

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 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.

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Redwood Heights Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Redwood Heights Elementary School  
**CDS Code:** 1612596002141  
**Principal:** Cynthia Bagby  
**Date of this revision:** 5/11/2016

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

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

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

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

# 2016-2017 Single Plan for Student Achievement Recommendations and Assurances

**School Site:**

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"/> 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:** 5/24/16

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

- Fliers in students' home languages
  Announcement at a public meeting
  Other (Notices, Media Announcements, etc.)

**Signatures:**

|  |                                     |                        |
|--|-------------------------------------|------------------------|
| <u>Cynthia Bagby</u><br>Print name of School Principal             | <u>Cynthia Bagby</u><br>Signature   | <u>5/24/16</u><br>Date |
| <u>[Signature]</u><br>Print name of SSC Chairperson                | <u>BRACK WILLIAMS</u><br>Signature  | <u>5/25/16</u><br>Date |
| <u>Lahasha Martini</u><br>Print name of Network Superintendent     | <u>Lahasha Martini</u><br>Signature | <u>5/24/16</u><br>Date |
| <u>Ruth Alahydoian</u><br>Ruth Alahydoian, Chief Financial Officer | <u>Ruth Alahydoian</u><br>Signature | <u>5-26-16</u><br>Date |



## 2016-2017 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<br>... General Purpose Discretionary #0000 | \$60,966.63         | TBD           |
| Local Control Funding Formula Supplemental Grant<br>... LCFF Supplemental #0002     | \$53,706.38         | TBD           |
| Local Control Funding Formula Concentration Grant<br>... LCFF Concentration #0003   | \$0.00              | TBD           |
| After School Education and Safety Program (FTE Only)<br>... ASES #6010              | \$0.00              | TBD           |
| <b>TOTAL:</b>   | <b>\$114,673.01</b> | <b>\$0.00</b> |

| Federal Programs  | Projected Budget | Final Budget  |
|---|------------------|---------------|
| Title I, Part A: Schoolwide Program<br>... Title I Resource #3010                 | \$0.00           | TBD           |
| Title I, Part A: Parent Engagement Activities<br>... Title I Resource #3010       | \$0.00           | TBD           |
| 21st Century Community Learning Centers (FTE only)<br>... Title IV Resource #4124 | \$0.00           | TBD           |
| <b>TOTAL:</b>   | <b>\$0.00</b>    | <b>\$0.00</b> |

## ABOUT THIS 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.” Serving 370 students in grades K-5, RHS represents the rich diversity of Oakland and is the perfect setting in which to prototype new ways to run schools so that all children can excel — in a district setting and in a school that reflects the demographics of the country as a whole. We have a rich academic program. For more than ten years we have been an arts integration with a garden and music program. Having benefited tremendously from the Next Generation Learning Challenges (NGLC) planning grant in 2014, RHS is eager to put theory into practice and deepen its commitment to personalized learning. Over the past year we implemented pilots focused on using Makerspace to learn STREAM 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 to close the achievement gap by using data strategically to design effective learning pathways based on what a child truly needs.

### School Mission and Vision

Our school vision is to create a vibrant learning environment where all children are nurtured to be creative, engaged, collaborative thinkers and innovators in our culturally rich and diverse 21st century communities. Our mission is to work towards RHS being a successful model rooted in equity, critical and creative thinking, social-emotional learning, expert teachers, personalized learning, and family partnership. These roots lead to robust student agency, where children have the skills and confidence to make a positive difference in their own lives, school, community and world.

