meet their academic and SEL needs.</i>
<i>LCAP Goal 2:</i>	<i>Teachers, TSA and STIP will differentiate instruction and conduct regular progress monitoring with attention to their Focal Students</i>	<i>Each teacher selects Focal Students to focus on and monitor progress. We are using an interactive Data Wall to monitor their progress and have a robust system of interventions.</i>
<i>LCAP Goal 3:</i>	<i>African American students and families report an increased sense of belonging at Redwood Heights as measured by CHKS and school survey. Increase the percentage of 5th graders taking the CHKS.</i>	<i>We have a robust EE Parent affinity group with the help of Office io Equity and are deliberately recruiting Black parent leaders. We are hoping participating in both AAMA and AAFE.</i>
<i>LCAP Goal 4:</i>	<i>Return rate of 90% for all staff.</i>	<i>Last year we only had one teacher leave. Most teachers stay</i>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>Eighty percent of graduating fifth graders will meet or exceed standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years (15 point growth)</i>	<i>This goal was not met and percentatges for 5th grade students meetiing standards actually declined last year. In 21-22 5th grade Met or Exceeded Math=76.8% and in 22-23 Met or Exceeded Math= 69.1%. In 21-22 5th grade Met or Exceeded ELA=62.8% and in 22-23 Met or Exceeded = 54.7%.</i>
LCAP Goal 2:	<i>Teachers, TSA and STIP will differentiate instruction and conduct regular progress monitoring with attention to their Focal Students</i>	<i>There are a small number of students still not making real progress in spite of all our interventions. We are currently monitoring and creating intervention group for our AA and Latino student to help with the chronic absentism.</i>
LCAP Goal 3:	<i>African American students and families report an increased sense of belonging at Redwood Heights as measured by CHKS and school survey. Increase the percentage of 5th graders taking the CHKS.</i>	<i>There is still a discrepancy by race in CHKS survey questions connected to race. In 2022-23, 87% of Black families responding said they feel welcome to participate at this school.; 96% responded affirmatively</i>
LCAP Goal 4:	<i>Return rate of 90% for all staff.</i>	<i>Expensive to live in Bay Area and work at a school. Hard t fillhourly positions (paras, Yard etc)</i>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Latino/a Students	56.0%	not available until fall 2024	not available until fall 2025	20.5%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Redwood Heights Elementary
School: School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

The TSA continues to support teachers and students K-5 has provided our students with targeted intervention based on assessment data. TSA routinely meet with PLCs. This collaboration has resulted in better academic gains for all students. The addition of a CSM has provided more support for our students and their families.

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

The addition of TSA to support teachers and students K-5 has provided our students with targeted intervention based on assessment data. TSAs routinely meet with PLCs this collaboration has resulted in better academic gains for all students. Additionally with the addition of the literacy tutor this has provided additional support for students.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Identifying more supports for new students who are not yet at grade level in reading and math.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
4399 - Unallocated				

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Redwood Heights Elementary School	SCHOOL ID:	148
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal:	If we integrate SEL, culturally responsive strategies and universal design scaffolds into the classroom, all teachers will create safe learning environments that promote social emotional competencies, standard aligned instruction and rigorous tasks that support productive struggle and student ownership (models, rubrics and collaborative structures) resulting in improved academic outcomes and strengthen social emotional skills for all students.
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Identified Need:	Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 5%+ (minimally) from previous Decrease distance from standard SBAC ELA and Math 3rd-5th grade
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Set up strong MTSS systems by doing the following activities: Monitor and support the implementation of SEL Caring Schools Community Curriculum, TOOLBOX , Restorative Justice conversations and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthrough	All Students	SEL / Mental Health	Tier 1 - Universal
1-2	Monitor and support the implementation of standard aligned core curriculum and learning targets through PD, Principal/TSA coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-3	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-4	Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	All Students	Academic	Tier 1 - Universal

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

School Goal: Teachers will use universal designs for learning and culturally responsive teaching strategies to activate prior knowledge, scaffold access to, engage with, and strengthen mastery of standard based instruction with particular attention to their focal students and analyzing student work through data inquiry cycles to target high leverage Tier 1-2 next steps and celebrate successes.

