

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

August 12, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

File ID Number: 15-1281
Introduction Date: 8/12/15
Enactment Number: 15-1202
Enactment Date: 8/12/15
By: OR

Action Requested:

The Board of Education is requested to approve the 2015-2016 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, 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 to student success.

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Redwood Heights Elementary School.



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

2015-2016 Single Plan for Student Achievement (SPSA)

School: Redwood Heights Elementary School
CDS Code: 1612596002141
Principal: Cynthia Bagby
Date of this revision: 6/10/2015

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact Person:	Cynthia Bagby	Position:	Principal
Address:	4401 39th Avenue Oakland, CA 94619	Telephone Number:	510-531-6644
		Email Address:	cynthia.bagby@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Redwood Heights Elementary School

Site Number: 148

- | | | |
|---|---|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

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:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 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).
5. 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: May 27, 2015

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

- ☒ Fliers in students' home languages
- ☒ Announcement at a public meeting
Morning Meetings
- ☒ Other (Notices and Media Announcements, etc.)
Monday Memo

Signatures:

<u>Cynthia Bagby</u> Print name of School Principal	<u>Cynthia Bagby</u> Signature	<u>5.27.15</u> Date
<u>Brook Williams</u> Print name of SSC Chairperson	<u>Bj Williams</u> Signature	<u>5.28.15</u> Date
<u>Yahona Martin</u> Print name of Network Superintendent	<u>Yahona Martin</u> Signature	<u>6/3/15</u> Date
<u>Susana Ramirez</u> Susana Ramirez, Director, State & Federal Programs	<u>Susana Ramirez</u> Signature	<u>6/8/15</u> Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: 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 SPSC. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

[illegible]

2015-2016 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 Base #0000	\$43,108.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$47,693.08	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$90,801.08	\$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
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: ELA

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- All students are reading at grade level according to the F & P Reading Inventory.
- Our goal is to close the achievement for all students with specific attention African American and Latino Students. Our goal is to close the achievement gap for African American and Latino students by 30% by the end of 2015-2016.
- 70% students are reading at or above grade level according to SRI.

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	Percent of students in 2nd through 5th reading at or above grade level	54%	65.20%	70%
Fountas & Pinnell	Percent of English Learners reading at or above grade level	32%	40%	60%
SRI	Percent of African American students reading at or above grade level	TBD	TBD	TBD
Other: Reading Horizen	RELATED GOALS	18%	25%	45%
SRI	Percent of Latino students reading at or above grade level			

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
At mid year SRI: 54% of students were already at above grade level. 79% of White students are at or above grade level. 75% of Asian students are at or above grade level.	At mid year SRI 38% of our African American students were at/above. 22% of Hispanic students are at or above. 50% of students with disabilities are at or above grade level
At mid year SRI: 62% of female students are at or above grade level.	At mid year SRI: 49% of male students are at or above grade level.
At mid year SRI: 59% of 5th graders are at or above grade level; 58% of 3rd graders are at or above grade level; 56% of 4th graders are at or above grade level	At mid year SRI: 37% of and graders are at or above grade level. Thia could be due to administartion issues
At mid year F&P: 42% of students are proficient	At mid year F&P: 49% of students are below
At mid year F&P: 70% of 4th grade students and 64% of 1st graders are proficient. 51% of 3rd graders are proficient	At mid year F&P: grade level: 2% of 5th graders are at grade level. This is due to test administration. 25% of second graders are above grade level.
At mid year F&P: 49% of F&P Whites students are at grade level.	At mid year F&P: 32% of Latino students are at grade level; 41% of Asian and African American students are at grade level

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Our school implements a Balanced Literacy Approach to teaching and reading and writing taught by a staff of experienced and new general ed and SDC teachers. Our data reveals that white students are outperforming African American, Latino and English Learners by 40%. This reveals a challenge of responding effevtiveley to the racial, ethnic and socio-economic differences within our student population. There is a need for intentionally setting high expectations and academic, annual goals for ALL students. There is also a need for data driven instruction, progress monitoring system and culturally relevant, inclusive curriculum.

The data also reveals a need for SRI test prep and test administration to ensure optimal student achievment and student participation

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

We have strong teachers and we are building our capacity to create personalized academic plans for each student to ensure his/her academic acceleration in reading.

