

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2025-26

School Name:	Piedmont Avenue Elementary School	Site #	146	Date	
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School Mission and Vision

Vision: We at Piedmont Avenue Elementary School believe every child can develop a love of learning. We believe every teacher can stimulate our students' minds in ways that will promote learning and successful achievement. We believe that every student can achieve beyond average academic skills. Instead our students will develop high level critical thinking, problem solving and social skills to achieve personal excellence while preparing for higher education and to participate in a global society with respect for diversity.

Mission: Students love learning and are taught in ways that prepare them to make unlimited academic and personal success. To accomplish our vision we will work to build a community and culture of high expectations for students, staff, families and extended community partners. We seek to accomplish this through the use of a standards based, data driven approach to planning and differentiation of instruction. All faculty and support staff members commit to cohesive and aligned instructional practice, to the principles for collaboration and equity. Our family partnership plan involves families in high levels of data inquiry and supports their development as partners in academic achievement. Our Extended Learning Program provides targeted academic support, enrichment that includes technology, performing and visual arts, and recreation in addition to multiple leadership opportunities.

Community School Implementation Team - members that contributed to this document (add additional names at the end of form as needed)	NAME	ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))	EMAIL
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	Riahna Caldwell	Attendance Specialist	riahna.caldwell@ousd.org

School Demographics

Special Populations	% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners
	56.3%	48.5%	21.7%	0.3%	3.3%	17.2%	81.3%	13.0%
Student Population by Race/Ethnicity	% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers
	43.4%	12.4%	4.2%	1.2%	0.6%	0.3%	78.0%	1.8%

OUSD CCSPP GRANT OBJECTIVES:
Priority 1: Deepening District-wide **Collaborative Leadership** Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners.
Priority 2: Creating **Joyful Schools**. Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates.
Priority 3: Strengthening **Student and Family Engagement**. Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy.
Priority 4: Increasing Opportunities for **Academic Innovation and Acceleration**. Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready.

COMPREHENSIVE COMMUNITY SCHOOL PRIORITY ANALYSIS

PRIORITIES	Describe whole school successes from 2024-25	Describe whole school challenges from 2024-2025	Deepest Underlying Cause What are some of the reasons why we have these challenges?
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Collaborative Leadership	<p>Culture Leadership Team (CLT) and Instructional Leadership Team (ILT) worked synergistically to emphasize school priorities, ensuring they were reflected in school-wide events and the implementation of the curriculum. The Coordinated Services Team (COST) operated with a robust multidisciplinary team, effectively managing appropriate interventions for students based on COST submissions. The School Site Council (SSC) welcomed new teachers and parents, showcasing the diversity of the school to provide valuable insights for budget expenditure allocations. Staff members expressed their appreciation for the transparency of the SSC process. Additionally, compensation has been made available for staff members participating in various committees.</p>	<p>In some instances, time constraints limited the ability of key team members to fully participate in comprehensive school-wide planning and to conduct thorough debriefs and coaching sessions after observations.</p>	<p>Staff absences affected planning sessions for support staff and leadership, as well as at times the capacity to execute established plans. This is the first year without a STIP substitute, which has impacted our ability to provide IEP coverage and address other key areas.</p>
Joyful Schools	<p>Prioritizing the Caring School curriculum to foster a positive school culture and strengthen community connections. Celebrating cultural heritage months to honor diversity and build a sense of belonging. Promoting literacy, food access, and physical activity through partnership with Eat. Learn. Play. Hosting Community Saturdays to cultivate community partnerships. Leveraging the STG platform to support positive SEL practices and student well-being.</p>	<p>While these initiatives have made a positive impact, we recognize the need to elevate student voice and leadership within our school community. Our events have not consistently reflected enough student input, and we are committed to establishing a Student Council to ensure students have a platform to share their perspectives and shape future activities.</p> <p>Additionally, we aim to create a committee dedicated to analyzing academic data and creating certificates of achievement to celebrate academic growth. To expand our community impact, we seek to collaborate with more community partners, exploring a wider range of options for community events that engage all students and families. Strengthening these partnerships will allow us to offer more inclusive and diverse opportunities for our school community.</p> <p>Together, these initiatives are designed to create a thriving, inclusive school community where every student feels valued and supported.</p>	<p>Despite our commitment to celebrating student success, time constraints present a challenge in elevating academic achievements in a consistent and joyful way. Although academic data is regularly reviewed, carving out dedicated time to showcase and celebrate successes remains difficult.</p> <p>Furthermore, staff absences and vacancies impact day-to-day operations, stretching available resources and limiting the capacity to implement new initiatives. These staffing challenges hinder the consistency of programming and our ability to provide the level of support and celebration our students deserve.</p>
Student Engagement	<p>Students have expressed enthusiasm about being on campus, which has been further enriched by visits from community partners and external visitors who engage directly with Piedmont students. During classroom walkthroughs, students have consistently demonstrated on-task behavior and active engagement in learning activities.</p>	<p>This school year has presented challenges regarding student leadership opportunities. The teacher who previously held this position and coordinated student engagement is unable to continue in this role due to capacity constraints. Additionally, the limited availability of other staff members has made it difficult for anyone else to assume these responsibilities.</p>	<p>Leadership changed in the new school year and some of the systems and student leadership structures were not conveyed to the new administration, which did not allow adequate time for an new person to be identified to take on these endeavors.</p>

