OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Redwood Heights Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs
  ➢   Economic Impact Aid/School Compensatory Education
  ➢   Economic Impact Aid/Limited English Proficient
  ➢   Quality Education Improvement Act (QEIA)
  ➢   School Improvement Grant (SIG)

Federal Programs
  ➢   Title I, Part A

Recommendation:
The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Redwood Heights Elementary School.

Community Schools Strategic Site Plan

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Redwood Heights Elementary

6002141

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
Table of Contents

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE
CONTEXT

Redwood Heights is a K-5 school located just south of the junction of 35th Ave. and Highway 13. We have 348 students. Our staff is highly experienced with an average of 18 years of experience. The school has met the AYP and AMO requirements of the No Child Left Behind Act every year that the requirements have been in effect. We also have on site two Special Day Classes. We present a well-rounded program that is research-based, age appropriate, authentic, intellectually challenging, promotes creativity, and exceeds the standards set by the district and the state. We use a differentiated approach to learning in order to ensure that all students are able to be successful. Our lessons are developed based on the experiences of the child and work towards expanding their critical thinking skills. Our TACLE (Technology and Augumentative Communication For Learning Enhancement) SDC students are integrated into our general education classes to support strong communication and create a welcoming and caring school community. Our school supports a strong, well stocked library, after school tutoring for students who need extra support, and aligns resources to support professional development for teachers. We also strategically align our resources to use our enrichment opportunities, such as art, music, gardening, and PE to enhance our academic interventions and acceleration time for students so that we can meet the individual needs of students within a small group setting. Parents have many opportunities to be involved at Redwood Heights. All classrooms encourage parent volunteers to work with individual children and small groups of students during instructional time. We have the parent supported and staffed Teacher Support Team (TST) who support academic instruction and interventions. The TSTs are a volunteer group of parents who are trained to support academic intervention. Parents are are also crucial to our field trip programs. Each class goes on 5-10 field trips a year. We also have a number of parent organizations that encourage parental involvement. School Site Council is the leadership body of the school responsible for ensuring that our students?

educational needs are met. It is comprised of administration, faculty, parents and community members. It is the central point of site-based management. The Parent Teacher Association is an active organization for parents, guardians, teachers and community members providing leadership for many school activities: enrichment programs, recognition of students and teachers, fundraising and legislation involving education. We welcome your time, talents and your perspectives. Dads Club (open to any gender) was founded more that 50 years ago and provides direct support to the school by conducting construction improvements to the school facility, organizing activities and programs that enrich our children's educational experiences. Classroom parent volunteers also prepare classroom materials, coordinate special classroom activities, welcome new families and are a vital part of our program. There are several active parent committees such as the Garden and Ecology Committee, the Library Committee, the Safety Committee, and the Technology Committee. School Safety Plan

VISION

Like redwood trees, our students will have widely spread roots, achieve great heights and be able to weather storms. Our students will be responsible academically and socially, and support each other like the redwood trees in groves. They will use critical thinking skills to make positive contributions to their community and the world. The passion that the staff exhibits for learning and the collegial adult culture is the soil in which the saplings take root and soar. We know that children are curious and eager to learn. All students must be engaged in a rigorous, meaning-centered curriculum that is activity-based and draws on a students' higher order thinking skills. Through the collaborative efforts of the staff, we ensure that each child is successful in mastering the standards. Our students feel safe emotionally and physically and enjoy a clean, well maintained site.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities
Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

School Site Council - At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. - The SSC will facilitate a State of the School presentation to be done in conjunction with the PTA for the greater community meeting in the Spring to present families and staff updates on progress towards the indicators of progress listed in the site plan, and solicit input on how to improve progress. This will also be the basis for creating an aligned school and PTA budget that addresses the needs of all students. Staff Monitoring of Benchmark Data and Internal Data - The ILT and the Classroom teachers will review benchmark, Fountas and Pinnell, and Core Phonics Survey data in ELA, Math, and Reading 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark/Internal data review will take place either in a 1:1 meeting with the principal or in a faculty planning session. - Benchmark data in ELA and Math will also be presented at Parent Committee meetings, displayed in the office, sent home to families, and shared in the SSC meetings following each administration. - Staff will collectively monitor progress and create corrective instruction plans of students indentified as being out of the sphere of success and in our achievement gap. SSC and Staff Monitoring of a Caring Community - School-wide Caring Community survey will be given three times a year and looked at by our ILT, SSC, Staff, and Student Council. - Healthy Kids Survey and Caring Community survey will be cross checked by the SSC at the end of the year and help determine next steps for implementing programs that support the creation of a welcoming and caring school.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