We need to deepen our data driven culture through accountability, collaboration and celebrations. We can do this by creating long-range plans, implementing intervention/acceleration, and monitoring student academic growth with fidelity. Every grade level needs to report their data and keep track of academic growth so the team can make decisions on whether they are meeting RHS established goals. All decisions should be carried out consistently and considered non-negotiable. We also need to immediately celebrate student, teacher, or campus success, and continue to create a school culture where it's "cool to read." Our goal is to foster student agency and teach students to examine their goals within a data driven instruction.

We need to provide a multicultural education and to teach with culturally relevant practices.

Teachers do not feel prepared for SRI Test prep and need a test accountability protocol from leadership.

MAJOR IMPROVEMENT STRATEGY #1

Continue to implement Balanced Literacy Curriculum, Reading Horizen and regularly scheduled assessments F& P/Core Phonics and Reading Horizen assessment tools.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Keep BAL going (Lucy Calkins Units of Study in Reading and Writing): Reading Workshop: The Mini Lesson and Independent/Small Group Work Time- with intentional support around all the components of reading workshop: shared reading, read aloud, guided reading, independent reading, partner reading/literature Circles. BAL: interactive reading	The principal will create and plan PD with the ILT to guide teachers on guided reading instruction, F&P Assessment and conferring.	The PD calendar has six week cycles of instruction and assessment.
Continue conferring in reading and writing Interactive Read Alouds every week,	The principal will create an ongoing cycle of instructional improvement by monitor the ousd assessment cycle and progress monitoring system	Regular observation and feedback cycle for teachers to reflect on reading instruction.
Interactive Read Alouds every week Teachers will use conferring as an informal assessment tool to drive reading instruction and specific needs of students.	The principal will provide observation and feedback on writing/reading workshop	ILT collaboration and input to support best teaching practices and share best practices at PD and coach teachers.
Teacher will collaborate with colleagues around all aspects of BAL.	Organize data nights and ELA night on parent education around Reader's Workshop	Input information on identifying students academic concerns within the first few weeks of school. (research teacher contract guidelines.

Shared reading in Science or Social Studies integrated content (fiction and non-fiction)	SRI Progress monitoring given 5 times/year to make sure we are on track. Leading ILT in analyzing SRI data. Particular attention to ELs and AAM's	Results based PD Calendar.
Students will be given lots of opportunities for Academic Discussion in whole class, small, and partner groups to increase students learning	Leading data meetings around literacy data. (including Reading Horizons) Particular attention to ELs and AAMs	
Teachers are proficient at word study by teaching phonics and word study with the Reading Horizons program. Teachers will learn about current research that states that the brain is a pattern detector not a rule detector	The principal will create testing protocols to ensure 100% student participation.	
Teachers use a variety of engagement strategies that consider all learning styles, to address the needs of lower and GATE performing students	The principal will create PDs for BAL and Lucy Calkins in collaboration with ILT and TSA	
Teacher will maximize and extend students' time reading through the reading and writing workshop and blended learning station-rotation model.		
Teachers will explicitly teach how to make meaning of texts		
Teachers will use conferring as an informal assessment tool to drive reading instruction and specific needs of students.		
Help plan family engagement BAL education nights, and connect to college and career readiness and learning at home		
Teachers will conduct teacher/student goal conferences.		



MAJOR IMPROVEMENT PRIORITY #2: Math

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- Students will express their critical thinking in reasoning in math and critique the reasoning of others as developmentally appropriate in the grade level. This goal will be measured with the OUSD Math benchmarks with a 25% increase in the AT/ABOVE category by the end of 2015/2016.

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other: OUAD MATH Benchmarks	Percent of students in K through 5th at or above grade level in math proficiency.	56%	66%	80%
Other: OUSD MATH Benchmarks	Percent of Latino math scores at or above grade level	47%	37%	80%
Other: OUSD MATH Benchmarks	Percent of African American math scores at or above grade level	45%	36%	80%

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
At mid year Elementary Math Benchmark Assessment: 52% of students were at/above grade level. 61% of White students are at or above grade level. 72% of Asian students are at or above grade level.	At mid year Elementary Math Benchmark Assessment: 24% of our African American students were at/above. 37% of Latino students are at or above.
At mid year Elementary Math Benchmark Assessment: 54% of male students are at or above grade level.	At mid year Elementary Math Benchmark Assessment: 49% of female students are at or above grade level.