Identified Need: Decrease disproportionality in i-ready and SBAC SCORES IN ELA AND MATH. 80% of 5th grade students will meet or exceed ELA AND MATH standards as measured by SBAC. Those who have yet to meet standards will decrease their distance from standard by 20 point growth.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures. Provide leadership opportunities through mentoring groups	African American Students	Academic	Tier 1 - Universal
2-2	K-5 Teachers provide regular, systematic, differentiated foundational skills instruction (EL LABS /All Block, i-ReadyMy Path) These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student. Using SIPPS data to form small, short term, flexible groups so that early reading instruction can be differentiated	All Students	Academic	Tier 1 - Universal
2-3	Teachers will develop more meaningful relationships with focal students and target academic and SEL through class lessons and UDL strategies (Flexible learning environment) that support student growth potential	Latino/a Students	SEL / Mental Health	Tier 1 - Universal
2-4	Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching, and peer observations.	English Learner Students	Academic	Tier 1 - Universal

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

School Goal: If we are able to create a safe, inclusive and welcoming school environment students and staff will be able to share their identities and diverse experiences creating a community where all members feel a sense of belonging. Students and staff will be able to appreciate their own and each other's diverse backgrounds, strength and resiliency. Teachers and students will learn about and raise awareness of positive contributions made by the different cultural communities at Redwood Heights. Both teachers and students will also learn tools for disrupting racism, bias and discrimination

Identified Need: African American and Latino students and families report an increased sense of belonging/ connectedness at Redwood Heights as measured by CHKS, school surveys as well as an increase in positive attendance. Increase BIPOC family sense of belonging and participation in schoolwide events, SSC and PTA meetings.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Engage diverse voices of Black and Latino students, staff, and families and share best practices to improve partnerships and programming through affinity spaces, small listening sessions, surveys, personal check-ins, and parent teacher conferences. To improve parterniships we will cultivate parent leaders to host inclusive community events to increase BIPOC families sense of belonging.	African American Students	Academic	Tier 1 - Universal
3-2	Facilitate equity and anti-racist conversations with all stakeholders, developing norms for disrupting deficit thinking, celebrating student academic and social emotional successes and integrate BIPOC student cultures into school-wide rituals and practices.	All Students	Academic	Tier 1 - Universal
3-3	Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly. The attednace team will be lead by the CSM and will review data regularly to identify focal groups of students and to increase tier 1 incentives and interventions. We will refer to the attendance plan.	African American Students	SEL / Mental Health	Tier 1 - Universal
3-4	Integrate Caring School Community curriculum/ strategies and Postive Behaviors, TOOLBOX , Restorativie Justice conversations, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:	BUILDING CAPACITY OF TEACHERS AND TEAMS TO SERVE EVERY STUDENT through data driven planning, coaching, observations and walkthrough tools with an ongoing equity/anti-racist framework.
Identified Need:	By building strong PLC's we will foster safe spaces for teachers and staff to collaborate and implement strategies to engage in continuous cycles of improvement of tiered supports and pedagogical practices that are aligned to the curriculum, instructional program and our vision of equity and antiracist framework with a particular focus on those who have been historically underserved (AA, Latino, ELL, and F&R)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Develop a strong ILT and Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction so they are knowledgeable of the opportunity gap and have high expectations for students of color.	All Students	Academic	Tier 1 - Universal
4-2	Provide professional development for staff related to anti-racism and implicit bias so that Teachers will be able to evaluate their internal bias and how it contributes to disproportionality their classroom settings	All Students	Academic	Tier 1 - Universal
4-3	Provide Teachers with planning and analyzing templates and models so that teachers will be able to analyze data and progress monitor Focal Students during PLCs	All Students	Academic	Tier 1 - Universal
4-4	Provide regular collaboration time to share best teaching practices, look at core task standards, student work, assessments, data, and instruction. Support vertical alignment of instruction through a range of PLC groupings and inquiry cycles.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [Instructions & resources](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development on high leverage asset-based teaching strategies and Universal Design for learning that is in line with our vision. Teachers progress monitor the learning of AA students towards meeting learning targets and setting goals through inquiry cycles and data walls.	African American	Academic	Tier 1 - Universal
5-2	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration and work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	African American	Academic	Tier 1 - Universal
5-3	Black students have access to diverse learning, pathways and experiences in and out of the classroom.	African American	Academic	Tier 1 - Universal
5-4	Develop partnerships with Black students and families using MTSS strategies such check-ins, parent teacher conferences, positive calls home, restorative circles, and community meetings.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (EL Ed, Eureka Squared). Support staff will push into classrooms to support designated ELD at least 1 x per week.	English Learner Students	Academic	Tier 1 - Universal
6-2	Choose high leverage integrated ELD strategy focus: Before-During-After Reading strategies, language scaffolds and a range of conversation cues and facilitation moves that encourage all students to talk and listen carefully to one another to seek understanding, deepen thinking and think with others to expand conversations.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Growth of One Year or More	Monitor and support the implementation of standard aligned core curriculum and learning targets through PD, Principal/TSA coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	148-1
4310 - Materials and Supplies	\$14,600	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Growth of One Year or More	K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student. Using SIPPS data to form small, short term, flexible groups so that early reading instruction can be differentiated	148-2
5825 - Materials and Supplies	\$18,427	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Monitor and support the implementation of SEL Caring Schools Community Curriculum and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthroughs.	148-3
Teacher STIP	\$39,367	LCFF Supplemental	1105	Certificated Teachers' Salaries	9547	STIP Teacher	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Multiple Years Below Grade Level	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	148-4

