

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Redwood Heights Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

➤ N/A

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Redwood Heights Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Redwood Heights Elementary School
CDS Code: 1612596002141
Principal: Cynthia Bagby
Date of this revision: 6/5/2017

The Single 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
Address: 4401 39th Avenue
Oakland, CA 94619

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Redwood Heights Elementary School Site Number: 148

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- School Improvement Grant (SIG)

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single 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).
- Opportunity was provided for public input on this school's Single 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: 4/20/2017

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

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

Signatures:

Cynthia Bagby
School Principal

Cynthia Bagby
Signature

May 12, 2017
Date

Monica Lin
Print name of SSC Chairperson

Monica Lin
Signature

May 12, 2017
Date

Alicia Bowman
Network Superintendent

Alicia Bowman
Signature

5/12/17
Date

Marcus Silvi
Coordinator, Office of Accountability Partners

Marcus Silvi
Signature

5/25/17
Date



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Redwood Heights Elementary School
CDS Code: 1612596002141
Principal: Cynthia Bagby
Date of this revision: 5/9/2017

The Single 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.

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The District Governing Board approved this revision of the SPSA on: 6/28/2017

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
SSC Meeting	42718	Review Redwood Heights SPSA Major Improvement Strategy for Priority #4: Equity
SSC Meeting	42760	Review/confirm RHS priorities for 2017-18 Single Plan for Student Achievement (SPSA). Discuss/identify strategies to enhance family engagement in support of the SPSA priorities
SSC Meeting	42669	Review Student Achievement Data to include significant subgroups such as English Learners, African American and Latino Students.
ILT	42705	Reviewed Literacy Section of SPSA
Teacher PD	42675	Reviewed Math Section of SPSA
SSC Meeting	42704	Review Redwood Heights School Performance Framework with Q&A

2017-2018 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$57,181.56	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$52,430.90	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$109,612.46	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$0.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

PART A: ABOUT THE SCHOOL

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: 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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

All Students will increase their academic achievement in literacy by 5% as evidenced on SBAC, achieving 59% proficiency by the end of June 2018 and AA students achieving at least 21% by June 2018. Students below grade level will grow at least a year and a half, and all students will grow at least a year.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	African American Students	13.16%	17.08%	21.00%

Other Leading Indicators for Literacy:

Academic progress will be monitored with formal assessments (SRI, F&P), informal assessment tools (teacher progress monitoring through teacher created formative assessments), and data online learning programs (LEXIA, MYON, NEWSOLA, LIGHTSAIL) Parent/staff and student surveys, and Administrator walk-through data.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
<p>Currently, our teachers are learning the PLC Dufour's Professional Learning Community structures and systems to plan collaborate and monitor student progress. 90% of our teacher have been trained in the Lucy Calkins Reading/Writing Balanced Literacy Instructional Program. 90% of our teachers know how to plan and conduct guided reading groups and curriculum. According to our 2016 midyear F&P scores there is an increase in our AA / Latino proficiency scores. We are working towards ensuring all of our AA/Latino students are academically improving through progress monitoring.</p>	<p>We have new teachers that are learning balanced literacy curriculum and pedagogy. We need more funding to support teacher collaboration time to plan for our inclusion program.</p>

ROOT CAUSE ANALYSIS

During the data analysis we discovered that although students overall are making growth academically, the sub groups of African American, Latino and Low Income Students are not achieving the same levels of success as their peers. We determined that our action plan of personalized learning, small group instruction, progress monitoring and instructional strategies that more closely align with the State Common Core Standards and 21st learning practices will ensure academic progress. A root cause for this is that we have new teachers that need balanced literacy training and professional development regarding small group instruction and guided reading but because we have opt in OUSD training, we are trying our best to fulfill this gap. Because our 13% of African American students, are proficient and above on 2016 ELA SBAC assessment, we decided on these practices. Also we are being more intentional using focal students to drive our data analysis and data driven PLCs to student data and plan for instruction through our data driven instruction PLC.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

Students will increase their academic achievement in math by 5% as evidenced on SBAC with 63% of all students achieving proficiency with at least 24% of Latino students will be proficient by 2018

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	Latino Students	17.24%	20.62%	24.00%

Other Leading Indicators for Mathematics:

SMI, CEOU, Formative, informal and formal assessments, teacher-generated assessments and ST Math Progress Monitoring. Parent/staff and student surveys, and Administrator walk-through data.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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Currently, our teachers are learning the PLC Dufour's Professional Learning Community structures and systems to plan collaborate and monitor student progress. 100% of our classrooms are blended learning, have small group instruction and teach with online adaptive programs. All teachers math instruction includes number talks.	We need more funding to support teacher collaboration time to plan for our inclusion program.
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ROOT CAUSE ANALYSIS

During the 2016 data analysis we discovered that although students overall are making growth academically, the sub groups of African American, Latino and Low Income Students are not achieving the same levels of success as their peers. Because 16% of our African American students are proficient according to the SBAC Math Assessment, we determined that our action plan of personalized learning, small group instruction, progress monitoring and instructional strategies that more closely align with the State Common Core Standards and 21st learning practices will ensure academic progress. However, we have catalyzed success yet, this is because we have to address our root cause of how we analyze student data and plan for instruction through our data driven instruction PLC.