At mid year Elementary Math Benchmark Assessment: 88% of Kinders are at or above grade level; 51% of 1st graders are at or above grade level;

At mid year Elementary Math Benchmark Assessment: 34% of 4th graders are at or above grade level. 45% of 3rd graders are at or above grade level; 34% of 4th graders are at or above grade level

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Our school implements the OUSD math curriculum, Math Expressions and the supplemental digital math program, STMATH taught by a staff of experienced and new general ed and SDC teachers. Our data reveals that white students are outperforming African American, Latino and English Learners by 40%. This reveals a challenge of responding effectively to the racial, ethnic and socio-economic differences within our student population. There is a need for intentionally setting high expectations and academic, annual goals for ALL students. There is also a need for data driven instruction, progress monitoring system and culturally relevant, inclusive curriculum.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

We have strong teachers and we are building our capacity to create personalized academic plans for each student to ensure his/her academic acceleration in math.

We need to deepen our data driven culture through accountability, collaboration and celebrations. We can do this by creating long-range plans, implementing intervention/acceleration, and monitoring student academic growth with fidelity. Every grade level needs to report their data and keep track of academic growth so the team can make decisions on whether they are meeting RHS established goals. All decisions should be carried out consistently and considered non-negotiable. We also need to immediately celebrate student, teacher, or campus success, and continue to create a school culture where it's "cool to read." Our goal is to foster student agency and teach students to examine their goals within a data driven instruction.

We need to provide a multicultural education and and teach with culturally relevant practices.

MAJOR IMPROVEMENT STRATEGY #2

We will continue to implement Math Expressions and STMATH curriculum within a data driven and progress monitoring cycle.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will facilitate mathematical academic discussions in whole class, small group, and partner structures to increase students' learning. Teacher will develop critical thinking in math by teaching students how explain their mathematical thinking with evidence, and providing math talks	The principal will support mathematics Instruction to support - successful collaboration among staff and building relational trust.	The RHS math leaders will routinely collaborate and check in with teaching grade level teams.
Teachers will study the Math Expressions curriculum.	The principal will plan, with the ILT, PDs on number talks, Math Expressions and STMATH.	All staff will conduct the 3 reads and number talks.
Teachers will differentiate instruction in mathematics, and conduct teacher/student goal conferences	The Principal will facilitate Inquiry in math and social emotional learning (every 4th Wednesday, looking at student work and class socio-grams)	We will continue to implement 6 week planning.
Teachers will use blended learning in math - ST Math	The principal will provide PD on blended learning model: station rotation.	ILT and principal will provide teachers with a math scope and sequence, and help to communicate OUSD Math Dept. information.
Teacher will develop critical thinking in math by teaching students how 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)	The principal will create testing protocols to ensure 100% student participation.	The principal will create a teacher prep schedule that will create grade team planning.
Teachers will use all key learning experiences in units minimum of 3 number talks per week	Principal will create a teacher data meeting protocol	Principal will create a data meeting calendar cycle
Teachers will continue to focus on 3 reads and participation quiz as outlined in instructional toolkit for math		Results based PD calendar
Teachers will use engagement strategies and scaffolds to transfer to ensure the curriculum is accessible to and inclusive to all learners.		
Teachers will create a learning environment that will promote student agency by creating anchor charts and math centers.		

Teachers will use the station rotation model and small group during math instruction		
Teachers will celebrate student learning and progress		
Teachers will focus family engagement on college and career readiness and learning at home through math education for parents.		
Teachers will collaborate with and share best practices with general ed and SDC colleagues.		
Teachers will focus family engagement on college and career readiness and learning at home through math education for parents.		



