

Board Office Use: Legislative File Info.	
File ID Number	26-1412
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Redwood Heights Elementary School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Redwood Heights Elementary School
CDS Code: 1612596002141
Principal: Cynthia Bagby-Ellison
Date of this revision: 4/30/26

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: 4/30/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 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: 4/30/2026

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

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

Signatures:

Cynthia Bagby-Ellison
Principal

Cynthia Bagby-Ellison
Signature

5/4/2026
Date

Tiffany Grissette
SSC Chairperson

Tiffany Grissette
Signature

5/4/2026
Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines
Network Superintendent

Leroy Gaines
Signature

05/08/2026
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/8/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/17/2025	SSC	Reviewed data and identified school needs, Reflected on progress and challenges, Reflected on instructional practices and supports, Facilitated group feedback on SPSA sections
1/22/2026	ILT, SSC	Discussed proposed expenditures and priorities
2/10/2026	Other, SSC	Reviewed data and identified school needs
3/19/2026	SSC	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$77,840
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$300,831

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 Resource 3010	\$76,450
Title I Parent & Family Engagement Resource 3010	\$1,390
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$77,840

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$300,831

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$13,700
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$59,291
SUBTOTAL OF STATE & LOCAL FUNDING:	\$222,991

2026-27 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:	6/24/2026

School Mission and Vision

Our Mission: Redwood Heights School (RHS) will build a learning environment focused on high academic achievement, developing pro-social skills, positive self-definition and student agency. All teachers will use student-centered pedagogies that cultivate innovative and resilient problem solvers prepared for career or college with an entrepreneurial spirit. Our Vision: All RHS students will find joy in their educational experience and be developed as creative, engaged, caring, collaborative, critical thinkers and innovators prepared for college, career and community success in our culturally rich and diverse 21st century communities.

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

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

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
49.2%	15.0%	21.9%	0.0%	27.8%	13.6%	43.1%	6.7%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
50.5%	21.1%	8.3%	1.6%	0.0%	0.5%	42.8%	0.5%	97.1%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	50.7%	42.9%	46.9%	65%	70%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	53.4%	77.9%	73.3%	78%	80%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	58.5%	75.0%	76.6%	80%	80%
English Language Arts Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	41.7	50.7	50.8	60.00	70.0
SBAC ELA Participation	All Students	97.6%	96.6%	96.5%	95.0%	98.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.8%	67.4%	62.3%	52.8%	60.0%
Mathematics/Science Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	25.3	40.6	38.7	50.0	60.0
SBAC Math Participation	All Students	96.6%	96.6%	96.5%	95.0%	98.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	52.6%	63.6%	59.6%	75.0%	75.0%
California Science Test (CAST) Participation	All Students	95.0%	94.8%	96.3%	95.0%	98.0%

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

School Goal:	By May of 2027 - 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 - Allowing teachers to have additional preps supports our intervention program by giving them more time to plan and review data. - TSA will support student academic growth through creating and supporting our intervention program and will also support teacher professional development. - Teachers will provide afterschool tutoring for students that need intervention.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-41.7	-1.1	-45.7	60.0	8.0
SBAC ELA Distance from Standard Met	African American Students	-13.7	2.1	2.7	-5.0	10.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	31.8%	21.1%	27.8%	70.4%	30.0%
SBAC Math Distance from Standard Met	Special Education Students	-43.0	-35.9	-49.1	50.0	15.0
SBAC Math Distance from Standard Met	African American Students	-27.2	-32.6	-24.9	0.0	10.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	20.0%	17.6%	38.1%	65.0%	65.0%
LTEL Reclassification	Long-Term English Learners	0.0%		N/A	100.0%	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 3. Support students mental health and safety through our OUSD mental Health intern program.					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	68.8%	76.2%	67.1%	95.0%	95.0%
Out-of-School Suspensions	All Students	0.0%	0.5%	0.0%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	1.9%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	44.2%	14.4%	8.9%	0.0%	0.0%
Chronic Absenteeism	African American Students	54.9%	20.4%	21.1%	0.0%	0.0%