CULTURE & CLIMATE PRIORITY: Social-Emotional Learning

SCHOOL GOAL for Social-Emotional Learning:

Students will form positive relationships, collaborate with a team and deal effectively with conflict. This goal will be measured by an overall increase of 10% - 15% of answer Yes, and a decrease answer No by 10% of the CHKS categories: Social Emotional Learning, School Climate and Culture and Safety Harassment and Bullying.

SCHOOL TARGETS for Social-Emotional Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students	TBD	+ 5%	+ 10%

Other Leading Indicators for Social-Emotional Learning:

CHKS

NEEDS ASSESSMENT for Social-Emotional Learning:

STRENGTHS	CHALLENGES
Currently we are a PBIS school. Our program includes Restorative Justice practice for conflict resolution, Caring School Community, Playworks system/structures and Identity Safe Classroom. K-5 teachers conduct regular class meetings, and include daily/weekly SEL learning targets.	We are continuing to work on school wide alignment of expectations by creating and improving our systems.

ROOT CAUSE ANALYSIS

During the review of 2015-2016 data through referral forms indicated we needed more structure on the playground during recess and clear school wide expectations. We adopted the Playworks strategies and structures and as a result we have significantly decrease student conflicts and referral forms. In 17-18, we have determined that our root cause for the work is a need for stronger tier II interventions.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

RHS will create stronger school/family partnerships for student success, as defined by families' understanding of grade-level expectations throughout the school year and how engagement linked to learning will help meet those expectations. This goal will be measured by an overall increase of 10% to CHKS questions related to building educational partnerships, school staff/family interactions, and inclusivity (questions #12-18, #26-31, #37, and #41).

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent	All Students	TBD	+ 5%	+ 10%

Other Leading Indicators for Family Engagement:

CHKS

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
The RHS community is very connected and strong for those who feel a part of it. Based on 60% of parents/caregivers who completed the 2015-16 California Healthy Kids Survey (CHKS), RHS earned the highest scores on measures of culture and climate.	The strength of the RHS community is very powerful. However, for those who do not feel like they are already members of this community, it can also feel cliquish and difficult to fully join.

ROOT CAUSE ANALYSIS

Despite high scores on the culture/climate measures of the 2015-16 CHKS based on responses from 60% of all RHS families, we are missing data that reflect the remaining 40%. Some families have self-reported to the school administration their challenges of establishing a sense of belonging for their family at the school and in organized family groups that are an extension of the school. We have not yet embarked on a comprehensive listening campaign to gather initial data from family/caregiver interviews or focus groups that would help us determine a baseline assessment of the extent to which families/caregivers feel included in the RHS community. We also have not assessed how often and in what ways our educators reach out to families/caregivers to encourage their involvement in student learning and/or to inform them of students' academic progress. As a result we are collaborating with our parent groups to determine best family engagement practices.

ADDITIONAL PRIORITY: Equity

SCHOOL GOAL for Equity:

Our goal is to be an inclusive and equity focused school community to ensure that expectations, resources, and access are equitable across all racial groups and that all students are supported in differentiated and personalized ways necessary to achieve success.

Define the multi-year equity goal as ensuring every student is college and career ready; measure this progress in terms of increases in specific Smarter Balanced Assessment Consortium (SBAC) scores. Increased SBAC scores will decrease the gap between the standardized assessments used for state accountability purposes and the non-standardized assessments/classroom performance

Frame the action plan with a focus on four critical areas:

Funding diverse, small groups for learning

Teaching students test-taking skills

K/1 student success; all students ideally will be at grade level before advancing to the next level

Messaging to parents/families that explains how raising the floor helps all students (“us vs. them” turns into “everyone wins”)

SCHOOL TARGETS for Equity:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	African American Students	13.16%	17.08%	21.00%

Other Leading Indicators for Equity:

We can monitor progress through the OUSD assessment tools: SMI, SRI, F&P, Math EoU.

NEEDS ASSESSMENT for Equity:

STRENGTHS	CHALLENGES
We are beginning to create inclusive practices to ensure that all of our families are engaged. We are working with an OUSD Family Engagement Consultant and beginning to conduct a parent listening campaign.	Our challenge is to ensure all of our families are engaged and included, and that family participation represents our student demographics.