MAJOR IMPROVEMENT PRIORITY #3: SEL
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LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

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- 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 Harrassment and Bullying.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
CHKS SURVEY INFO	Do children feel apart of the school community? Yes	NA	most: 35% / all: 44%	95%
CHKS SURVEY INFO	CHKS: Do teachers go out of their to help students? Yes	NA	most: 38% / all: 26%	95%
CHKS SURVEY INFO	CHKS: Are you happy at this school? Yes	most: 48.9% / all: 35.6%	most: 40% / all: 48%	95%
CHKS SURVEY INFO	CHKS: Do you feel safe at school? Yes	most: 38.6% / all: 40.9%	most: 31.9% / all: 48.9%	95%
CHKS SURVEY INFO	CHKS: Challenging myself won't make me any smarter.Not at all true/ Mostly true	NA	60.4%/ 10%	95%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
We have use Restorative Justice Practices for discipline	We need to systemitize some of the school rules.
We have a caring group of educators on our COST Team.	Teachers need Restorative Justice training.
We have no suspensions to date.	We need to include a system for celebrating academic progress and pro-social behavior.
We are a Caring School Community and use Be the Change curriculum	
Every classroom uses a classroom meeting	
We have a thoughtful SST process	

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

The data reveals that the majority of students in the Redwood Heights school environment feels safe, included and treated fairly. This is the result of the variety of SEL programs that are implemented at Redwood Heights such as Caring School Community, Be The Change curriculum and HUGS. There is a small majority of students that feel that do not feel close to people at school.

The California Healthy Kids Survey reveals that a high majority of students feel like confident learners and know that exercising effort can lead to accelerate their learning leading to high academic achievement. There is a small majority of students that feel their effort will not lead to academic success.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

We need to begin to look at why some children are not feeling close to people at school, and why some students do not feel like confident learners. We can begin to explore culturally relevant practices to make sure that we're including all learners so that we can ensure we have in an environment of trust, high expectations, and unconditional support.

MAJOR IMPROVEMENT STRATEGY #3

We will incorporate Restorative Justice Practices and other SEL tools to develop the whole child and foster students' social-emotional learning in a developmentally appropriate way.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Adults will intentionally develop social emotional competencies: to create positive relationships with students, staff and parents to create team collaboration to develop pro-social skills to deal with conflict.	The principal will provide PD with SEL activities to intentionally develop and create collaborative relationships among students staff families.	ILT SEL Lead will meet regularly to support teachers to create teambuilders for students.
The teachers will continue to hold student class meetings.	The principal will support the students by conducting RJ meetings	Morning meeting schedule
Adults will study social/emotional learning-building intentional communities to support all students in being successful (building cultural proficiency in our classroom communities)	The principal will work with teachers and staff to create teambuilding activities for students	Monitor upper grade RJ / Conflict Manager/student leaders
The teacher will support student progress	The principal will continue to provide PD for Responsive classroom, Caring School Community, Restorative Justice and be the Change Curriculum	The principal will create a year assembly calendar. Grade level teams will be responsible for creating two assemblies per school year.
Adult will support schools to address trauma and implement restorative practice	Provide or Facilitate RJ training for SEL support person.	The principal will continue to support teachers with student conflict by providing referral forms.
Teachers will celebrate pro-social student behavior.	The principal will create and facilitate a Be the Change socio-gram activity cycle to promote an inclusive teaching practice.	Continue to have a RHS Student Council and school and class buddies.

Teacher will focus family engagement on college and career readiness and learning at home	Teacher will continue to create a COS team to identify student needs.	Create a COS data sheet, and continue to use the COS teacher feedback form.
Teachers will be able to assess the needs of individual students and tailor instruction to meet specific needs	The principal will continue to facilitate SST meetings.	We 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.
Upper grade teachers will prepare students to be school monitors	The principal will use the Morning Meeting to support the SEL curriculum.	Implement the Caring School/Responsive Classroom 6 week curriculum.
Teachers will continue to use the Caring School Community and Be the Change curriculum to develop social emotional strategies/skills and pro-social skills	The principal will organize a school wide system to celebrate student growth. IE assemblies and Caught Being Good Tickets.	The principal will provide signs for school rules
Teachers will continue to collaborate with the Artist in residence to support learners and our Arts Integration Program	The principal will work with teachers and staff to create universal school rules.	To encourage and develop family and school engagement, the principal will create a Summer Playdate Schedule for incoming Kindergarten Families.
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.	The principal will plan preschool tours for incoming families.	