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

School Goal:	By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	80.7%	82.1%	82.0%	100.0%	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<ol style="list-style-type: none"> 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>By May of 2027 - 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>	<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"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>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.</p>

<i>LCAP Goal 4:</i>	By May 2027, 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.	<ol style="list-style-type: none"> 1. Our TSA meets weekly with the newest teachers on our staff. She provides coaching, modeling of lessons, reviewing data, and support with planning. 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. 3. We had everyone on our staff engage in peer observations so they get to watch their team mates in action. 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.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, 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 	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><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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. 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 because 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>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Our SDC students are medically fragile and often they are ill.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>NA</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Redwood Heights Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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: consist 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

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Childcare for family engagement.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>These fundings will pay for childcare for educational parent events that address reading home education to increase parent participation and access for families to attend.</p>	<p>Providing Childcare for our families at parent engagement events allows more parents to be able to attend events.</p>	<p>As this works well for our parents, we will continue this expense.</p>
<p>Parent Engagement Refreshments</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>These fundings will pay for refreshments for educational parent events that address reading home education to increase parent participation and access for families to attend.</p>	<p>Providing refreshments for families at family engagements removes barriers for parent and increases attendance at these events.</p>	<p>As this works well for our parents, we will continue this expense.</p>
<p>Prep teacher to provide additional preps for teachers.</p>	<p>College/Career Readiness</p>	<p>Preps supports our intervention program by giving them more time to plan and review data</p>	<p>As a result of this expense we have seen growth in our iReady scores from fall to mid year. We have seen a jump in students that are at or above grade level from 26.4% to 42.5% from fall to mid year.</p>	<p>We will continue this expense out of a different resource</p>
<p>Instructional supplies.</p>	<p>College/Career Readiness</p>	<p>Instructional supplies that support academic instruction.</p>	<p>As a result of this expense we have seen growth in our iReady scores from fall to mid year. We have seen a jump in students that are at or above grade level from 26.4% to 42.5% from fall to mid year.</p>	<p>We will continue this expense out of a different resource</p>

Mental health Contract	College/Career Readiness	Mental health interns to support the social emotional concerns of some of our students to help them feel connected to the school community and academic growth.	Approximately 20 kids are being serviced by our mental health interns and benefit from services.	We will continue to offer mental health services to our students out of a different resource.

2026-27 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 2027, 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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 meaningful next steps to advance learning and celebrate student successes.	All Students	Academic	Tier 1 - Universal
1-5	Working with 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

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

School Goal:	<p>By May of 2027</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
Identified Need:	<ul style="list-style-type: none"> - 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 - Allowing teachers to have additional preps supports our intervention program by giving them more time to plan and review data. - TSA will support student academic growth through creating and supporting our intervention program and will also support teacher professional development. - Teachers will provide afterschool tutoring for students that need intervention.

#	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	<p>Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports</p> <p>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</p>	African American Students	Academic	Tier 1 - Universal
2-2	<p>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.</p> <p>Using SIPPS data to form small, short term, flexible groups so that early reading instruction can be differentiated</p> <p>Implement D-ELD for ELLS</p> <p>Utilize designated UED time for ELPAC preparation</p> <p>ELPAC Family Information Night</p>	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 3. Support students mental health and safety through our OUSD mental Health intern program.