ROOT CAUSE ANALYSIS

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	The RHS Theory of Action: We are committed to educating all students at Redwood Heights with an equity focus and believe in teaching to the the whole child through academics and social emotional learning under the umbrella of personalized learning, progress monitoring, student agency and engagement. We believe that If teachers deepen their capacity in high leverage BAL strategies, unpack their reading units, progress monitor student work, teach in small groups and intervention is provided to struggling readers, we will decrease the achievement gap while raising literacy levels for all students. If we support teachers in teaching writing through the content areas of Social Studies and Science, students will have increased authentic opportunities to address writing standards which will build their skill and capacity as writers.
SCHOOL THEORY OF ACTION for Mathematics:	If teachers plan math units with high cognitive demand, that nurture student agency, and analyze student data for differentiation and small groups during their PLC time, students will fill gaps in knowledge and achieve to their highest levels.
SCHOOL THEORY OF ACTION for Social-Emotional Learning:	If we implement systems and programs that nurture, teach, celebrate and acknowledge pro-social skills and inclusion in the classroom/school, ensure consistent progressive discipline plans across all classrooms and provide universal screens to insure appropriate Tier II interventions, students social emotional needs will be supported allowing increased time for students to focus on academics and learning.
SCHOOL THEORY OF ACTION for Family Engagement:	If we collaborate with our PTA and SSC and provide regular parent education events that address the Redwood Heights curriculum, career and college readiness, Common Core standards and supporting students, then there will be an increase attendance and PTA participation and empower our Redwood Heights Families and community members to support our students.
SCHOOL THEORY OF ACTION for Equity:	If we cultivating and further strengthen school/family partnerships, especially critical for LCFF student groups, then more families feel they are partners, rather than bystanders in the process of their child's education, then as educators, we will gain from parents/caregivers their unique perspectives on what motivates their child and how best to support his/her learning.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Our goal is to help students read text with a deeper understanding through questioning, rigor, intellectual communities and engagement. We will continue to implement Balanced Literacy Curriculum in a blended learning model through our Personalization Model in order to facilitate equitable outcomes.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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1-1	We will continue to focus on formative assessment within instruction and study the research of Dylan Wiliam. Teachers will learn the meaning of formative assessment, how to collaboratively use it, will have a common understanding of what the students will learn. This will help us be aligned to the common core standards and create small group instruction so that we can effectively reach the varied needs of our learners.	The principal and the ILT will create an ongoing cycle of instructional improvement by monitoring the Redwood Heights progress-monitoring system and OUSD assessment cycle. The principal and ILT will continue plan PD about the best teacher practices for formative assessment to determine the needs of each student to support our Three Tier Intervention plan.	The ILT and principal will calendar six week cycles of instruction and assessment. Results based PD Calendar. TSA and Principal will meet monthly with the "Specials Team" to support PD needs and intervention support within the Specials instruction Facilitate periodic PDs on F&P Assessment to calibrate teacher practice for accuracy.
1-2	Teachers will continue working collaboratively in Dufour's inspired Professional Learning Communities to achieve better results for the students they serve. Teachers will collaborate with colleagues around all aspects of Balanced Literacy (BAL). COMBINE 64 and 65	Principal and the ILT will continue supporting PLCs by leading data driven discussions monitoring agendas, systems and protocols.	The principal will create and plan PDs 3x per month with the Instructional Leadership Team (ILT). The ILT and principal will calendar six week cycles of instruction and assessment. The principal will provide observation and feedback on writing/reading workshop
1-3	Teachers will use Professional Development time to support competency-based learning and will access on-going data to inform instruction through a data driven PLC (Professional Learning Community).	Principal and the ILT will continue supporting PLCs by leading data driven discussions monitoring agendas, systems and protocols.	ILT collaboration and input to support best/shared teaching practices during PDs and teacher lead learning walks and coach teachers.
1-4	Teacher will develop an embedded academic vocabulary within the reading and writing instruction or interactive read alouds and discussion frames to support our Newcomers.	Principal will support teachers and new teachers through PDs.	Interactive Read Alouds every week
1-5	Under the blended learning/personalization model, teachers will teach word study/phonics with the online Lexia program, and the SIPPS program..	Principal will provide ongoing LEXIA training and opportunities for teachers to deepen their understanding of phonics curriculum.	LEXIA trainings will be 3xs per academic year. Lead teacher will conduct PDs.
1-6	Teachers will be proficient at using literacy online programs such as MyOn, Lexia, LightSail, and Newsela to personalize student instruction. This will support our extended learning opportunities to increase the amount and quality of instruction	Principal will support teachers through PD with the TSA/Blended Learning Wizard to teach teachers about competency based learning.	Principal will support teachers through PD, and scheduled weekly classroom support with the blended learning wizard.
1-7	We will strengthen our EL students' language development and engage them through effective lessons that include effective classroom strategies and tools such as graohic organizers, and vocabulary development. This will support our Newcomers.	Principal will support teachers through PD. For students who are not eligible for reclassification teachers will be supported in providing student led conferences using the OUSD ELL Snapshot for goal setting towards reclassification.	The ILT will plan during the 2x per month meetings.

