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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Redwood Heights Elementary School
CDS Code: 1612596002141
Principal: Cynthia Bagby-Ellison
Date of this revision: 5/14/25

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

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

Contact: Cynthia Bagby-Ellison

Position: Principal

Address: 4401 39th Avenue

Telephone: 510-531-6644

Oakland, CA 94619

Email: cynthia.bagby@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Redwood Heights Elementary School

Site Number:

148

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: WED, May 14th, 2025

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

☐ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Cynthia Bagby

Principal

Tiffany Grissette

SSC Chairperson


SELLS Representative (optional)

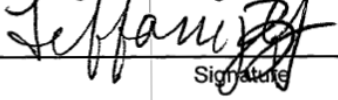
Leroy Gaines

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning


Signature


Signature

Signature

Leroy Gaines

Signature

Lisa Spielman

Signature

5/15/2025

Date

5/15/25

Date

Date

5/28/2025

Date

5/28/25

Date

2025-26 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

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

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

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$59,200.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$278,257.00

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$57,600
Title I, Part A Parent & Family Engagement (#3010)	\$1,600
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$59,200

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$278,257.00

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$16,100
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$52,957
SUBTOTAL OF STATE & LOCAL FUNDING:	\$219,057

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Redwood Heights Elementary School		School ID: 148
CDS Code: 1612596002141	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
#REF!		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
Loading...		

School Demographics, 2023-24

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

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	50.7%	42.9%	not available until fall 2025	65.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	53.4%	77.9%	not available until fall 2025	78.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	58.5%	75.0%	not available until fall 2025	80.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	41.7	50.7	not available until fall 2025	60.0
SBAC ELA Participation	All Students	97.6%	96.6%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.8%	67.4%	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC Math Distance from Standard Met	All Students	25.3	40.6	not available until fall 2025	50.0
SBAC Math Participation	All Students	96.6%	96.6%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	39.5%	51.0%	not available until fall 2025	75.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	52.6%	63.6%	not available until fall 2025	75.0%
California Science Test (CAST) Participation	All Students	95.0%	94.8%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-41.7	-1.1	not available until fall 2025	60.0
SBAC ELA Distance from Standard Met	African American Students	-13.7	2.1	not available until fall 2025	-5.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	31.8%	21.1%	not available until fall 2025	0.0%
SBAC Math Distance from Standard Met	Special Education Students	-43.0	-35.9	not available until fall 2025	50.0
SBAC Math Distance from Standard Met	African American Students	-27.2	-32.6	not available until fall 2025	0.0

Reclassification Measures & Targets**Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	20.0%	17.6%	not available until fall 2025	65.0%
LTEL Reclassification	Long-Term English Learners	0.0%		not available until fall 2025	100.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.8%	76.2%	not available until fall 2025	95.0%
Out-of-School Suspensions	All Students	0.0%	0.5%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	1.9%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	44.2%	14.4%	not available until fall 2025	0.0%
Chronic Absenteeism	African American Students	54.9%	20.4%	not available until fall 2025	0.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need:	Specifically:				
	- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.				
	- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.				
	- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	80.7%	82.1%	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By May 2026 we will increase by	1. Teachers are implementing the EL curriculum with rigor and integrity. We are working as an EL Lab school and supporting teachers to increase best practices. PDs with our EL Coach has helped our school focus on specific indicators. 2. We are implementing the math curriculum Eureka with rigor and integrity. 3. We are using I-Ready in both reading and math and looking at data to adjust students as needed. I-Ready PDs have supported teachers in sorting their data to create a list of focal students. 4. K-1 All teachers are teaching SIPPS everyday. They started ahead of the pacing schedule and are on track to finish early. 5. Consistent SIPPS supplemental support for grades 3-5 6. Literacy Tutors are pulling small groups 5 times a week. They are tracking data and being responsive to student needs. 7. Family engagement at literacy nights have provided strong at home connection to the curriclums. 8. Principal meets bi-weekly with Teachers in Data conferences.