2011-12

	District (Grades 2-5)	Redwood Hts(Grades 2-5)
	61%	81%
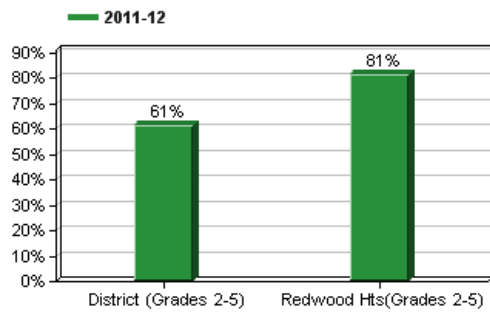
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

2011-12

	District (Grades 1-5)	Redwood Hts(Grades 1-5)
	54%	58%
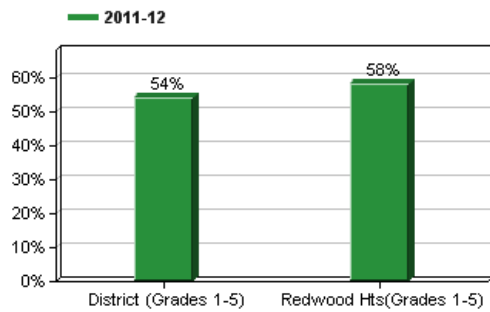
CST

% Growth in CST/CMA ELA 2 Year Cohort Growth Report

2010-11 **2011-12**

	District (Grades 3-5)	Redwood Hts(Grades 3-5)
2010-11	45%	67%
2011-12	42%	68%

CST/CMA ELA % BB/FBB

2010-11 **2011-12**

	District (Grades 2-5)	Redwood Hts(Grades 2-5)
2010-11	22%	5%
2011-12	22%	7%

CST/CMA ELA % Prof/Adv

2010-11 **2011-12**

	District (Grades 2-5)	Redwood Hts(Grades 2-5)
2010-11	51%	79%
2011-12	52%	82%
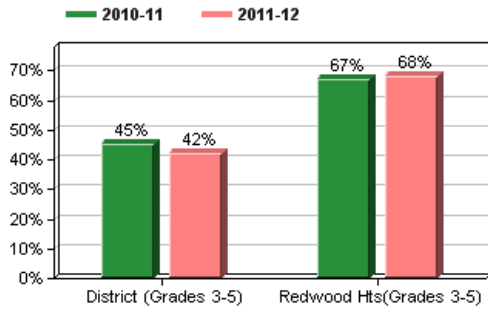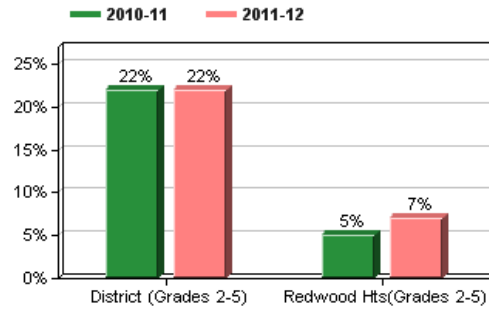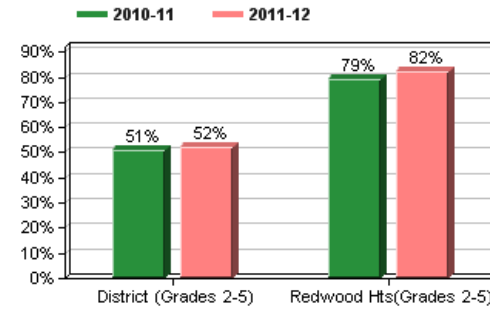
DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

2011-12

	District (Grade K)	Redwood Hts(Grade K)
2011-12	72%	44%
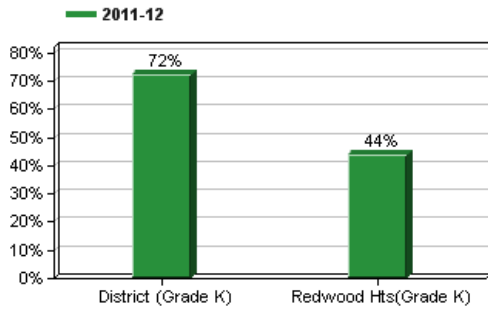
DIBELS EOY Gr1 % Low Risk in Oral Reading