1-8	We will create a shared understanding of guided reading/ literature groups/circles to ensure we are reaching all learners.	Principal will support teachers and new teachers through PD with the TSA, ILT and teacher mentors.	The ILT will plan during the 2x per month meetings.
1-9	Teachers will help plan family engagement BAL education nights, and connect to college and career readiness and learning at home	Principal will support teachers through PD	Organize data nights and ELA night on parent education around Reader's Workshop
1-10	Teachers will create Intellectual Communities in the classroom based on research from Notice & Note: Strategies for Close Reading by Beers and Probst	Principal will support teachers through PD	Each teacher will receive a copy of Notice & Note Strategies for Close Reading and study the research and strategies during professional development throughout the year.
1-11	Teach and plan for dialogic conversation and accountable talk during instruction. Teachers will study and incorporate the "improving Student - to - Student Discourse" from Notice & Note: Strategies for Close Reading by Beers and Probst and Academic Conversations by Jeff Zwiers and Marie Crawford.	Principal will support teachers through PD	Each teacher will receive a copy of Notice & Note Strategies for Close Reading and Academic Conversations by Jeff Zwiers and Marie Crawford. Our teachers and Instructional Leadership team will study the research and strategies during professional development throughout the year.
1-12	Teachers will incorporate the close reading strategy to deepen reading comprehension to ensure multiple entry points for students.	Principal will support teachers through PD	Each teacher will receive a copy of Notice & Note Strategies for Close Reading and Academic Conversations by Jeff Zwiers and Marie Crawford. Our teachers and Instructional Leadership team will study the research and strategies during professional development throughout the year.
1-13	Teachers will teach students to create Text-Dependent Questions as a strategy to foster student agency in reading instruction.	Principal will support teachers through PD	Each teacher will receive a copy of Notice & Note Strategies for Close Reading and Academic Conversations by Jeff Zwiers and Marie Crawford. Our teachers and Instructional Leadership team will study the research and strategies during professional development throughout the year.
1-14	The 4th and 5th grade teachers will collaborate with the AAMA instructor to determine the focus for the AAMA Morning Literature Group to support our AA male students reading strategies and skills.	The principal will create planning time for the teachers and AAMA instructor and facilitate 3 informational PDs about the work and progress of the AAMA.	The principal will provide a learning space in the school for the 60 minute 2x per week AAMA class.

1-15	Teachers will continue to collaborate with the Artist in residence to support learners and our Arts Integration Program	Artist and residence will meet and collaborate with the teachers to plan lessons.	There will be prep time and access to district PD to for teacher artist collaboration.
1-16	Teachers will become familiar with CCSS and NGSS by using them during planning time	Principal will provide all teaches with a copy of the CCSS and the NGSS. Teachers will be expected to bring the standards to all PD and PLC meetings and to be used in lesson planning.	Open House and Back to School Night will focus on sharing standards to engage families in the instruction of students.
1-17	Teachers will include the "Why" in their teaching point	TSA will continue to coach teachers in their planning process and in observation to ensure that teachers are understanding the why behind their instruction	Planning time during release days, PD and PLC will hold the focus of the "why" as a core PD goal

Improvement Strategy #2:	Our math goal is for students to learn with conceptual understanding so students can think flexibly, adapt and use the understanding for new math learnings. This understanding breeds confidence and engagement. We will continue to implement small group instruction, Core Curriculum with Math Expressions and ST MATH curriculum and other online math programs within a data driven and progress monitoring cycle to ensure equitable outcomes for all learners.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers will facilitate mathematical academic discussions in whole class, small group, and partner structures to increase students' learning. All teachers will include daily number talks. K - 2 will study Math Talks and grades 3 - 5 will study Making Number Talks Matter by Cathy Humphreys and Ruth Parker .	The principal will work with the ILT to create PDs about Why Math talk is important, how to teach student how to listen and respond, the use of sentence stems, contrast explanation or justification, and to scaffold and give students examples.	The RHS math leaders will routinely collaborate and check in with grade level teams 1x per month during PD.
2-2	Teachers will use the personalized learning model as the differentiated instruction in mathematics. Teachers will use the station rotation model and small groups during math instruction. Teachers will use blended learning in math using the ST Math and Reasoning Mind online programs.	The principal and ILT will provide PD on the personalized learning model and how to create a station rotation model in the classroom. Principal/ILT with provide PD about blended learning.	Principal/ILT with provide PD about blended learning.
2-3	Teacher will develop critical thinking in math by teaching students how to explain their mathematical thinking with evidence, and providing math talks Teachers will in corporate VTS in math (questioning to support critical thinking in number talks)	Principal and ITL will provide a PD on nurturing critical thinking using the Visual Thinking Strategies.	All ILT staff will create PDs