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p>Each teacher selects Focal Students to focus on and monitor progress. We are using evidenced based data cycles to monitor student progress and have a robust system of interventions and supports. Our focus on teachers using protocols to allow students to build upon each other's responses and promote equity of voice has helped ensured all that all students have an opportunity to speak. We have also focused on giving high quality feedback to students and why this is particularly important for our students who are historically marginalized. UED time is being used to support ELL students.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i> 	<p><i>Our approach to increasing positive attendance and lowering the annual suspension rate is by promoting, mental health, student indepenence, joyful engaging learning experiences and celebrating student acheivment. We also have a board celebrating attendance in front of the school.</i></p>

<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<ol style="list-style-type: none"> <i>1. Our TSA meets weekly with the newest teachers on our staff. She provides coaching, modeling of lessons, reviewing data, and support with planning.</i> <i>2. Our PDs are grounded in our focal indicators around EL and are systematically trying to improve our skills as a staff and deepen our knowledge of the curriculum.</i> <i>3. We had everyone on our staff engage in peer observations so they get to watch their team mates in action.</i> <i>4. We are collaborating with the Teaching Well to support all of our teachers with wellness and stress management, as well as being able to have difficult conversations.</i>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>This goal was not met and percentatges for 5th grade students meetiing standards actually declined last year. In 21-22 5th grade Met or Exceeded Math=76.8% and in 22-23 Met or Exceeded Math= 69.1%. In 21-22 5th grade Met or Exceeded ELA=62.8% and in 22-23 Met or Exceeded = 54.7%.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>There are a small number of students still not making real progress in spite of all our interventions.</p> <p>We are currently monitoring and creating intervention group for our AA and Latino student to help with the chronic absentism.</p> <p>There is still a discrepancy by race in CHKS survey questions connected to race. In 2024 - 2025, 87% of Black families responding said they feel welcome to participate at this school.; 96% responded affirmatively</p> <p>We struggle with consistent ELD implementation because some classes might have 3 ELL students and some might not have any.</p> <p>Our SPED program and support for our students with IEPs has been a challenge becuase of SPED teacher was on leave at the beginning of the year and having a virtual SPED teacher has been difficult to collaborate with.</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>Our SDC students are medically fragile and often they are ill.</i></p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>NA</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Redwood Heights Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Thus far there are three areas that we are implementing and have improved upon: consistent PLCs for every grade level with time to analyze data and best practices; stronger SIPPS implementation in collaboration with additional support staff teaching SIPPS groups, collaborating as an EL Lab school has increased the rigor of our implementation of the curriculum. Our parent engagement has been inclusive of our diverse population of learners.

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

The PLCs have guided data analysis and have centered our teachers around the needs of their focal students, our students SIPPS data is strong. Stronger readers in K-2 we believe will lead to high achievement in 3rd-5th. Working as an EL Lab school has given us clear next steps and strategies to implement the curriculum with high engagement and has helped us to produce high quality student work. Our family engagement including 3 literacy nights, Black excellence event, lunar new year, elders day and more has helped empowered families to understand the curriculum and how to support their students at home as well as feel a sense of belonging.

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

We will continue to have PLC time, invest in family engagement and work collaboratively as a Lab School to improve our instruction. We are hoping that we can continue to secure PTA funds to invest in our SIPPS intervention program. We hope to continue working with Ignite Reading to provide targeted 1-1 support.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
To support teacher planning and student intervention	Reading Inventory (RI) Growth of One Year or More	This position supports teacher release time for PLC, 6-week planning and student intervention.	This is working because the release of teachers allows teacher collaboration and planning. As a result of this strategy teachers have had more time for PLC, 6-week planning and student intervention than in previous years have been able to participate	This position is being eliminated from school sites.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:		Redwood Heights Elementary School	SCHOOL ID:	148
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Set up strong MTSS systems by doing the following activites: Monitor and support the implemenation of SEL Caring Schools Community Curriculum, TOOLBOX , Restorative Justice conversations and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthrough	All Students	SEL / Mental Health	Tier 1 - Universal
1-2	Monitor and support the implemenation of standard aligned core curriculum and learning targets through PD, Principal/TSA coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-3	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-4	Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningfull next steps to advance learning and celebrate student successes.	All Students	Academic	Tier 1 - Universal
1-5	Working iwth ignite tutoring to give 32 of our students identified with reading challenges 1-1 support for 15 minutes a day.	All Students	Academic	Tier 2-Supplemental

1-6	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All students	Academic	Tier 2-Supplemental
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LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

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

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Engage diverse voices of Black and Latino students, staff, and families and share best practices to improve partnerships and programming through affinity spaces, small listening sessions, surveys, personal check-ins, and parent teacher conferences. To improve partnerships we will cultivate parent leaders to host inclusive community events to increase BIPOC families sense of belonging.	African American Students	Academic	Tier 1 - Universal
3-2	Facilitate equity and anti-racist conversations with all stakeholders, developing norms for disrupting deficit thinking, celebrating student academic and social emotional successes and integrate BIPOC student cultures into school-wide rituals and practices.	All Students	Academic	Tier 1 - Universal
3-3	Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly. The attendance team will be lead by the CSM and will review data regularly to identify focal groups of students and to increase tier 1 incentives and interventions. We will refer to the attendance plan.	African American Students	SEL / Mental Health	Tier 1 - Universal
3-4	Integrate Caring School Community curriculum/ strategies and Postive Behaviors, TOOLBOX , Restorative Justice conversations, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Black excellence night			