2011-12

	District (Grade 1)	Redwood Hts(Grade 1)
2011-12	69%	78%

SRI

SRI % At/Above grade level reading

2011-12

District (Grade 3): 62%
Redwood Hts(Grade 3): 90%

2011-12 SRI Participation Rate: 83%
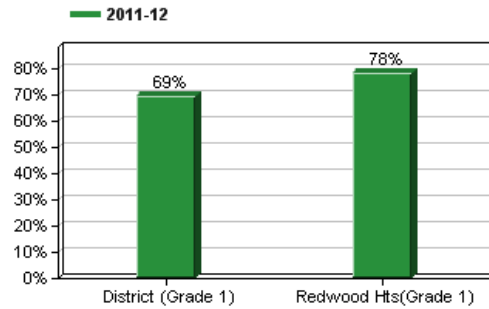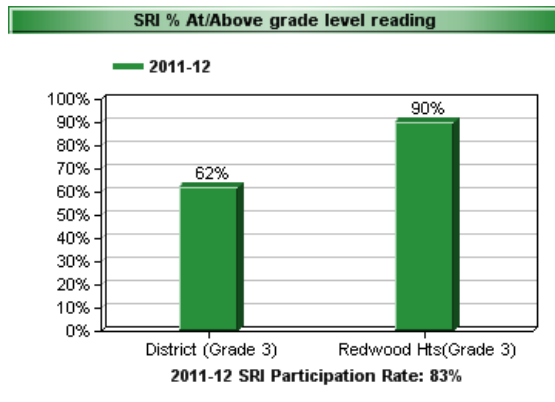
School Data

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- In the Fall of 2012, 73% of 1-5th grade students at Redwood Heights were already at or above end of school-year benchmark as measured by the Fountas and Pinnell Reading Inventory. 11% of the 1-5th grade students were approaching end of school year benchmark, and 15% were below end of school year benchmark.

Data Analysis

- On the CST, of our white students, 87% were proficient or advanced, 10% were basic, and 3% were below or far below basic. Our mid-year benchmark assessments show that 82% are at or above benchmark and 18% are below or approaching benchmark
- On the CST, of our Asian students, 87% were proficient or advanced, 4% were basic, and 9% were below or far below basic. Our mid-year benchmark assessment show that 62% are at or above benchmark and 38% are below or approaching.
- On the CST, of our Latino students, 67% were proficient or advanced, 22% were basic, and 11% were below or far below basic. Our mid-year benchmark assessments show that 39% are at benchmark and 61% are below or approaching benchmark
- On the CST, of our African American, 78% were proficient or advanced, 14% were basic, and 8% were below or far below basic. Our mid-year benchmark assessments show that 32% are at or above benchmark and 68% are below or approaching benchmark.
- SRI and F and P Data shows that we are making gains in students specific reading levels. However, while we have at least a 20%age point gap between White and Latino students on the CST and 50%age point gap between White and African

Theory of Action

- If we use leveled texts to teach reading in small groups to students at their individual reading level, then we can accelerate and motivate all readers, specifically, struggling readers.
- If students develop skills coordinating their uses of decoding and using meaning and syntax cues through the use of grade level and student instructional level text, then they will become fluent readers who comprehend.
- If we teach reading and writing as a reciprocal processes, then we support student understanding of encoding and decoding.
- If we use the data to reflect on students needs in wriring and support students in building their skills as communicators of their ideas through writing, speaking, and art, then they will be able to integrate and evalu
- If we create small group intervention, through an RTI model, then we can accelerate students who are struggling to make gains.

- If we use leveled texts to teach reading in small groups to students at their individual reading level, then we can accelerate and motivate all readers toward success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers use data from Fountas and Pinnell and the Core Phonics Survey to make instructional decisions.	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	3/5/2013	148SQI1A1740	Response to Intervention	N/A			0	$0.00
Science is taught weekly for 90 minutes and is integrated with literacy	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	3/5/2013	148SQI1A498	Science instruction	N/A			0	$0.00
Mathematics instruction supports students in learning math facts and is connected to building students' critical thinking skills through the solving of real world problems.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	3/5/2013	148SQI1A499	hands-on, project based learning	N/A			0	$0.00
We will use a case management approach with groups of students who need extra support, intervention, and/or acceleration through our COST/SST who will follow those students through their tenure at RHS.	State tests (CST/STAR, PFT)	All Students	Monthly	Other	3/5/2013	148SQI1A1738	Response to Intervention	N/A			0	$0.00
First week of school new kindergarten students are assessed by teachers in small groups. Students who are not being assessed in the afternoon have a minimum day. Permanent classes are formed after this process.	Other (OCR, etc)	Pre-Kindergarten	Every Semester	Principal	3/5/2013	148SQI1A496	Assessment of incoming kindergarteners	N/A			0	$0.00
Students are engaged in project-based, hands on learning that helps them understand the real world and careers that are connected to their learning.	Other (OCR, etc)	All Students	Weekly	Grade level team	3/5/2013	148SQI1A288	Hands-on, project based learning	N/A			0	$0.00
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and	Other (OCR, etc)	FBB, BB and BAS	Weekly	Principal	3/6/2013	148SQI1A4964	Use of web-based diagnostic intervention tools.	N/A			0	$0.00