2-4	Teachers will understand and implement utilization of strategic partnerships from Amanda Hartman	The principal will support the teachers math practice through coaching and math pds	ILT and principal will provide teachers with a math scope and sequence, and help to communicate OUSD Math Dept. information.
2-5	Teachers will continue to focus on 3 reads and participation quiz as outlined in instructional toolkit for math	The principal will plan, with the ILT, PDs on number talks, Math Expressions and ST MATH. PD will focus on teaching 3 Reads to students across grade level and what is developmentally appropriate.	All ILT staff will create 3 reads and number talks PDs
2-6	Teachers will use Professional Development time to support competency-based learning and will access on-going data to inform instruction through a data driven PLC (Professional Learning Community).	Principal will create a teacher data meeting protocol	Data Analysis at the beginning, middle and end of each unit. Goal setting for individual students in writing, reading and math. GATE Goals set for GATE students
2-7	Teachers will create Math SMARTE Goals aligned with the school wide strategic goals, and conduct teacher/student goal conferences. Teachers will celebrate student Math learning and progress. .	Principal and ILT will create school wide incentive celebrations programs.	We will continue our school wide incentive program 1x per week.
2-8	Teachers participate in a Math parent education night on college and career readiness	The principal and ILT will work with the PTA to create a calendar with Parent EDU Night about Math instruction.	The SSC, PTA and ILT will plan and meet in AUG 2017.
2-9	Teachers will learn and incorporate the math framework from Making Sense by Hiebert. The 5 dimensions of the framework are 1. the nature of the learning tasks 2. the role of teacher 3.. The social culture of the classroom 4. the kind of mathematical tools that are available. 5. the accessibility of mathematic for every student.	Teachers will study how to create Math Talk Communities by Erin Waggener to nurture and foster students to learn from each other.	THE principal will work with the ILT to create PDs about Why Math talk is important, how to teach student how to listen and respond, the use of sentence stems, contrast explanation or justification, and to scaffold and give students examples.
2-10	Teachers will learn the TRU Math -Teaching for Robust Understanding in Mathematics Rubric - that is aligned with our schoolwide personalization teaching strategies. We will focus on dimensions 2. Cognitive Demand and 4. Agency, Authority, and Identity.	The Principal, ILT and Math Lead will create PDs about dimensions 2. Cognitive Demand and 4. Agency, Authority, and Identity. The Principal and ILT will use the TRU Math dimensions rubric for walk throughs and debriefings with teachers.	Teachers will have time in PLC or PD to think about the way that Cognitive Demand and Agency Identity and Authority dimensions are showing up in their lesson plans, and in their actual classroom practice. They will also use the TRU Math dimensions rubric in peer observation either live or with video.

Improvement Strategy #3:	We believe SEL and Student agency are major foundations for teaching with equity. We are focusing on social emotional learning because we believe students that feel safe and develop prosocial skills have a greater sense of agency thrive to their highest potential. "Students with high levels of agency do not respond [passively to their circumstances; they tend to seek meaning and act with purpose to achieve the conditions they desire in their own and others' lives."
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will read and study the Identity Safe Classroom strategies to intentionally develop social emotional competencies to create positive relationships with students to develop pro-social skills, student confidence and to teach with a high expectation.	The principal and ILT will provide PD about the Identity Safe Curriculum.	ILT SEL Lead will meet regularly to support teachers to create team builders for students 1x per week during class meetings.
3-2	The teachers will continue to use the Caring School Community program and restorative practices to develop student class meetings, teach the school wide expectations and rules, collaborate and plan for students to participate in the buddy program in order to develop pro-social skills and deter bullying and exclusionary behavior	The principal and ILT will continue to provide PD for Responsive classroom, Caring School Community, Restorative Justice and be the Change Curriculum	Every six weeks teachers will collaborate and plan.
3-3	Teachers will begin the year with the First Six Weeks of School responsive Classroom curriculum that will incorporate cyber safety, Be the Change and Caring School Community to support all students in being successful with the intention to build SEL and cultural proficiency in our classroom communities.	The principal and ILT will continue to provide PD for Responsive classroom, Caring School Community, Restorative Justice and be the Change Curriculum. The principal will create and facilitate a Be the Change socio-gram activity cycle to promote an inclusive teaching practice.	Every six weeks teachers will collaborate and plan.
3-4	Teachers will celebrate students with a school wide incentive program to acknowledge student effort and pro-social behavior to encourage and nurture a positive school culture.	The principal and ILT will create a yearly assembly calendar to teach the school-wide values and celebrate student effort. Grade level teams will be responsible for creating two assemblies per school year.	The principal will provide monthly planning time during staff meetings and PD.
3-5	The Kinder Teachers will plan a Kindergarten Tea for incoming kindergarten families and students in the month of May. This will include playtime/exploration in the kindergarten classroom with the Redwood Heights Teachers while the parents meet with the principal to learn about the Kindergarten Academic Program.	Principal will collaborate with the Kindergarten teachers to plan the kindergarten tea.	Principal will provide time for Kinder teachers to plan and collaborate in April.