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

School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD’s credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Develop a strong ILT and Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction so they are knowledgeable of the opportunity gap and have high expectations for students of color.	All Students	Academic	Tier 1 - Universal
4-2	Provide professional development for staff related to anti-racism and implicit bias so that Teachers will be able to evaluate their internal bias and how it contributes to disproportionality their classroom settings	All Students	Academic	Tier 1 - Universal
4-3	Provide Teachers with planning and analyzing templates and models so that teachers will be able to analyze data and progress monitor Focal Students during PLCs	All Students	Academic	Tier 1 - Universal
4-4	Provide regular collaboration time to share best teaching practices, look at core task standards, student work, assessments, data, and instruction. Support vertical alignment of instruction through a range of PLC groupings and inquiry cycles.	All Students	Academic	Tier 1 - Universal
4-5	Teachers who are working on preliminary credentials are getting weekly coaching support working on classroom management skills and focal indicators			
4-6	Peer observation cycles			

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development on high leverage asset-based teaching strategies and Universal Design for learning that is in line with our vision. Teachers progress monitor the learning of AA students towards meeting learning targets and setting goals through inquiry cycles and data walls.	African American	Academic	Tier 1 - Universal
5-2	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration and work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	African American	Academic	Tier 1 - Universal
5-3	Black students have access to diverse learning, pathways and experiences in and out of the classroom.	African American	Academic	Tier 1 - Universal
5-4	Develop partnerships with Black students and families using MTSS strategies such check-ins, parent teacher conferences, positive calls home, restorative circles, and community meetings.	African American	SEL / Mental Health	Tier 1 - Universal
5-5	Teachers creating high quality student work researching Black leaders and School wide night celebrating Black excellence	African American	Academic/SEL	Tier 1-Universal
5-6	Priotizing teachers using protocols to engage students in purposeful academic discussons building upon one another's ideas. Using GLAD stratigies, anchor charts, sentences and more.	African American	Academic/SEL	Tier 1-Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (EL Ed, Eureka Squared). Support staff will push into classrooms to support designated ELD at least 1 x per week.	English Learner Students	Academic	Tier 1 - Universal
6-2	Choose high leverage integrated ELD strategy focus: Before-During-After Reading strategies, language scaffolds and a range of conversation cues and facilitation moves that encourage all students to talk and listen carefully to one another to seek understanding, deepen thinking and think with others to expand conversations.	English Learner Students	Academic	Tier 1 - Universal
6-3	Small groups pulled during UED time to focus on ELPAC skills	English Learner Students	Academic	Tier 2-Small
6-4	Prioritizing teachers using protocols to engage students in purposeful academic discussions building upon one another's ideas. Using GLAD strategies, anchor charts, sentences and more.	English Learner Students	Academic	Tier 1-Universal

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 148
School: Redwood Heights Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Art Teacher - Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	\$51,509	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10439	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	148-1
Art Supplies - Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	\$1,448	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	148-2
Afterschool Program (BACR) Integrate Caring School Community curriculum/ strategies and Positive Behaviors, TOOLBOX , Restorative Justice conversations, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Integrate Caring School Community curriculum/ strategies and Positive Behaviors, TOOLBOX , Restorative Justice conversations, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	148-3
Afterschool program Set up strong MTSS systems by doing the following activities: Monitor and support the implementation of SEL Caring Schools Community Curriculum, TOOLBOX , Restorative Justice conversations and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthrough	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Set up strong MTSS systems by doing the following activities: Monitor and support the implementation of SEL Caring Schools Community Curriculum, TOOLBOX , Restorative Justice conversations and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthrough	148-4