#	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	SSC Parent Affinity Groups support cultural activites and parent engagement (Black Excellence Program, Lion Dance, Parent Career Presentations at Assmblies.	All Students	SEL / Mental Health	Tier 1 & 2 - Universal

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

School Goal:	By May 2027, 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

#	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>ELL Progress Data</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	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.	English Learner Students	Academic	Tier 1-Universal

PROPOSED 2026-27 SCHOOL SITE BUDG

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	\$53,811	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10439	Teacher Education Enhancement	0.40			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	148-1
Art teacher	\$5,480	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			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	148-2
Teacher PD	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Working iwth ignite tutoring to give 32 of our students identified with reading challenges 1-1 support for 15 minutes a day.	148-3
Teacher PD	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			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	148-4

PROPOSED 2026-27 SCHOOL SITE BUDG

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
This will pay for students to be tutored be students that need academic intervention after school.	\$13,700	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	148-5
Instruction	\$82,500	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	8701	Program Mgr Community School	0.50			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	148-6
Teacher PD	\$119,054	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	2707	Teacher Education Enhancement	0.70			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
Library tech	\$72,805	Measure G, Library Support	2205	Classified Support Salaries	11372	Library Technician	1.00			Black students have access to diverse learning, pathways and experiences in and out of the classroom.	148-8
Art Teacher	\$56,154	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10100	Teacher Education Enhancement	0.70			Black students have access to diverse learning, pathways and experiences in and out of the classroom.	148-9

PROPOSED 2026-27 SCHOOL SITE BUDG

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	\$51,023	PTA/PTO Donations	1105	Certificated Teachers' Salaries	2707	Teacher Education Enhancement	0.30			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	148-10
Intervention	\$8,022	PTA/PTO Donations	1105	Certificated Teachers' Salaries	10100	Teacher Education Enhancement	0.10			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	148-11
Intervention	\$53,811	PTA/PTO Donations	1105	Certificated Teachers' Salaries	10439	Teacher Education Enhancement	0.40			Teachers who are working on preliminary credentials are getting weekly coaching support working on classroom management skills and focal indicators	148-12
TSA	\$67,946	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries		TSA 10Pay	0.50			Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching, and peer observations.	148-13

PROPOSED 2026-27 SCHOOL SITE BUDG

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
Mental health Interns	\$22,437	PTA/PTO Donations	4399	Unallocated			0.00			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.	148-14
The funding will be to pay for mental health interns to support the social emotional concerns of some of our students to help them feel connected to the school community and academic growth.	\$25,000	PTA/PTO Donations	5739	Mental Health Provider			0.00			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	148-15
This will pay for students to be tutored be students that need academic intevention fter school.	\$740	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Reading Inventory (RI) Multiple Years Below Grade Level	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.	148-16
These fundings will pay for educational parent events about reading home education.	\$650	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Reading Inventory (RI) Multiple Years Below Grade Level	Develop partnerships with Black students and families using MTSS strategies such check-ins, parent teacher conferences, positive calls home, restorative circles, and community meetings.	148-17



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 28th, 2025 and will be in effect for the period of (August 11th, 2025 to May 31st, 2026).

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

8/28/2025
Date

Please link the [School-Parent Compact](#) to this document.



School-Parent Compact

Redwood Heights Elementary

2025-2026 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 2025-2026 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 Caring School Community (CSC), *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 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* on an on-going basis.
 - b) Bi-annual parent teacher conferences for each student.
 - c) Curriculum information sessions.
- 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*.
 - 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 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 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*, 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.
- **Monitor your student/s homework completion.**

- **Volunteer in my child’s classroom if possible...**
 - Must follow the RHS Volunteer protocol by informing teachers 24 hours or more prior to visiting the classroom.
 - 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.
- Discuss the Golden Rule, school expectations & rules with your children.
- Follow Workstudy policies.
- 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 and in-class assignments 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 28th, 2025 and will be in effect for the period of August 28th, 2025 to May 29th, 2026.

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	<i>Cynthia Bagby</i>	8/28/25
Name of Principal	Signature of Principal	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.



Redwood Heights ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Tiffany [REDACTED]
Vice Chairperson:	Colleen [REDACTED]
Secretary:	Rene Galvez

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Cynthia Bagby	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Lynly Kendricks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Regina Barber	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Kate Hoshour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Rene Galvez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Lisa [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Tiffany [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Melissa [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Colleen [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Chelly [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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: <small>(Day/Month/Time)</small>	3rd Wednesday of each month 5:15-6:15 pm
---	--

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members