3-6	Teachers will support students' SEL by understanding best strategies to address trauma and implementing restorative practices. Teachers will add The Toolbox Curriculum to our SEL program to give our student shared language for self regulation	The principal will coordinate and create PD about trauma and restorative justice with OUSD Behavioral Health Department. The principal, ILT and PBIS team will create PD.	5 x a year staff will engage in SEL professional development including deepening RJ and PBIS practices
3-7	Teachers will implement the Starting with Hello program to teach students simple tools to identify social isolation and encourage social connectedness and inclusion.	The principal, ILT and PBIS team will create PD.	There will 1 meeting per trimester .
3-8	Teachers will participate in an SEL Parent Ed Night to teach our parents about our Redwood Heights SEL programs and how we discourage anti bullying behavior and develop inclusion and pro-social skills.	The principal, ILT and PBIS team will create PD.	The will be 2 planning meetings in August and September 2017

Improvement Strategy #4:	We will develop a clearer mechanism to onboard new students, parents/caregivers, teachers, and staff with explicit family engagement goals in mind. In addition, we will continue strengthening school/family partnerships for existing students to support their academic and personal success. This will involve greater strategic alignment of the school administration and faculty, RHS School Site Council, organized family groups (e.g., PTA, Dads' Club, etc.), and families.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Teachers will regularly exchange best practices for enhancing parent/caregiver involvement (e.g., how to call parents, how to structure parent/teacher conferences).	The principal will develop and publicize a statement on what meaningful family engagement means for RHS.	In collaboration with the SSC and PTA, conduct a parent/caregiver-kid listening campaign and initiate an action cycle (listen-->research-->action-->reflect-->listen...)
4-2	At the beginning of the school year, teachers will communicate to parents/caregivers the student learning expectations for ELA and math for the fall term and the rest of the school year (i.e., where grade level is).	The principal will develop an online repository that includes resources about RHYS's academic status (e.g., SBAC/SRI scores, School Performance Framework reports) and plans for continuous improvement (e.g., Single Plan for Student Achievement, Blueprint for Personalized Learning).	The SSC will collaborate with the PTA and other organized family groups to disseminate key information about student learning expectations and outcomes in ELA and math, and current school initiatives to support student learning.

4-3	Teachers will provide monthly progress updates for all students, as well as action plans for the next month for those students not yet performing at grade level.	The principal will facilitate informational meetings with targeted family groups whose children are dealing with the greatest learning challenges based on student assessment scores and teacher progress reports.	In collaboration with teachers, the principal, and organized family groups, the school will host academic and social-emotional learning workshops so parents/caregivers have tools and resources they need to support student success.
4-4	At the beginning of the school year, teachers will reach out to parents/caregivers to ask them what their expectations are for their child's learning, and what their expectations are for their partnership with the school in educating their child.	The principal will support teachers in their efforts to understand what the strengths/challenges are for individual students' learning.	The principal and SSC will solicit teacher recommendations for solidifying school/family partnerships.
4-5	Each teacher will create and distribute a welcome packet to parents/caregivers at the start of the year that minimally includes a profile of their professional background and teaching philosophy, and the best ways/times for families to contact him/her. This will also help the families with students transitioning from preschool to kindergarten.	At the start of the school year, the principal will distribute a welcome letter to all families that describes the RHS way of learning and the RHS vision for student success (i.e., how equity and family engagement anchor SEL, how SEL fosters agency, how agency drives personalized learning, and how personalized learning ensures all students thrive and grow into college- and career-ready, civic-minded citizens).	At the start of the school year, organized family groups will work with the administration to pilot a family buddy program where new RHS families are matched with returning families who can help acclimate and involve them in the broader RHS community (e.g., walkathon, book fair, spirit days, school photos, who to talk to about concerns, how to contact teachers, as well as garden/music/art/after-school programs, etc).
4-6	Teachers will share teaching/learning strategies with parents/caregivers as the year progresses so they can support their child's learning in more relevant ways, including integrating family engagement efforts into students' homework assignments (e.g., giving students an assignment to interview their parents/caregivers on their favorite teacher and why).	The principal will provide guidance on, and will standardize to an appropriate degree, how teachers champion family engagement, and prepare and distribute regular student progress reports.	In collaboration with teachers, the principal/ILT, and organized family groups, organize small group events/meetings, such as a night for K-1/grades 2-3/grades 4-5, with facilitated discussion of academic/SEL challenges that students are facing, as well as their areas of achievement.
4-7	Teachers will prepare students for special "school showcases" that are focused on academics (e.g., math night, spelling bee, reading challenges, kids teach adults).	To accommodate a broader range of family schedules, the principal will support teachers and families by opening up the school at different times for special "school showcases" that might take place during the school day, in the evenings, and/or on the weekend.	The school faculty and administration will partner with room parents and organized family groups to solicit parent/caregiver volunteers who can assist with the planning of special "school showcases."