Family Engagement	<p>Our recent school tours were highly successful, with strong participation from prospective families, reflecting growing interest in our school community. We maintain regular, seasonal community newsletters to keep families informed and connected. Our partnership with the after-school program has been instrumental in fostering family engagement through collaborative school-wide events.</p> <p>We are fortunate to have a committed and dynamic PTA and an engaged School Site Council (SSC), both playing key roles in shaping our school community. Our signature events — including Back to School Night, Winter Concerts, Oratorical Festival, Math Night, and Community Saturdays — continue to be well-attended, reflecting the strong partnership between families, staff, and the school.</p>	Time constraints and recent leadership transitions have impacted the school's capacity to extend planning and implementation of family engagement activities beyond the school day.	The late summer transition of our leadership team required significant time during the first part of the year to acclimate to district and school systems, platforms, and operational processes. Additionally, the leadership team has prioritized establishing student-facing systems, routines, and structures to support a positive learning environment, which has limited the capacity to plan and implement broader family engagement initiatives during this initial phase.
Academic Innovation & Acceleration	We have three SIPPS tutors assigned to this school. A schedule has been developed to enable tutors to collaborate with classroom teachers, providing targeted interventions and support. A series of professional development sessions has been facilitated for teachers to enhance student engagement in discussions within the classroom. Additionally, we have established a partnership with Piedmont Avenue Reading Tutors to offer one-on-one literacy support for students in grades 1 through 5. Furthermore, our math tutors are working closely with teachers to deliver individualized math support.	Student attendance is affecting the ability of those who require targeted intervention to access these vital services. Additionally, the absence of support staff has hindered the consistent implementation of the targeted interventions. Furthermore, due to limited space, not all students in need of these services can participate.	A STIP sub position was eliminated for this school year. This position was essential in enabling teachers to offer targeted interventions by pulling students out during additional enrichment time. Furthermore, it played a vital role in addressing coverage gaps when staff were absent, ensuring continuity of services for students.

2024-2025: STRATEGIC ACTION REFLECTION

PRIORITIES	2024-2025 Strategic Actions What key strategic actions to support developing a community school were implemented in last year? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2024 What evidence (qualitative and/or quantitative) shows progress towards your goals?	2024-2025 Budget Resource CCSPP doesn't fund the entirety of your Community School Goals. What additional budget supported the development of your community school?
Collaborative Leadership	CSM successfully transitioned from the TSA position to a new role, effectively utilizing her institutional knowledge to ensure continuity in support for families. She assisted the new principal during this transition and worked to enhance COST practices through the use of the district platform.	Staff Reflection Exit Tickets, CHKS Data, Staff Retention	LCFF Supplemental