MAJOR IMPROVEMENT PRIORITY #4: Equity

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #4

- Our goal is to be an inclusive and equity focused school community. There will be dedicated meetings regarding equity.
- The number of parents who report challenges with equity decreases by the end of the 15-16 school year.
- The percentage of parents that represent the larger school community will increase at meetings and engagements

STUDENT GOAL TARGET(S) for Improvement Priority #4

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Number of newsletters that are translated	MAIN GOAL	NA	NA	monthly
# of PD regarding Equity	PTA participation at mid-year	NA	NA	3
PTA Meetings	Number of PDs that include time for teacher inquiry and reflection around inclusive practice per year	N/A	N/A	Reflects student populations
Teacher inquiry around inclusivity		0	1	3

DATA ANALYSIS for Improvement Priority #4

Performance Strengths	Performance Challenges
Redwood Heights has robust parent involvement.	We have an achievement gap
We have PDs regarding inclusive teaching practices with Be the Change, and OUSD approved education consultants..	Often parent participation at PTA meeting and activities does not represent our diversified parent demographics.
We practice Restorative Justice for our discipline policy.	Our school communications need to be accessible to all parents. There is a need for translation in multiple languages.

ROOT CAUSE ANALYSIS for Improvement Priority #4

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Equity is an important issue to highlight/address at RHS. We are learning when equity practices are looked at only within other priorities it is harder to give the attention the needs of all students. This Improvement Priority is to call out equity. There are three areas identified as opportunities of growth: our achievement gap, parent engagement that represents our student population and cultural relevant & inclusive education. We want to build capacity in our teacher and leadership practices that ensure that ALL learners are validated, and academically accelerated. We want to disrupt a few school injustices at Redwood Heights: school structures that marginalize, segregate, and impede achievement, a school climate that needs to be more welcoming to marginalized families and communities and disparate student achievement levels.

We have also learned without a specific way to measure we don't pay great attention we need a set of rubric This a measurement that will be determined

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Through observation and engagement with parents, stakeholders have expressed concern about the Redwood Heights academic achievement gap. The Redwood Heights School Site Council and PTA have begun to inquire about best ways to support the closure of our achievement gap by considering best teaching practices of cultural relevancy, allocation of resources and parent/community engagement.

MAJOR IMPROVEMENT STRATEGY #4

In the 2015 - 2016 school year we will focus on the following strategies: Increasing accountability systems for student achievement, focusing all efforts and strategies to close the achievement gap and accelerating student achievement, providing ongoing staff development on building equity, addressing issues of race, reaching out intentionally to the community and marginalized families.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will engage in inquiry and reflection into inclusive classroom practices.	Explore best practices to equip teachers to teach a diverse population of students.	Ensure that school communication is accessible to all parents (e.g., translated or interpreted; electronic or hard copy; etc.).
Teacher will address trauma and implement restorative practice	Explore and develop cultural relevancy class rubric.	Make PTA and school activities accessible to all parents.
Teachers will encourage family engagement on college and career readiness and learning at home	PD incorporate teacher inquiry cycles	Principal and PTA collaborate to engage traditionally underrepresented families.
	Build a coalition of partners to include broad and representative diversity. Solicit help from staff, parents, and the community.	School leadership secured the assistance of two consultants, both with formal change management backgrounds, to design a program built around the specific needs of our school. The consultants planned and facilitated each of the staff workshops.
	Develop a summary of needs based on information collected from your constituents.	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: <i>Redwood Heights Elementary School</i>												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (ELA)											Click here for the full list of LCAP strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
meeting with students in small groups (4 x a week with lowest group, 1 x a week with highest group) for Guided Reading and Strategy lessons	SRI	African American Students	TSA	LCFF Supplemental	3200		C10TSA9999	0.6	\$32,629.63	148-1A	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
meeting with students in small groups (4 x a week with lowest group, 1 x a week with highest performing and GATE group) for Guided Reading and Strategy lessons	SRI	African American Students	Books Other than Textbooks	General Purpose Discretionary	4200				\$4,000.00	148-1B	Targeted Approaches	A3.2: Reading Intervention
Interactive Read Alouds every week	SRI	Latino Students	TSA							148-1C		
Interactive Read Alouds every week	SRI	Latino Students	Books Other than Textbooks							148-1D		
Shared reading in Science or Social Studies integrated content (fiction and non-fiction)	Fountas & Pinnell	African American Students	TSA							148-1E		
Shared reading in Science or Social Studies integrated content (fiction and non-fiction)	Fountas & Pinnell	African American Students	Books Other than Textbooks							148-1F		
Continue conferring in reading and writing	Fountas & Pinnell	African American Students	TSA							148-1G	Targeted Approaches	
Academic Discussion in whole class, small, and partner groups to increase students learning	Fountas & Pinnell	English Language Learners	TSA							148-1H	Targeted Approaches	
teacher will collaborate.	Fountas & Pinnell	English Language Learners	PREP	General Purpose Discretionary					\$19,470.00	148-1I	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Teachers use a variety of engagement strategies that consider all learning styles, to address the needs of lower and GATE performing students	SRI	African American Students	TSA							148-1J	Targeted Approaches	
Teacher will maximize and extend students' time reading through the reading and writing workshop and blended learning station-rotation model.	SRI	Latino Students	TSA							148-1K	Extended Learning Time	
Teachers will explicitly teach how to make meaning of texts	SRI	Latino Students	Books Other than Textbooks							148-1L		
Teachers will explicitly teach how to make meaning of texts	SRI	English Language Learners	TSA							148-1M		
Teachers will use conferring as an informal assessment tool to drive reading instruction and specific needs of students.	Fountas & Pinnell	African American Students	TSA							148-1N		
Help plan family engagement BAL education nights, and connect to college and career readiness and learning at home	Fountas & Pinnell	African American Students	TSA							148-1O		
Teachers will conduct teacher/student goal conferences.	SRI	African American Students								148-1P		
The principal will create and plan PD with the ILT to guide teachers on guided reading instruction, F&P Assessment and conferring.	Fountas & Pinnell	African American Students	TSA							148-1Q	Teacher PD	