4-8	Teachers will be intentional in incorporating multicultural themes in their lesson plans and classroom environment, including celebrations of different cultures that can involve parents/caregivers.	The principal will encourage school-wide events to incorporate the significance and benefits of diversity (e.g., spotlight on women scientists or scientists of color for the Science Alliance, highlighting the March on Washington and other marches for civil rights during the walkathon, etc.).	The school administration, teachers, and organized family groups will identify unique, diverse themes to enhance traditional RHS activities/events and create a more inclusive environment for all.
4-9	Teachers will work with room parents to poll what kinds of activities/events would be most engaging for families to support student learning.	The principal will work with organized family groups to build stronger bridges between them and teachers/school administration.	The school will leverage room parents and other family volunteers to organize family-oriented events by grade level throughout the school year (and even during the summer months) to facilitate community building and strengthen family-to-family connections.
4-10	Teachers will engage in PD to address implicit bias and increase their levels for cultural competency.	The principal will prioritize teacher PD focused on reducing implicit bias and increasing attention to equity.	Organized family groups will conduct meetings/discussions on implicit bias and the linkages to student learning challenges and the existing achievement gap at RHS.
4-11	Teachers, via regular progress updates, will emphasize the welcoming of parent/caregiver input on what motivates their child.	The principal and ILT will help create bridges between underrepresented groups and teachers, with an explicit focus on narrowing the achievement gap.	The school administration will establish parent subcommittees to SSC and/or other organized family groups, especially for LCFF target groups (i.e., African American families, Latino families), with the intentions to improve shared decision-making at RHS.
4-12			In partnership with organized family groups, the school administration will publicize through multiple channels, and throughout the school year, the various opportunities for parents/caregivers to participate in councils, parent organizations, committees, etc.

Improvement Strategy #5:	Our strategy is to define the multi-year equity goal ensuring every student is college and career ready; measure this progress in terms of increases in specific Smarter Balanced Assessment Consortium (SBAC) scores. We are emphasizing the importance of not adopting the “deficit model,” which considers students who are not performing at grade level to be “deficient”, RHS embraces an approach that starts with finding out what each student brings in terms of skills and talents, and then grows that baseline through personalized learning, growth mindset, high teacher expectations, strong student effort, and other student supports.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1	Preparing students to be comfortable with online instruction and assessment.	Principal will set expectations regarding access to the learning opportunities for online instructional tools such as digital manipulate and responding to real time task on a computer device	Student playlist will provide opportunities for practice and PLC will collaborate around strategies and tools to improve this instruction.
5-2	Teachers will implement grade level aligned college and career strategies.	Principal, ILT, will develop clear guidelines around college and career readiness strategies including expectations that K/1 students are reading at grade level expectations at the end of the year.	The staff will come to consensus around school wide college and career readiness strategies with vertical articulation.
5-3	Teachers will learn about best practices that ensure we meet the needs of all learners	Principal will engage with families around research based practices that meet the needs of all students at parent meetings and parent education events	Principal and school ADMIN team will create parent communication for our families and stakeholders to explain the best practices that we have selected and how raising the floor helps all students ("us vs. them" into "Everyone wins".