## MAJOR IMPROVEMENT PRIORITIES

|                                       |        |
|---------------------------------------|--------|
| <b>Major Improvement Priority #1:</b> | ELA    |
| <b>Major Improvement Priority #2:</b> | Math   |
| <b>Major Improvement Priority #3:</b> | SEL    |
| <b>Major Improvement Priority #4:</b> | Equity |

### MAJOR IMPROVEMENT PRIORITY #1: ELA

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

| Student Performance Strengths | Student Performance Challenges |
|-------------------------------|--------------------------------|
|-------------------------------|--------------------------------|

|   |   |
|---|---|
| On the School Performance Framework score ELA SBAC score in the All Student category is a 5 /5score with a 3.66/5 status score    | On the School Performance Framework the African American, English Learners, Students with Disability students' ELA SBAC score is 1 out of 5   |
| On the School Performance Framework the ELA Scholastic Reading Inventory Test score is a 2.56 /5 score with a 5.22/5 growth rate. | On the School Performance Framework Limited Income students ELA SBAC and Scholastic Reading Inventory Test score is a 2 out of 5.   |
| On the School Performance Framework the ELA Scholastic Reading Inventory Test score for English Learners 5/5 growth rate.         | On the School Performance Framework, the African American student Scholastic Reading Inventory Test score is 2 out of 5; English Learners and Students with Disabilities Scholastic Reading Inventory Test score is 2 out of 5. |

**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Although we are pleased that our students' pass rate of 43% proficient or above, we are also not satisfied that 50% of our students are missing the proficiency mark for ELA. What pushes us even further, however, is that the achievement of African-American and Latino students was significantly below our school wide-performance, averaging 19% proficient or above. The ELA SPSA scores have many implications. We need to continue to have Professional Development that is focused on deepening our Reader/Writing Workshop, small group instruction and best practices that academically accelerate our learners. We will continue to develop our teaching staff into teacher leaders through collaboration and peer observation. Our Personalized Learning Instruction will enhance our data driven cycles because our teaching staff will learn how to efficiently use the online ELA Programs as excellent assessment tools. The immediate student feedback will drive instruction.

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

As stated above, the achievement of African-American and Latino students was significantly below our school wide performance. Our SPA highlights our need to further reach our second language learners, student with disabilities and low income students. Our diverse student population requires culturally competent educators. We have not provided teachers enough support and training around differentiated instruction to meet a diverse range of student needs. We plan to do this by using online programs; implicit bias and culturally relevant teaching practices; and holistic, child-centered pedagogies to support 21st century learning.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

| Goal Area       | Main Goal <i>(required)</i>                                    | Related SPF Indicator | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal                                |
|-----------------|--|-----------------------|---------------------|------------------------|----------------------|----------------------|--|
| Academic Domain | All students are reading at grade level according to the SBAC. | SBAC ELA              | All Students        | 59% at or above        | 69% at or above      | 75% at or above      | 3: Students are reading at or above grade level. |
| Goal Area       | Related Sub-Goals <i>(optional)</i>                            | Related Indicator     | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal                                |



|          |  |          |                            |                 |                 |                 |  |
|----------|--|----------|----------------------------|-----------------|-----------------|-----------------|--|
| Academic | Our goal is to increase the achievement for all students with specific attention African American and Latino Students. Our goal is to increase the SBAC scores of African American and Latino students by 10% - 20% by the end of 2016-2017. | SBAC ELA | African- American Students | 10% at or above | 30% at or above | 50% at or above | 1: Graduates are college and career ready.       |
| Academic | 70% students are reading at or above grade level according to Scholastic Reading Inventory Test. However our AA students are only 33% at or above.   | SRI      | African- American Students | 33% at or above | 43% at or above | 60% at or above | 3: Students are reading at or above grade level. |
| Academic | 70% students are reading at or above grade level according to Scholastic Reading Inventory Test. However our Latino students are only 37% at or above.   | SRI      | Latino Students            | 37% at or above | 47% at or above | 60% at or above | 3: Students are reading at or above grade level. |

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Continue to implement Balanced Literacy Curriculum: BAL Reading and Writing Workshop, small group instruction, online reading and phonics programs and regularly scheduled assessments F& P/SRI and online assessment tools.*