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 148
School: Redwood Heights Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Extra Teacher Contract Time Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching, and peer observations.	\$16,100	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching, and peer observations.	148-5
PTA Donation towards Art Teacher Salary Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	\$51,509	PTA/PTO Donations	1105	Certificated Teachers' Salaries	10439	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	148-6
.10 towards the Librarian Teacher Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	\$13,901	PTA/PTO Donations	1205	Certificated Pupil Support Salaries	9020	Librarian	0.1			Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	148-7
Supplies Choose high leverage integrated ELD strategy focus: Before-During-After Reading strategies, language scaffolds and a range of conversation cues and facilitation moves that encourage all students to talk and listen carefully to one another to seek understanding, deepen thinking and think with others to expand conversations.	\$522	PTA/PTO Donations	4399	Unallocated	n/a	n/a	n/a			Choose high leverage integrated ELD strategy focus: Before-During-After Reading strategies, language scaffolds and a range of conversation cues and facilitation moves that encourage all students to talk and listen carefully to one another to seek understanding, deepen thinking and think with others to expand conversations.	148-8
Parent Meeting Refreshments	\$800	Title I, Part A Parent & Family Engagement	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a		College/Career Readiness	Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	148-9

[illegible]

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Redwood Heights Elementary School

Site Number:

148

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: WED, May 14th, 2025

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

☐ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Cynthia Bagby

Principal

Tiffany Grissette

SSC Chairperson


SELLS Representative (optional)

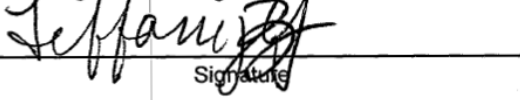
Leroy Gaines

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning


Signature


Signature

Signature

Leroy Gaines

Signature

Lisa Spielman

Signature

5/15/2025

Date

5/15/25

Date

Date

5/28/2025

Date

5/28/25

Date



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact Redwood Heights Elementary 2024-2025 School Year

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2024-2025 school year.

SCHOOL RESPONSIBILITIES

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
 - a) Instilling the Redwood Heights Way¹ model where each classroom and student follows Multi-Tiered Systems of Support² that benefit all student
 - b) Students are learning grade-level content aligned to Common Core State Standards.
 - c) Students will be taught using a blend of *Great Minds Eureka Math*, *FOSS-Full Option Science System Science*, *SIPPS-Systematic Instruction in Phonological Awareness Phonics and Sight Words*, *EL-Expeditionary Learning ELA Curriculum* as well as receive small group SIPPS instruction

¹ The Redwood Heights Way model is a site based system/checklist that is implemented in all classrooms to ensure quality classroom and culture environments

² Multi-Tiered System of Support is an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, attendance, and the alignment of systems necessary for all students' academic, behavioral, and social success.

- d) Students will also receive social-emotional³ lessons from the *Toolbox* curriculum and *Healthy Oakland Kids* which is a district wide health curriculum that is implemented Kindergarten-5th grade
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) This compact is given to families during *Back to School Night* and is in the RHS Parent handbook.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - a) Families have access to communicate with teachers and staff through *ParentSquare* and *Konstella* on an on-going basis.
 - b) Bi-annual parent teacher conferences for each student.
 - c) Various curriculum information sessions such as a Literacy Night and Math Night.
- 4) Provide parents reasonable access to staff.
 - a) Parents are introduced to staff at back to school night. They are also able to message any staff through *Parent Square* and *Konstella*.
 - b) Principal Chats are held periodically throughout the school year.
 - c) Main office staff direct family concerns to the leadership team on an on-going basis.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a) Translation services are available for families for all needs.
 - b) Informational sessions for students participating in ELPAC testing.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) Families are invited to attend bi-annual Parent Teacher Conferences to directly support their children.

³ Social-emotional learning is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

- b) Families receive informational sessions for guiding/ supporting Math and ELA curriculum.
 - c) Families and students receive additional support for ELPAC testing in small group settings.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
- a) Our climate and culture team and professional development encourages an asset-based approach to our work, valuing parents and family members as partners in the education of our students.
 - b) RHS will continue participation with *The Teaching Well* in order to serve all students and families equitably.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- a) Families are able to communicate with staff through *ParentSquare* and *Konstella*, as well as by email and in person.
 - b) Translation services are planned in advance when required by families.

TEACHER RESPONSIBILITIES

- Provide CCSS based instruction in all subjects.
- *Participate in monthly staff meetings and on-site professional development that ensures quality instruction and approaches to all learners.*
- *Communicate with families and leadership with objective data to support student experience.*
- *Communicate regularly with families about student progress, challenges and successes.*
- *Provide a safe, positive and healthy learning environment that abides by the Redwood Heights Way model.*
- *Provide meaningful homework and assignments.*
- *Strive to address individual needs of students by way of differentiation.*
- *Communicate clear expectations for performance and behavior.*

PARENT RESPONSIBILITIES

As a parent, I will support my child's learning in the following ways:

- Bring my child to school regularly and on-time.
- Communicate with the attendance specialist of any absences and tardiness.