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$6,000.00	General Purpose Discretionary	Teachers Salaries Stipends	Teachers will use Professional Development time to support competency-based learning and will access on-going data to inform instruction through a data driven PLC (Professional Learning Community).	A3.4: Teacher Professional Development focused on Literacy	1120				148-1
\$6,000.00	General Purpose Discretionary	Teachers Substitutes	Teacher will identify lessons to address language demands and opportunities for our EL students.	A2.5: Teacher Professional Development for CCSS & NGSS	1150				148-2
\$7,000.00	General Purpose Discretionary	Supplies	Key Teaching Practices	A2.3: Standards-Aligned Learning Materials	4310				148-3
\$2,000.00	General Purpose Discretionary	Meeting Refreshment	Teachers will use Professional Development time to support competency-based learning and will access on-going data to inform instruction through a data driven PLC (Professional Learning Community).	A6.5: Academic Parent-Teacher Communication & Workshops	4311				148-4
\$3,000.00	General Purpose Discretionary	Equipment Maintenance Agreement	Principal will support teachers through PD	A4.4: Teacher Professional Development focused on English Learners	5610				148-5
\$1,487.28	General Purpose Discretionary	African American Male Achievement (AAMA) Facilitator	The principal will create planning time for the teachers and AAMA instructor and facilitate 3 informational PDs about the work and progress of the AAMA.	A2.9: Targeted School Improvement Support	5733			0.25	148-6
\$18,000.00	General Purpose Discretionary	Mental Health Provider Intern	Adult will support schools to address trauma and implement restorative practice.	A5.2: Health and Wellness (Mental & Physical Health)	5739	Mental Health Interns			148-7
\$12,494.28	General Purpose Discretionary	Consultant	Key Teaching Practices	A2.9: Targeted School Improvement Support	5825	PD Support Roots of Empathy			148-8
\$1,000.00	General Purpose Discretionary	Licensing Agreements for online tools used in blended learning model	Key Teaching Practices	A2.9: Targeted School Improvement Support	5846				148-9
\$200.00	General Purpose Discretionary	Postage	Key Teaching Practices	A2.9: Targeted School Improvement Support	5910				148-10
\$45,532.16	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Principal will support teachers through PD with the TSA/Blended Learning Wizard to teach teachers about competency based learning.	A3.4: Teacher Professional Development focused on Literacy		10 MONTH CLASSROOM TSA	C10TSA0222	0.50	148-11
\$6,898.74	LCFF Supplemental	African-American Male Achievement (AAMA) Manhood Development Program	The principal will provide a learning space in the school for the 60 minute 2x per week AAMA class.	A2.5: Teacher Professional Development for CCSS & NGSS	5733				148-12

\$3,500.00	Measure G: TGDS	Teachers Salaries Stipends	Teachers will continue working collaboratively in Dufour's inspired Professional Learning Communities to achieve better results for the students they serve. Teachers will collaborate with colleagues around all aspects of Balanced Literacy (BAL).	A3.4: Teacher Professional Development focused on Literacy	1120				148-13
\$10,945.02	Measure G: TGDS	STIP sub for alternate observations	Teachers will informally (conferring, observation, student work, on-demand writing assessments)/ formally assess (Fountas & Pinnell running records, Scholastic Reading Assessment, SBAC Writing/Reading) students as a teaching tool to drive reading/writing instruction, progress monitor in order to meet the individual needs of students.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0697	0.25	148-14
\$1,876.68	Measure G: TGDS	Supplies: Professional Development Materials, specifically targeted for ELLs, AA, and Latinx studnets	Teacher will identify lessons to address language demands and opportunities for our EL students.	A2.3: Standards-Aligned Learning Materials	4310				148-15
\$10,945.02	Supplemental Program Investment	Teacher Salary + benefits for alternate observations	Teachers will informally (conferring, observation, student work, on-demand writing assessments)/ formally assess (Fountas & Pinnell running records, Scholastic Reading Assessment, SBAC Writing/Reading) students as a teaching tool to drive reading/writing instruction, progress monitor in order to meet the individual needs of students.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0697	0.25	148-16
\$14,704.98	Supplemental Program Investment	African American Male Achievement (AAMA) Facilitator	The 4th and 5th grade teachers will collaborate with the AAMA instructor to determine the focus for the AAMA Morning Literature Group to support our AA male students reading strategies and skills.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733	AAMA Facilitator			148-17
\$21,890.04	Rodgers Family Foundation	STIP sub	Teachers will informally (conferring, observation, student work, on-demand writing assessments)/ formally assess (Fountas & Pinnell running records, Scholastic Reading Assessment, SBAC Writing/Reading) students as a teaching tool to drive reading/writing instruction, progress monitor in order to meet the individual needs of students.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0697	0.50	148-18
\$45,532.16	Rodgers Family Foundation	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Principal will support teachers through PD with the TSA/Blended Learning Wizard to teach teachers about competency based learning.	A3.4: Teacher Professional Development focused on Literacy		10 MONTH CLASSROOM TSA	C10TSA0222	0.50	148-19



School Site Council Membership Roster – Elementary

School Name: Redwood Heights

School Year: _____2016-17_____

Chairperson: Monica Lin	Co-Chairperson: Brook Williams
Secretary: Cameron Kohles	*Parliamentarian:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Dena Shupe				X
Margaret Moulding			X	
Brook Williams				X
Monica Lin				X
Rebecca Weissman		X		
Cynthia Bagby	X			
Sean Cameron Kohles		X		
Amirah R. Bey				X
Ben Gallison				X
Lynly Kendricks		X		

Meeting Schedule (day/month/time)	4th WED of each month 5:15pm-6:30pm
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SSC Legal Requirements: (Ed. Code 52852)

- 1** Members **MUST** be selected/elected by peer groups;
 - 2** There must be an equal number of school staff and parent/community/student members;
 - 3** Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent/Community