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$42,780	LCFF Supplemental	1105	Certificated Teachers' Salaries	2707	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.25	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Facilitate equity and anti-racist conversations with all stakeholders, developing norms for disrupting deficit thinking, celebrating student academic and social emotional successes and integrate BIPOC student cultures into school-wide rituals and practices.	148-5
4399 - Unallocated	\$1,789	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	SBAC ELA Distance from Standard Met	Develop a strong ELT and Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction so they are knowledgeable of the opportunity gap and have high expectations for students of color.	148-6
Teacher STIP	\$59,051	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9547	STIP Teacher	0.6	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Monitor and support the implementation of standard aligned core curriculum and learning targets through PD, Principal/TSA coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	148-7
4311 - Meeting Refreshments	\$845	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Engage diverse voices of Black and Latino students, staff, and families and share best practices to improve partnerships and programming through affinity spaces, small listening sessions, surveys, personal check-ins, and parent teacher conferences. To improve partnerships we will cultivate parent leaders to host inclusive community events to increase BIPOC families sense of belonging.	148-8

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
2928 - Childcare for parent participation	\$845	Title I, Part A Parent & Family Engagement	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Engage diverse voices of Black and Latino students, staff, and families and share best practices to improve partnerships and programming through affinity spaces, small listening sessions, surveys, personal check-ins, and parent teacher conferences. To improve parternishps we will cultivate parent leaders to host inclusive community events to increase BIPOC families sense of belonging.	148-9
5825 - Materials and Supplies	\$5,000	Educator Effectiveness Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	148-10
1120 - Teachers Salaries Stipends	\$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Develop a strong ILT and Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction so they are knowledgeable of the opportunity gap and have high expectations for students of color.	148-11
1120 - Teachers Salaries Stipends	\$50,524	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Develop a strong ILT and Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction so they are knowledgeable of the opportunity gap and have high expectations for students of color.	148-12

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5739 - Direct Cost Mental Hlth Prvdr	\$20,000	PTA/PTO Donations	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Integrate Caring School Community curriculum/strategies and Postive Behaviors, TOOLBOX , Restorative Justice conversations, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	148-13
4399 - Unallocated	\$20,553	PTA/PTO Donations	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	148-14
Teacher Librarian	\$61,447	PTA/PTO Donations	1205	Certificated Pupil Support Salaries	9020	Librarian	0.45	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	148-15
Teacher Librarian	\$47,792	Measure G, Library Support	1205	Certificated Pupil Support Salaries	9020	Librarian	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	148-16



Redwood Heights ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Carmen Pearson
Vice Chairperson:	Chelley Osorio
Secretary:	Rene Galvez

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Cynthia Bagby	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Regina Barber	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Lynly Kendricks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Kate Hoshour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Maria Rene Galvez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Carmen Pearson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Monica Santana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Chelley Osorio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Marissa Dominguez Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Lana Mariko Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Wednesday of the Month, 5:15 pm - 6:15 pm
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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