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BUDGET ACTIONS & FUNDING:	IMPROVEMENT PRIORITY #2 (Math)
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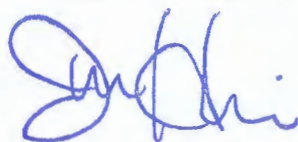
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Continue conferring in reading and writing	Other: OUSD MATH Benchmarks	African American Students	TSA						\$42,000.00	148-2A		A2.5: Teacher Professional Development for CCSS & NGSS
minimum of 3 number talks per week	Other: OUSD MATH Benchmarks	African American Students	TSA							148-2B		
continued focus on 3 reads and	Other: OUSD MATH Benchmarks	African American Students	TSA							148-2C		
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other: OUSD MATH Benchmarks	African American Students	TSA							148-2D		

[illegible]

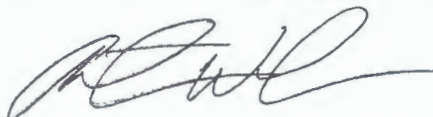
The principal will provide PD with SEL activities to intentionally develop and create collaborative relationships among students staff families.	CHKS SURVEY INFO	Latino Students	HUGS							148-3M	Teacher PD	
The principal will support the students by conducting RJ meetings	CHKS SURVEY INFO	Latino Students	HUGS							148-3N		
The principal will work with teachers and staff to create teambuilding activities for students	CHKS SURVEY INFO	Latino Students	HUGS							148-3O		
The principal will continue to provide PD for Responsive classroom, Caring School Community, Restorative Justice and be the Change Curriculum	CHKS SURVEY INFO	Latino Students	HUGS							148-3P	Teacher PD	
Provide or Facilitate RJ training for SEL support person.	CHKS SURVEY INFO	Latino Students	HUGS							148-3Q		
The principal will create and facilitate a Be the Change socio-gram activity cycle to promote an inclusive teaching practice.	CHKS SURVEY INFO	Latino Students	HUGS							148-3R		
Teacher will continue to create a COS team to identify student needs.	CHKS SURVEY INFO	Latino Students	HUGS							148-3S		
The principal will continue to facilitate SST meetings.	CHKS SURVEY INFO	Latino Students	HUGS							148-3T		
The principal will use the Morning Meeting to support the SEL curriculum.	CHKS SURVEY INFO	Latino Students	HUGS							148-3U		
The principal will organize a school wide system to celebrate student growth. IE assemblies and Caught Being Good Tickets.	CHKS SURVEY INFO	Latino Students	HUGS							148-3V		
The principal will work with teachers and staff to create universal school rules.	CHKS SURVEY INFO	Latino Students	HUGS							148-3W		
The principal will plan preschool tours for incoming families.	CHKS SURVEY INFO	Low-Income Students								148-3X		
ILT SEL Lead will meet regularly to support teachers to create teambuilders for students.	CHKS SURVEY INFO	Latino Students	HUGS							148-3Y		
Morning meeting schedule	CHKS SURVEY INFO	Latino Students	HUGS							148-3Z		
Monitor upper grade RJ / Conflict Manager/student leaders	CHKS SURVEY INFO	Latino Students	HUGS							148-3AA		
The principal will create a year assembly calendar. Grade level teams will be responsible for creating two assemblies per school year.	CHKS SURVEY INFO	Latino Students	HUGS							148-3AB		
The principal will continue to support teachers with student conflict by providing referral forms.	CHKS SURVEY INFO	Latino Students	HUGS							148-3AC		
Continue to have a RHS Student Council and school and class buddies.	CHKS SURVEY INFO	Latino Students	HUGS							148-3AD		
Create a COS data sheet, and continue to use the COS teacher feedback form.	CHKS SURVEY INFO	Latino Students	HUGS							148-3AE		
We 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.	CHKS SURVEY INFO	Latino Students	HUGS							148-3AF		
Implement the Caring School/Responsive Classroom 6 week curriculum.	OBSERVERATI ON DATA	Low-Income Students								148-3AG		
The principal will provide signs for school rules	CHKS SURVEY INFO	Latino Students	HUGS							148-3AH		