### KEY PRACTICES FOR PRIORITY #1

| Teaching Practices   | Leadership Practices  | Organizational Practices<br><i>People   Teams   Time   Resources</i>                   |
|--|---|--|
| Teachers will 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<br>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<br>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 nonfiction)  | SRI Progress monitoring given 5 times/year to make sure we are intrack. 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 online Lexia 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.  | Principal will support teachers through PD .   |  |
| Teachers will explicitly teach how to make meaning of texts  | Principal will support teachers through PD   |  |
| Teachers will use conferring as an informal assessment tool to drive reading instruction and specific needs of students. Teachers will use Professional Development time to support competency-based learning means access to on-going data to inform instruction. | Principal will support teachers through PD with the TSA/Blended Learning Wizard to teach teachers about competency based learning.               | The principal will create a competency based system supported by a learning management system.   |
| Help plan family engagement BAL education nights, and connect to college and career readiness and learning at home   | Principal will support teachers through PD   |  |
| Teachers will conduct teacher/student goal conferences.  | Principal will support teachers through PD   |  |
| Teachers will be proficient at using the online programs such as MyOn, NEWSELA to personalized student instruction.  | Principal will support teachers through PD   |  |
| Teacher will develop academic vocabulary   | Principal will support teachers through PD   |  |



| Academic Domain | 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 SBAC with a 10% increase in the AT/ABOVE category by the end of 2016/2017. | SBAC Math         | African- American Students | 17% at or above        | 27% at or above      | 40% at or above      | 1: Graduates are college and career ready. |
|-----------------|---|-------------------|----------------------------|------------------------|----------------------|----------------------|--|
| Goal Area       | Related Sub-Goals (optional)  | Related Indicator | Focal Student Group        | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal                          |
| Academic        | African American students will be able to provide mathematical evidence and work in small groups during guided math groups.   | Math C-EOU        | African- American Students | x                      | 45% at or above      | 70% at or above      | 1: Graduates are college and career ready. |
| Academic        | African American and Latino students will be able to explain their mathematical thinking in the the math performance tasks.   | Math C-EOU        | Latino Students            | 23% at or above        | 33% at or above      | 45% at or above      | 1: Graduates are college and career ready. |
| Academic        | African American and Latino students will be have math automaticity in basic math facts and multiplication.   | Math C-EOU        | Latino Students            | x                      | 45% at or above      | 70% at or above      | 1: Graduates are college and career ready. |

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *We will continue to implement small group instruction Math Expressions and ST MATH curriculum and other online math programs within a data driven and progress monitoring cycle.*

### KEY PRACTICES FOR PRIORITY #2

| Teaching Practices   | Leadership Practices  | Organizational Practices<br><i>People   Teams   Time   Resources</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 grade level teams 1x per month during 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. |

|   |   |  |
|---|---|--|
| Teachers will study the Math Expressions curriculum.  | The principal will plan, with the ILT, PDs on number talks, Math Expressions and ST MATH.                 | All ILT staff will create 3 reads and number talks PDs .   |
| Teachers will differentiate instruction in mathematics, and conduct teacher/student goal conferences  | Teachers will differentiate instruction in mathematics, and conduct teacher/student goal conferences      | 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 to explain their mathematical thinking with evidence, and providing math talks Teachers will incorporate 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 student testing make-up sheet.   |
| 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   | PD will focus on teaching 3 Reads to students across grade level and what is developmentally appropriate. | 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.  | PD will focus on best student engagement strategies.  | The utilization of strategic partnerships from Amanda Hartman  |
| Teachers will create a learning environment that will promote student agency by creating anchor charts and math centers.  | PD will focus on best practices to teach students how to self regulate in the learning environment.       | The principal will create PD about student agency.   |
| Teachers will use the station rotation model and small group during math instruction  | There will be PD regarding how to create a station rotation model in the classroom.                       | Teachers will have a peer walkthroughs in classrooms that have implemented station rotation models.                          |
| Teachers will celebrate student learning and progress   | PD  |  |
| Teachers will focus family engagement on college and career readiness and learning at home through math education for parents.  | The principal will work with the PTA to create a calendar with Parent EDU Night about Math instruction.   |  |
| Teachers will collaborate with and share best practices between the general ed and SDC colleagues to support our inclusion program.   | PD  |  |
| Teachers will create SMARTER Goals aligned with the school wide strategic goals.  | The principal will support the teachers math practice through coaching and math pds                       |  |