Joyful Schools	CSM and attendance clerk partnered to support students attending school regularly and promoting positive attendance through review of data and leveraging district partners. A new partnership with Ball for Life has facilitated the development of structured play zones and improved consistency in recess support, aimed at reducing playground-related issues. Furthermore, students gained social-emotional learning (SEL) practices through this initiative, contributing to the development of healthier peer relationships.	Attendance Data, Sown to Grow Data, Student Surveys, Culture and Climate data	GP Discretionary
Student Engagement	Students in grades 3 to 5 participated in both the African American Male Achievement (AAMA) and African American Female Achievement (AAFE) programs to promote healthy identity development, social and cultural understanding, and to encourage students to embrace their cultural heritage within the community. The facilitator of the AMA program is also a member of the Coordinated Services Team(COST), contributing valuable insights regarding student engagement. While the number of excellence events has increased to promote positive attendance throughout the year, there remains an opportunity for growth in the area of academic recognition.	Sown to Grow data, Student Surveys, Culture and Climate data	GP Discretionary
Family Engagement	The Social Worker plays a vital role in strengthening relationships with families to ensure students receive the mental health services and community support they need. By serving as a liaison, the Social Worker helps families access both district resources and external services to meet basic needs, from food and housing support to counseling and healthcare. This collaborative approach aims to remove barriers that impact attendance, student well-being, and academic success.	Exit tickets, parent feedback and surveys.	
Academic Innovation & Acceleration	SIPPS tutors and Eureka math tutors. Piedmont Avenue volunteers support small group interventions.	I-Ready, SIPPS assessment data	LCFF Supplemental

2025-2026 STRATEGIC ACTIONS

PRIORITIES	2025-2026 Strategic Actions What strategic actions will your school implement to support your developing community school? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2025 What evidence (qualitative and/or quantitative) will you look for to know you are successful?
Collaborative Leadership	CSM will be in the second year in order to continue to the lead and strengthen COST to foster student well-being through a culturally responsive support system, ongoing assessments, and strong partnerships with families, educators, and the community. The CSM will strengthen student and family engagement through hosting events, workshops, and volunteer opportunities deepening collaboration with interest holders.	OUSDForce, Attendance Data, CHKS, Sown To Grow Data

Joyful Schools	<p>Social Worker: focus on student wellness, family support, and equity. Social workers provide mental health services, crisis intervention, and connect families to community resources. They prioritize trauma-informed care, restorative practices, and social-emotional learning to create a safe, supportive school environment where all students can thrive. Partnership with Ball for Life, Oakland, to support with implementation of SEL Curriculum will be implemented to support students in building healthy relationships through sports and play. This curriculum promotes a sense of belonging, strengthens Social-Emotional Learning (SEL) skills, encourages mindfulness, and cultivates lifelong wellness habits. Celebrate student achievement through recognition events and excellence assemblies that highlight academic growth, positive attendance and success. These events honor student progress, effort, and accomplishments, fostering motivation and a positive school culture. By celebrating hard work and resilience, schools inspire students to continue striving for excellence. Field trip admissions: support students by providing access to educational and cultural experiences that enhance learning beyond the different locations deepen understanding, foster curiosity, and make learning more engaging. Field Trip Transportation: ensures that all students have access to enriching educational experiences beyond the classroom.</p>	Attendance Data, Sown to Grow Data, Student Surveys, Culture and Climate data
Student Engagement	<p>Full Time Attendance Specialist: By fostering positive relationships with students and families, they help create a sense of belonging and accountability, which supports student engagement and academic success. by promoting positive attendance. Establishing a Student Council empowers students to have a voice in school decisions, fostering leadership, responsibility, and collaboration. By representing their peers, student leaders can advocate for school improvements, organize events, and promote a positive school culture.</p>	Sown to Grow data, Student Surveys, Culture and Climate data
Family Engagement	<p>Case Manager will support family engagement and help connect families with resources, services, and school programs to ensure student success. They build relationships with parents, provide guidance on academic and social support, and coordinate interventions for families in need. Support students improve attendance and achievement, and cultivate a more inclusive and supportive learning environment. Calendar out Coffee with the Principal establishing space for families to connect with school leadership, discuss updates, and share input. This will strengthen relationships and encourage open communication.</p> <p>Increase and Calendar Family Engagement Workshops to offer interactive sessions on topics like literacy, attendance, data review and student well-being. This will empower families with tools to support student success. Both initiatives enhance family-school connections through outreach and multilingual communication.</p>	student surveys, URF data, CHKS
Academic Innovation & Acceleration	<p>SIPPS tutors and Eureka math tutors. SIPPS tutors (2) work with our Literacy TSA and classroom teachers to make a plan in supporting students who need additional practice with their foundational skills. They meet with students once or twice a week depending on the need. Eureka Math tutors (2) work with our TSA and classroom teachers to make a plan for students who need additional practice in building conceptual awareness and number sense in math. Students are typically supported twice a week. Piedmont Avenue Reading Tutors (volunteers) will support small group interventions in foundational skills, reading comprehension, and reading fluency.</p>	I-Ready, SIPPS assessment data, URF data and Sown to Grown, Student surveys