acceleration, and to access to learning for all students.											
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other (OCR, etc)	All Students	Weekly	Grade level team	3/6/2013	148SQI1A4965	Web-based tools will be used to support classroom instruction.	N/A		0	$0.00
Arts integration is used to create student engagement and connections across curriculum.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1A504	Arts integration	Non-SSC approved		0	$0.00
Garden and ecology integrates science across curriculum and builds student engagement and includes nutrition and wellness education.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1A506	garden and ecology experiences	N/A		0	$0.00
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Other (OCR, etc)	FBB, BB	Weekly	Leadership Team	3/5/2013	148SQI1A169	Response to Intervention	7090-EIA - SCE	C10TSA0070	0.25	$18,458.65
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Other (OCR, etc)	English Learners	Weekly	Leadership Team	3/5/2013	148SQI1A1399	Response to Intervention	7091-EIA - LEP	C10TSA0070	0.1	$7,383.46
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Other (OCR, etc)	FBB, BB	Weekly	Leadership Team	3/5/2013	148SQI1A268	Response to Intervention	N/A		0	$0.00
We will use people, time, and economic resources to increase the amount of time students are in small groups to support students who need intervention and/or acceleration.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1A1739	Response to Intervention	N/A		0	$0.00
In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	5/6/2013	148SQI1A274	Response to Intervention	7090-EIA - SCE	4310-SUPPLIES	0	$851.55
In school (academic mentors) and after											

school tutoring provided for students in the lowest quartile.	SRI	English Learners	Weekly	Leadership Team	5/6/2013	148SQI1A4930	Response to Intervention	7091-EIA - LEP	4310-SUPPLIES		0	$408.89
In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	5/6/2013	148SQI1A4931	Response to Intervention	Funded by Community Partner			0	$0.00
Culturally Responsive Pedagogy and Learning Strategies are developed through Professional Development and teacher collaboration.	Survey data (CHKS, etc.)	Ethnicity	Weekly	Leadership Team	3/5/2013	148SQI1A489	Professional Development	N/A			0	$0.00
Grade level and cross grade level collaboration time is built into the schedule. Full time PE (EEIP) teacher is used to create 2 staffed Prep times.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1A291	2 staffed prep periods by PE EEIP	N/A			0	$0.00
Professional development will be driven by data. Teachers will look at data, create corrective instruction plans for focal students that are rigorous and are connected to teacher practice goals.	Other (OCR, etc)	All Students	Monthly	Leadership Team	3/5/2013	148SQI1A1744	PLC data inquiry	N/A			0	$0.00
Schedule allows for intervention and acceleration time to be connected to enrichment time (garden, art, music, library, allow for small group instruction by the teacher).	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1A270	Response to Intervention	N/A			0	$0.00
Students are engaged through hands-on, differentiated, project-based, arts integrated experiences in the classroom which are planned collaboratively in circuit levels weekly and through backwards mapping every 6 weeks.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1A1741	Core Academic Program	Funded by Community Partner			0	$0.00
Professional Development supports the data inquiry and the use of balanced literacy practices, such as guided reading, six plus one traits of writing, etc. so that we	SRI	All Students	Weekly	Leadership Team	3/5/2013	148SQI1A1742	Professional Development	Centralized Services			0	$0.00

are able to meet the individual needs of students.											
Instructional Rounds and Learning walks are scheduled both among staff in our own building and with other schools.	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	3/5/2013	148SQI1A1746	Instructional rounds	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

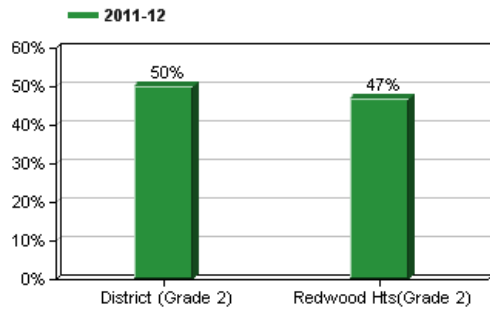**School Quality Standards relevant to this Strategic Priority**
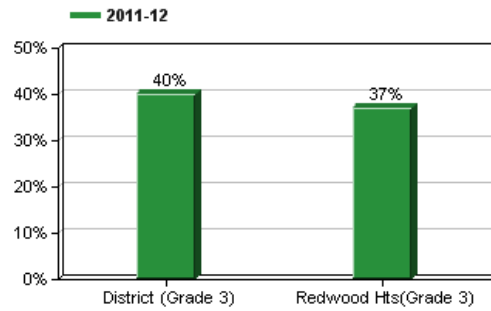
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