| Climate/ Culture Domain | 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. | Culture/ Climate: Student | African- American Students | ***                      | ***                      | ***                      | 5: Students are engaged in school everyday. |
|-------------------------|--|---------------------------|----------------------------|--------------------------|--------------------------|--------------------------|---|
| Goal Area               | Related Sub-Goals (optional)   | Related Indicator         | Focal Student Group        | 2014-2015 EOY Baseline   | 2015-2016 EOY Target     | 2016-2017 EOY Target     | Related LCAP Goal                           |
| Climate & Culture       | RHS student responses to "CHKS question: Do children feel apart of the school community?" will increase by 10% Yes   | Culture/ Climate: Student | All Students               | most: 35% / all: 44%     | most: 35% / all: 44%     | most:50% / all:60%       | 1: Graduates are college and career ready.  |
| Social/Emotional        | RHS student responses to :CHKS question "Challenging myself won't make me any smarter. " Not at all true/ Mostly true will increase by 5%.   | SEL                       | All Students               | 60.4%/ 10%               | 70.4%/ 5%                | 80.4%/ 5%                | 1: Graduates are college and career ready.  |
| Climate & Culture       | RHS student responses of yes to :CHKS question "CHKS: Do you feel safe at school?" will increase by %20  | Culture/ Climate: Student | All Students               | most: 38.6% / all: 40.9% | most: 40.6% / all: 50.9% | most: 40.6% / all: 70.9% | 5: Students are engaged in school everyday. |

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *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.*

### KEY PRACTICES FOR PRIORITY #3

| Teaching Practices  | Leadership Practices   | Organizational Practices<br><i>People   Teams   Time   Resources</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 team builders for students 1x per week during class meetings. |
| The teachers will continue to hold student class meetings.  | The principal will support the students by conducting Restorative Justice meetings   | School wide morning meeting schedule will continue on the Aliso Yard   |

|  |   |  |
|--|---|--|
| 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 team building 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 SELF 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.   |
| At back to school night and parent teacher conferences, teachers will focus on college and career readiness and supporting academic 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. This will be monitored in a data driven cycle.   | 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 prosocial 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.  | Implement our PBIS model with structures play during recess.   |
|  | Develop PD for PBIS training  |  |
|  | Develop a PBIS Team to support social emotional learning.   |  |



**MAJOR IMPROVEMENT PRIORITY #4: Equity**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #4**

| Student Performance Strengths  | Student Performance Challenges   |
|--|--|
| Our student population represents the rich diversity of Oakland and the United States. | Our PTA participation does not represent our diversity.  |
| 70% of White students' Math SBAC scores are at or above                                | AA, EL, SWD students' ELA SBAC score is 1  |
| 57% of Asian students' Math SBAC scores are at or above                                | 84% of AA students' Math SBAC scores are below. 78% of AA students' Math SBAC scores are below |

**ROOT CAUSE ANALYSIS for Priority #4**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

We have an active PTA but not all families are involved and leaders do not fully represent the economic/demographic diversity of our school population; some families don't feel like they belong. Some families are not aware of where their children are academically and how to support their children's progress and some families do not have access to technology.

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

Our diverse student population requires culturally competent educators. We have not provided teachers enough support and training around student needs using online programs; implicit bias and culturally relevant teaching practices; and holistic, child-centered pedagogies to support 21st century learning.

**STUDENT PERFORMANCE GOAL(S) for Priority #4**

| Goal Area               | Main Goal <i>(required)</i>  | Related SPF Indicator     | Focal Student Group        | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal                           |
|-------------------------|--|---------------------------|----------------------------|------------------------|----------------------|----------------------|---|
| Climate/ Culture Domain | 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. | Culture/ Climate: Student | African- American Students | na                     | na                   | na                   | 5: Students are engaged in school everyday. |
| Goal Area               | Related Sub-Goals <i>(optional)</i>  | Related Indicator         | Focal Student Group        | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal                           |

|                   |  |                           |                            |     |     |     |   |
|-------------------|--|---------------------------|----------------------------|-----|-----|-----|---|
| Climate & Culture | The number of parents who report challenges with equity decreases by the end of the 16-17 school year.         | Culture/ Climate: Parent  | African- American Students | *** | *** | *** | 6: Parents and families are engaged in school activities. |
| Climate & Culture | The percentage of parents that represent the larger school community will increase at meetings and engagements | Culture/ Climate: Parent  | Latino Students            | *** | *** | *** | 6: Parents and families are engaged in school activities. |
| Academic          | Increase our message for career and college readiness  | Culture/ Climate: Student | All Students               | *** | *** | *** | 5: Students are engaged in school everyday.               |

#### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #4

##### Major Improvement Strategy for this priority:

*In the 2016 - 2017 school year we will continue to 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.*

#### KEY PRACTICES FOR PRIORITY #4

| Teaching Practices  | Leadership Practices  | Organizational Practices<br><i>People   Teams   Time   Resources</i>   |
|---|---|--|
| Teachers will engage in inquiry and reflection of inclusive classroom practices. Add inclusive practices from Identity Safe Classroom   | 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 through communication, academic assignments, education nights, PTA Meetings, Back to school Night and Open House | PD incorporate teacher inquiry cycles   | Principal and PTA collaborate to engage traditionally underrepresented families.   |
| Teachers will engage in implicit bias training and culturally relevant teaching practices training.   | 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.   | AAMA classes for our African American male students.   |
|   | PD on implicit bias training  |  |

|  |   |  |
|--|---|--|
|  | AAMA's PD focusing on best engagement and instructional strategies to support AA Male students. |  |
|--|---|--|

| Budget Amount | Budget Resource               | Budget Action         | Associated Key Practice  | Associated LCAP Action Area                                | Object Code | Position Title                 | UPC        | FTE   | Budget Action Number | School ID |
|---------------|-------------------------------|-----------------------|--|--|-------------|--------------------------------|------------|-------|----------------------|-----------|
| \$2,564.00    | General Purpose Discretionary | Stipends              | The principal will plan, with the ILT, PDs on number talks, Math Expressions and ST MATH.  | A2.10: Extended Time for Teachers                          | 1120        | n/a                            | n/a        | n/a   | 148-1                | 148       |
| \$5,982.00    | General Purpose Discretionary | STIP                  | Teacher will maximize and extend students' time reading through the reading and writing workshop and blended learning station-rotation model.    | A2.5: Teacher Professional Development for CCSS & NGSS     | 1150        | n/a                            | n/a        | n/a   | 148-2                | 148       |
| \$6,767.63    | General Purpose Discretionary | Supplies              | Teachers will be proficient at using the online programs such as MyOn, NEWSLELA to personalized student instruction.                             | A2.3: Standards-Aligned Learning Materials                 | 4310        | n/a                            | n/a        | n/a   | 148-3                | 148       |
| \$2,000.00    | General Purpose Discretionary | Meeting Refreshments  | Help plan family engagement BAL education nights, and connect to college and career readiness and learning at home                               | A5.1: School Culture & Climate (Safe & Supportive Schools) | 4311        | n/a                            | n/a        | n/a   | 148-4                | 148       |
| \$3,000.00    | General Purpose Discretionary | Equip Maint agree     | Teachers use a variety of engagement strategies that consider all learning styles, to address the needs of lower and GATE performing students    | A2.3: Standards-Aligned Learning Materials                 | 5610        | n/a                            | n/a        | n/a   | 148-5                | 148       |
| \$22,457.00   | General Purpose Discretionary | AAMA                  | Explore best practices to equip teachers to teach a diverse population of students.  | A5.1: School Culture & Climate (Safe & Supportive Schools) | 5733        | n/a                            | n/a        | n/a   | 148-6                | 148       |
| \$18,000.00   | General Purpose Discretionary | Health Provider: HUGS | The principal will provide PD with SEL activities to intentionally develop and create collaborative relationships among students staff families. | A5.1: School Culture & Climate (Safe & Supportive Schools) | 5739        | n/a                            | n/a        | n/a   | 148-7                | 148       |
| \$196.00      | General Purpose Discretionary | Postage               | supplies   | A2.3: Standards-Aligned Learning Materials                 | 5910        | n/a                            | n/a        | n/a   | 148-8                | 148       |
| \$13,325.33   | LCFF Supplemental             | Noon Supervisor       | Develop a PBIS Team to support social emotional learning.  | A5.1: School Culture & Climate (Safe & Supportive Schools) | n/a         | NOON SUPERVISOR                | NOONSV9999 | 0.267 | 148-9                | 148       |