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. The principal will conduct pre-school tours for incoming families	Other	Low-Income Students								148-3AI		
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BUDGET ACTIONS & IMPROVEMENT PRIORITY #4 (Equity) FUNDING:												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will engage in inquiry and reflection into inclusive classroom practices.	# of PD regarding Equity	African American Students								148-4A	Teacher PD	
Teacher will address trauma and implement restorative practice	# of PD regarding Equity	African American Students								148-4B		
Teachers will encourage family engagement on college and career readiness and learning at home	PTA Meetings	African American Students								148-4C	Family Engagement	
Explore best practices to equip teachers to teach a diverse population of students.	# of PD regarding Equity	African American Students								148-4D		
Explore and develop cultural relevancy class rubric.	# of PD regarding Equity	Low-Income Students								148-4E		
PD incorporate teacher inquiry cycles	# of PD regarding Equity	English Language Learners								148-4F	Teacher PD	
Build a coalition of partners to include broad and representative diversity. Solicit help from staff, parents, and the community.	# of PD regarding Equity	African American Students								148-4G		
Develop a summary of needs based on information collected from your constituents.	# of PD regarding Equity	African American Students								148-4H		
Ensure that school communication is accessible to all parents (e.g., translated or interpreted; electronic or hard copy; etc.).	Number of newsletters that are translated	African American Students								148-4I	Family Engagement	
Make PTA and school activities accessible to all parents.	PTA Meetings	Students with Disabilities								148-4J	Family Engagement	
Principal and PTA collaborate to engage traditionally underrepresented families.	PTA Meetings	Low-Income Students								148-4K	Family Engagement	
School leadership secured the assistance of two consultants, both with formal change management backgrounds, to design a program built around the specific needs of our school. The consultants planned and facilitated each of the staff workshops.	Teacher inquiry around inclusivity	African American Students								148-4L		



James Harris
President, Board of Education



Antwan Wilson
Secretary, Board of Education

School Site Council Membership Roster – Elementary

School Name: Redwood Heights

School Year: 2014 - 2015

Chairperson : Brook Williams	Vice Chairperson:
Secretary: Kathy Burhardt	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee: Aleta Watson	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Brooklyn Watson				X
Aleta Watson				X
Emily Fuentes				X
Kathy Burhardt				X
Steve Barreto				X
Lynly Kendricks		X		
Kathy Mahoney		X		
Theresa Sanders		X		
Cynthia Bagby	X			
Margaret Moulding			X	

Meeting Schedule (day/month/time)	Last Wednesday of each month at 5:15pm
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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;
- 4 Parent/community members cannot be OUSD employees at the site.

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

(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.