	District (Grade 2)	Redwood Hts(Grade 2)
2011-12	50%	47%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

	District (Grade 3)	Redwood Hts(Grade 3)
2011-12	40%	37%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

	District (Grade 4)	Redwood Hts(Grade 4)
2011-12	30%	100%

Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

2011-12

	District (Grade 5)	Redwood Hts(Grade 5)
2011-12	42%	37%
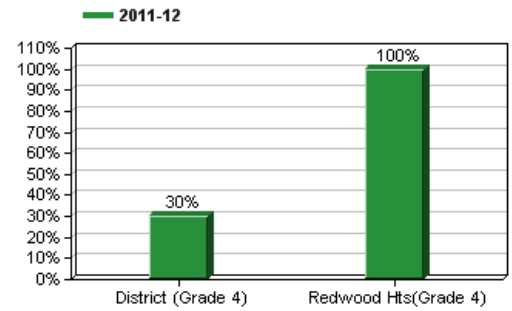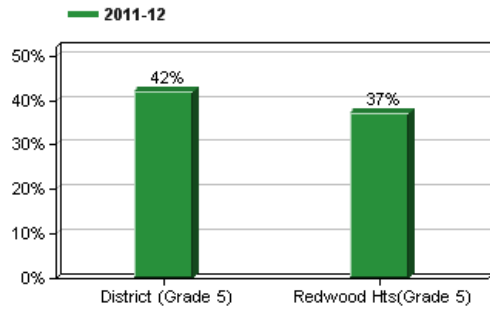
CST

CST/CMA Gr5/Gr8 Science % BB/FBB

2011-12

	District (Grade 5)	Redwood Hts(Grade 5)
2011-12	24%	0%
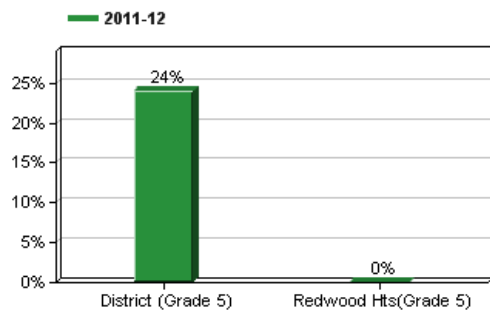
% Growth in CST/CMA Math 2 Year Cohort Growth Report

2010-11 | 2011-12

	District (Grades 3-5)	Redwood Hts(Grades 3-5)
2010-11	52%	68%
2011-12	48%	60%

CST/CMA Math % BB/FBB

2010-11 | 2011-12

	District (Grades 2-5)	Redwood Hts(Grades 2-5)
2010-11	16%	5%
2011-12	18%	7%
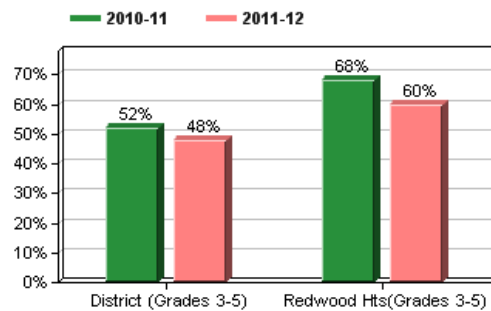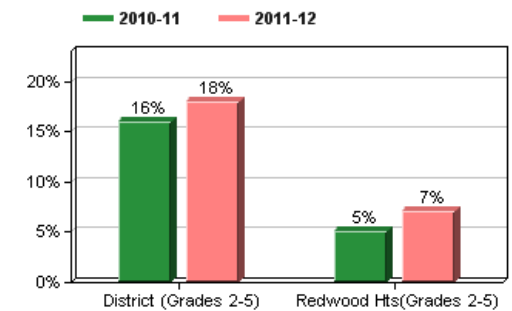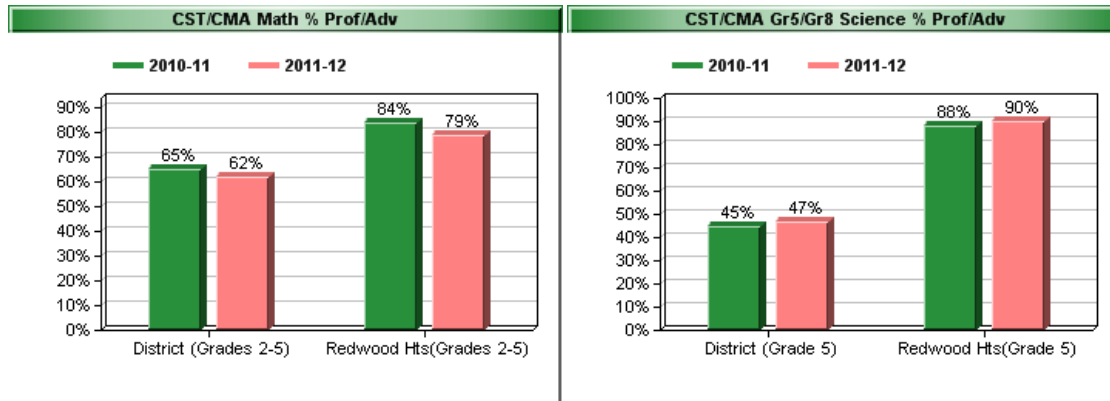
School Data