| \$7,455.43    | LCFF Supplemental             | Prep                  | Teacher will collaborate with colleagues around all aspects of BAL.  | A2.5: Teacher Professional Development for CCSS & NGSS     | n/a         | TCHR EDUC ENHNCMNT/INTVNT PROG | TCEEIP0052 | 0.1   | 148-10               | 148       |
| \$14,654.49   | LCFF Supplemental             | STIP                  | Teacher will collaborate with colleagues around all aspects of BAL.  | A5.1: School Culture & Climate (Safe & Supportive Schools) | n/a         | TEACHER STIP                   | TCSTIP9999 | 0.3   | 148-11               | 148       |
| \$18,271.12   | LCFF Supplemental             |                       |  |  | 5825        | n/a                            | n/a        | n/a   | 148-12               | 148       |
| \$9,769.66    | Measure G (TGDS)              | STIP                  | Teachers will conduct teacher/student goal conferences.  | A2.6: Teacher Evaluation                                   | n/a         | TEACHER STIP                   | TCSTIP9999 | 0.2   | 148-13               | 148       |
| \$3,500.00    | Measure G (TGDS)              | STIPENDS              | Teacher will maximize and extend students' time reading through the reading and writing workshop and blended learning station-rotation model.    | A2.10: Extended Time for Teachers                          | 1120        | n/a                            | n/a        | n/a   | 148-14               | 148       |
| \$392.59      | Measure G (TGDS)              | Supplies              | Principal will support teachers through PD   | A2.3: Standards-Aligned Learning Materials                 | 4310        | n/a                            | n/a        | n/a   | 148-15               | 148       |
| \$17,137.03   | Program Investment            | TSA                   | The principal will create PDs for BAL and Lucy Calkins in collaboration with ILT and TSA   | A2.1: Implementation of CCSS & NGSS                        | n/a         | 10 MONTH CLASSROOM TSA         | C10TSA9999 | 0.2   | 148-16               | 148       |
| \$1,000.00    | Program Investment            | Supplies              | Teachers will explicitly teach how to make meaning of texts  | A2.3: Standards-Aligned Learning Materials                 | 4310        | n/a                            | n/a        | n/a   | 148-17               | 148       |
| \$3,282.97    | Program Investment            | Consultants           | The principal will create an ongoing cycle of instructional improvement by monitor the ousd assessment cycle and progress monitoring system      | A2.9: Targeted School Improvement Support                  | 5825        | n/a                            | n/a        | n/a   | 148-18               | 148       |

# **Redwood Heights Elementary School Parental Involvement Policy**

Redwood Heights agrees to implement the following statutory requirements:

- The school will jointly develop with parents and distribute to parents, a Home School Compact that school and parents of participating children agree on.
- The school will notify parents about the Home School Compact in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the Home School Compact available to the local community online and in hard copy
- The school will periodically update the Home School Compact to meet the changing needs of parents and the school.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- > That parents play an integral role in assisting their child's learning.
- > That parents are encouraged to be actively involved in their child's education at school.
- > That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

## **Building Parent Capacity for Involvement**

Redwood Heights engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, we do the following:

- 1) Offers a flexible number of meetings for parents, and involve all parents in an organized, ongoing, and timely way in the planning, review and improvement of all programs.
  - Invite all parents to participate in SSC meetings
  - Invite all parents to participate in PTA meetings
  - All family information is posted, sent out via email and is available as hard copy
  - Room parents for each class disseminate school information
  - SSC reviews programs to determine effectiveness of programs
  - Benchmark Assessment data shared at parent conferences
- 2) Assists all parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- The requirements of the Title 1 Program (if applicable)
- How to monitor their child's progress

The above information is shared throughout the school year, beginning at Back- to-School Night.

Teachers share Benchmark data with families.