- Volunteer in my child's classroom if possible.
 - Respect student privacy and confidentiality and not discuss observations with other individuals. Direct all communication from volunteer activities directly to the school principal.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Read to my child or encourage them to read daily.
- Communicate with the teachers and school staff when concerns arise.
- Respect the school, staff and other families.

STUDENT RESPONSIBILITIES

- Follow the Redwood Heights expectations:
 - I take care of myself
 - I take care of others
 - I take care of my school
- Engage in the Restorative Justice⁴ process when conflict or concerns arise.
- Complete homework as assigned.
- Ask for help when needed.
- Communicate concerns or challenges immediately to a trusted staff member.

This Compact was jointly developed and adopted by Redwood Heights Elementary on Thursday, August 29th, 2024 and will be in effect for the period of (August 12th, 2024 to May 29th, 2025).

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30th** of this current school year.

Cynthia Bagby
Name of Principal

Cynthia Bagby
Signature of Principal

August 29, 2024
Date

Please link the Parent and Family Engagement Policy to this document.

⁴ Restorative Justice is a philosophy and a theory of justice that focuses on building community and repairing harm through inclusive processes that engage all stakeholders. RJ practices represent a paradigm shift from traditional school disciplinary practices. RJ practices require that people focus on the harm their actions have caused others and themselves, and what they can do to repair that harm and restore and strengthen relationships.



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Redwood Heights Elementary

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Regular meetings between parents and teachers during bi-annual Parent Teacher conferences.
- Specific communication with teachers, families and service providers during Student Success Team meetings.
- Math and ELA informational nights for families.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Parent Leader meetings with leadership in the RHS Equity Collective.
- Regularly scheduled PTA and Principal meetings.
- Participate in School Site Council meetings and allow for public comment.

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Share School Parent and Family Engagement Policy prior to in person meeting so that families have adequate time to review the policy.

The school communicates to families about the school's Title I, Part A programs by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. Meeting will take place at the *Back to School Night*.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Sharing expectations at Parent Teacher Conferences, *Back to School Night* and Student Success Team Meetings as needed

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Regularly sending Principal Communications on *ParentSquare*
- Alternating between principal communication and PTA led communication/announcements on *ParentSquare* and *Konstella*.

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Monitoring completion of volunteer requirements as outlined by OUSD.
- Requiring parent volunteers sign the RHS code of conduct prior to volunteering.

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- RHS holds parent workshops at least 2-3 times a year to inform and support learning.
- Teachers send home materials for parents to use with their children, such as homework and online access to i-Ready platform.

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Engaging parents and families to learn more about various opportunities or training that would support student experience.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Following a regular and agreed upon School Site Council meeting time that requires elected member participation as well as public comment.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Sharing the policy at *Back to School Night* for Feedback.
- Asking for other engagement ideas or opportunities that families see fit.
- Asking affinity group leaders to participate in RHS Equity Collective meetings.
- Asking SSC for feedback at SSC meetings.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Maintaining access and availability to communicate consistently and in various ways such as in person, email or other school communication channels.
- Provide virtual and in person access for meetings.

- Providing translation services as needed by families.

The school provides support for parent and family engagement activities requested by parents by:

- Engaging parents/families in the planning process at SSC meetings.
- Asking parents and parent leaders to share needs/requests with teachers, leadership team and affinity group leaders.

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- RHS has regular affinity group meetings that discuss volunteer opportunities and additional ways to positively impact the whole school.
- RHS has room parents which are classroom parent leaders that are responsible for sharing volunteer opportunities, classroom/teacher needs and additional ways to support student experience.

If a Title I SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by Redwood Heights Elementary on Thursday, August 29th, 2024 and will be in effect for the period of (August 12th, 2024 to May 29th, 2025).

The school will distribute this policy to all parents on or before September 30, of the current school year.

Cynthia Bagby
Name of Principal

Cynthia Bagby
Signature of Principal

August 29, 2024
Date

Please link the School-Parent Compact to this document.



First, make a copy of this document & save in your drive.

Resource Planning (SRP)



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

Template ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Tiffany Grissette
Vice Chairperson:	Colleen Klus
Secretary:	Rene Galvez

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Cynthia Bagby	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Will Hill	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Regina Barber	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kate Hoshour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rene Galvez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Chelley Osorio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Tiffany Grissette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Jennifer Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Lisa Hoffman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Colleen Klus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:
(Day/Month/Time)

3rd WED of the month @ 5:15 pm

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