- Our 5th grade students preform well on the Science CST. 90% of our students are Proficient or Advanced.

Data Analysis

- On the CST in math, of our white students, 88% were proficient or advanced, 10% were basic, and 2% were below or far below basic.
- On the CST in math, of our Asian students, 78% were proficient or advanced, 13% were basic, and 9% were below or far below basic.
- On the CST in math, of our African American students, 69% were proficient or advanced, 17% were basic, and 14% were below or far below basic.
- On the CST in math, of our Latino students, 68% were proficient or advanced, 21% were basic, and 11% were below or far below basic.
- This data shows that we have at least a 30%age point achievement gap between our White/Asian and Latino/African American students on the CST.

Theory of Action

- If our students are given time to use critical thinking to develop a clear understanding of the concepts as well as the mathematical facts, then they will be able to make sense of mathematical problems and find solutions.
- If our students are engaged in hands on science projects that encourage critical thinking and are integrated with literacy and math, then our students will be able to use critical thinking to solve problems and learn from the world around them.
- If we support students in communicating of their their mathematical and scientific thinking through the use of math talks and notebooks, then they will build critical thinking skills.
- If we implement the use of turn and talk and number talks in each classroom and in every grade, then students will be able to make sense of any mathematical situation, develop fluency with number manipulation, and be able to share their thinking.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Science is taught weekly for 90 minutes and is integrated with literacy	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	3/5/2013	148SQI1B498	Science instruction	N/A			0	$0.00
Mathematics instruction supports students in learning math facts and is connected to building students' critical thinking skills through the solving of real world problems.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	3/5/2013	148SQI1B499	hands-on, project based learning	N/A			0	$0.00
We will use a case management approach with groups of students who need extra support, intervention, and/or acceleration through our COST/SST who will follow those students through their tenure at RHS.	State tests (CST/STAR, PFT)	All Students	Monthly	Other	3/5/2013	148SQI1B1738	Response to Intervention	N/A			0	$0.00
First week of school new kindergarten students are assessed by teachers in small groups. Students who are not being assessed in the afternoon have a minimum day. Permanent classes are formed after this process.	Other (OCR, etc)	Pre-Kindergarten	Every Semester	Principal	3/5/2013	148SQI1B496	Assessment of incoming kindergarteners	N/A			0	$0.00
Students are engaged in project-based, hands on learning that helps them understand the real world and careers that are connected to their learning.	Other (OCR, etc)	All Students	Weekly	Grade level team	3/5/2013	148SQI1B288	Hands-on, project based learning	N/A			0	$0.00
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other (OCR, etc)	FBB, BB and BAS	Weekly	Principal	3/6/2013	148SQI1B4964	Use of web-based diagnostic intervention tools.	N/A			0	$0.00
Technology will be used as a tool towards our transition to the												