3) Provides materials and training to help all parents work with their children to improve their children's academic achievement.

Parent Education Nights will be planned throughout the year to give parents strategies to use in order to improve their children's academic achievement. Strategies will also be shared with parents at Teacher-Parent Conferences and through the school bulletin. The school website has links to the California Grade Level Standards to help inform parents of the academic expectations.

4) Educates staff, with the assistance of all parents, on the value of parent contributions and how to work with parents as equal partners.

- Staff Professional Development • SSC meetings
- PTA meetings

5) Coordinates and integrates all parental activities that encourage and support parents to more fully participate in the education of their children.

- Parent volunteers in the classroom and on field trips
- School-wide events (Walk-a-thon, Back-to-School Night, Spaghetti Feed, Open House, Book Fair)
- School Tours for prospective parents
- Parent Education Nights
- Academic Enrichment Activities: Science Fair, Oratorical Fest, Kindergarten Celebrations, Math Night, ELA Night

6) Distributes program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- School Bulletin
- Yahoo Group Announcements
- Classroom Newsletters
- Information posted on bulletin boards • Information posted on school website • Room Parent emails/communication

7) Provides support, during regularly scheduled meetings for parental activities requested by parents.

- Childcare provided
- Additional Minimum days for teacher-parent conferences

8) Provides all parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- Additional Minimum Days for teacher-parent conferences • Student Study Team Meetings
- Parent Education Nights
- PTA — involvement through committees
  
- School Site Council — all are welcome

|   |
|---|
| 9) Accessibility: Provide opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. We utilize parents within the community and/or OUSD's Translation Services department to translate documents and conversations/meetings as needed. We have an elevator for parents with mobility issues so they can access all parts of our campus. |
|---|

### Home School Compact Adoption

Redwood Heights has jointly developed with and distributed to all parents a Home-School Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also

describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

The School Site Council (SSC) initially wrote the Home School Compact during the 2012-2013 school year and distributed it in January 2013.

This version of the policy was adopted by the Redwood Heights School Site Council on May 24, 2016

The School Site Council will revisit the Home School Compact in the fall of 2016. The approved document will be posted on the school's website for the community's benefit immediately thereafter and distributed to all parents no later than October 2016. Redwood Heights' notification to the community of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

\_\_\_\_\_ *Cynthia Bagby* \_\_\_\_\_ 5/24/2016 (Principal's Signature) (Date)



It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

\_\_\_\_\_  
Student signature

**Parent/Guardian or Family Member Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Parent/Guardian or Family member signature

## Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

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Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

## School Site Council Membership Roster – Elementary

School Name: Redwood Heights

School Year: 2015-2016

|  |                                       |
|--|---------------------------------------|
| <b>Chairperson :</b><br>Brook Williams                   | <b>Vice Chairperson:</b>              |
| <b>Secretary:</b><br>Kathy Burghardt                     | <b>*LCAP Parent Advisory Nominee:</b> |
| <b>*LCAP EL Parent Advisory Nominee:</b><br>Aleta Watson | <b>*LCAP Student Nominee:</b>         |

Place "X" in Appropriate Members Column

| Member's Name     | Principal | Classroom Teacher | Other Staff | Parent/Comm. |
|-------------------|-----------|-------------------|-------------|--------------|
| Brooklyn Williams |           |                   |             | X            |
| Aleta Watson      |           |                   |             | X            |
| Emily Fuentes     |           |                   |             | X            |
| Kathy Burghardt   |           |                   |             | X            |
| Brightstar Olson  |           |                   |             | X            |
|                   |           |                   |             |              |
| Lynly Kendricks   |           | X                 |             |              |
| Jason haubrich    |           | X                 |             |              |
| Theresa Sanders   |           | X                 |             |              |
| Cynthia Bagby     | X         |                   |             |              |
| Margaret Moulding |           |                   | X           |              |
|                   |           |                   |             |              |

|   |                                       |
|---|---------------------------------------|
| <b>Meeting Schedule</b><br>(day/month/time) | SSC Meetings 4th Tuesday of the month |
|---|---------------------------------------|

**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](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.**