common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other (OCR, etc)	All Students	Weekly	Grade level team	3/6/2013	148SQI1B4965	Web-based tools will be used to support classroom instruction.	N/A			0	$0.00
Arts integration is used to create student engagement and connections across curriculum.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1B504	Arts integration	Non-SSC approved			0	$0.00
Garden and ecology integrates science across curriculum and builds student engagement and includes nutrition and wellness education.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1B506	garden and ecology experiences	N/A			0	$0.00
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Other (OCR, etc)	FBB, BB	Weekly	Leadership Team	3/5/2013	148SQI1B169	Response to Intervention	7090-EIA - SCE		C10TSA0070	0.25	$18,458.65
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Other (OCR, etc)	English Learners	Weekly	Leadership Team	3/5/2013	148SQI1B1399	Response to Intervention	7091-EIA - LEP		C10TSA0070	0.1	$7,383.46
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Other (OCR, etc)	FBB, BB	Weekly	Leadership Team	3/5/2013	148SQI1B268	Response to Intervention	N/A			0	$0.00
We will use people, time, and economic resources to increase the amount of time students are in small groups to support students who need intervention and/or acceleration.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1B1739	Response to Intervention	N/A			0	$0.00
In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	5/6/2013	148SQI1B274	Response to Intervention	7090-EIA - SCE	4310-SUPPLIES		0	$851.55
In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	SRI	English Learners	Weekly	Leadership Team	5/6/2013	148SQI1B4930	Response to Intervention	7091-EIA - LEP	4310-SUPPLIES		0	$408.89
In school (academic mentors) and after school tutoring	Local assessments	All Students	Weekly	Leadership	5/6/2013	148SQI1B4931	Response to	Funded by Community			0	$0.00

				Team			Intervention	Partner				
provided for students in the lowest quartile.	(benchmarks, PWA)			Team			Intervention	Partner				
Culturally Responsive Pedagogy and Learning Strategies are developed through Professional Development and teacher collaboration.	Survey data (CHKS, etc.)	Ethnicity	Weekly	Leadership Team	3/5/2013	148SQI1B489	Professional Development	N/A			0	$0.00
Grade level and cross grade level collaboration time is built into the schedule. Full time PE (EEIP) teacher is used to create 2 staffed Prep times.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1B291	2 staffed prep periods by PE EEIP	N/A			0	$0.00
Professional development will be driven by data. Teachers will look at data, create corrective instruction plans for focal students that are rigorous and are connected to teacher practice goals.	Other (OCR, etc)	All Students	Monthly	Leadership Team	3/5/2013	148SQI1B1744	PLC data inquiry	N/A			0	$0.00
Schedule allows for intervention and acceleration time to be connected to enrichment time (garden, art, music, library, allow for small group instruction by the teacher).	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1B270	Response to Intervention	N/A			0	$0.00
Students are engaged through hands-on, differentiated, project-based, arts integrated experiences in the classroom which are planned collaboratively in circuit levels weekly and through backwards mapping every 6 weeks.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1B1741	Core Academic Program	Funded by Community Partner			0	$0.00
Tech Bridge- 4th and 5th grade girls work with teachers to learn skills needed to advance in science and technology fields.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1B289	Tech Bridge for 4th and 5th grade girls	N/A			0	$0.00
Staff will research and pilot a mathematical progress monitoring tool.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	3/5/2013	148SQI1B4023	Research and implementation	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Theory of Action

- If we do outreach to local pre-schools and create a nurturing and welcoming transition to our school from pre-school, then our kindergarteners and their families will feel welcomed and ready to attend our school.
- If we work closely with the local OUSD Middle Schools to form a parternship, then our parents and students will feel connected to these schools and choose one of these schools for Middle School.
- If we create a college going and career prepared school-wide culture, then our students will see themselves as being successful in the future.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Mathematics instruction supports students in learning math facts and is connected to building students' critical thinking skills through the solving of real world problems.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	3/5/2013	148SQI1C499	hands-on, project based learning	N/A			0	$0.00
We will use a case management approach with groups of students who need extra support, intervention, and/or acceleration through our COST/SST who will follow those students through their tenure at RHS.	State tests (CST/STAR, PFT)	All Students	Monthly	Other	3/5/2013	148SQI1C1738	Response to Intervention	N/A			0	$0.00
First week of school new kindergarten students are assessed by teachers in small groups. Students who are not being assessed in the afternoon have a minimum day. Permanent classes are formed after this process.	Other (OCR, etc)	Pre-Kindergarten	Every Semester	Principal	3/5/2013	148SQI1C496	Assessment of incoming kindergarteners	N/A			0	$0.00
Kindergarten Play dates and Activities are sponsored throughout the summer before school begins.	Survey data (CHKS, etc.)	Pre-Kindergarten	Monthly	Community Partner	3/5/2013	148SQI1C293	Incoming kindergarten play dates	N/A			0	$0.00
Involve parents and community members in working with our local middle school to create a common vision and link K-8.	Survey data (CHKS, etc.)	All Students	Monthly	Other	3/5/2013	148SQI1C495	K-8 partnership with local middle school	N/A			0	$0.00
Hold parent and student Middle School information and education night.	Survey data (CHKS, etc.)	All Students	End of Year	Other	3/5/2013	148SQI1C493	Parent Education	N/A			0	$0.00
Kindergarten Tea at the end of the school year to meet and greet new families for the following year and allow time for teachers to gain some understanding of individual students needs.	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Principal	3/5/2013	148SQI1C287	Incoming Kindergarten Tea	Funded by Community Partner			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:
In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.
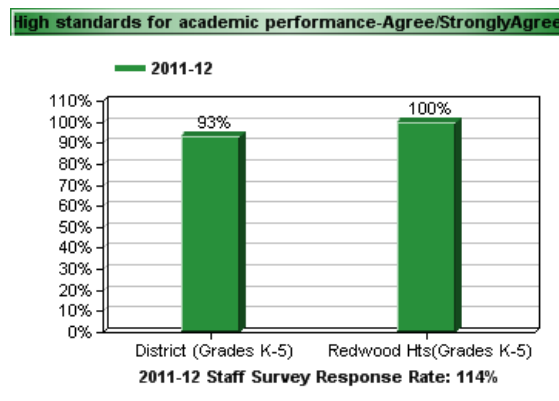
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority
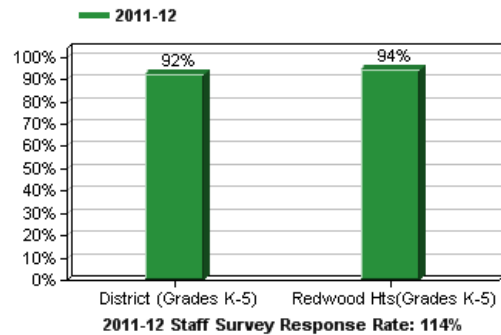A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
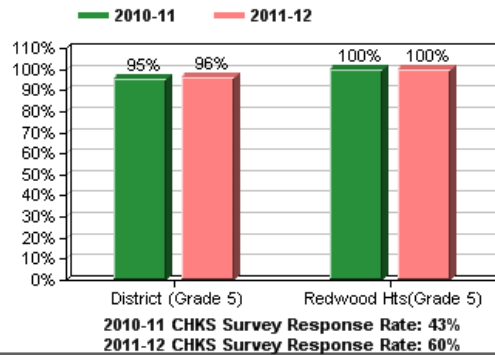
Survey - High Standards

Survey - Success

School promotes academic success. __% Agree/Strongly Agree

2011-12

2011-12 Staff Survey Response Rate: 114%

District (Grades K-5): 92%
Redwood Hts(Grades K-5): 94%

Do you plan to go to college after high school? _% Yes

2010-11   2011-12

District (Grade 5): 95% / 96%
Redwood Hts(Grade 5): 100% / 100%

2010-11 CHKS Survey Response Rate: 43%
2011-12 CHKS Survey Response Rate: 60%

Data Analysis

- 100% of our students report that they plan to attend college.
- 100% of Staff at RHS believe that we have high academic standards for students.
- 94% of staff surveyed believe that we as a school promote academic success for students.

Theory of Action

- If we create a caring school community, with the focus on strengthening students' connectedness to school, then our students will be successful and see themselves in college and career in the future.
- If we create a culture of awareness of what is possible for career and higher education then our student will be on the path to college and career.
- If all members of the community support the development of skills and believe that all students will have the skills to attend college, then all students will see themselves as career and college bound.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Mathematics instruction supports students in learning math facts and is connected to building students' critical thinking skills through the solving of real world problems.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	3/5/2013	148SQI1D499	hands-on, project based learning	N/A			0	$0.00
We will use a case management approach with groups of students who need extra support, intervention, and/or acceleration through our COST/SST who will follow those students through their tenure at RHS.	State tests (CST/STAR, PFT)	All Students	Monthly	Other	3/5/2013	148SQI1D1738	Response to Intervention	N/A			0	$0.00
Students are engaged in project-based, hands on learning that helps them understand the real world and careers that are connected to their learning.	Other (OCR, etc)	All Students	Weekly	Grade level team	3/5/2013	148SQI1D288	Hands-on, project based learning	N/A			0	$0.00
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other (OCR, etc)	FBB, BB and BAS	Weekly	Principal	3/6/2013	148SQI1D4964	Use of web-based diagnostic intervention tools.	N/A			0	$0.00
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other (OCR, etc)	All Students	Weekly	Grade level team	3/6/2013	148SQI1D4965	Web-based tools will be used to support classroom instruction.	N/A			0	$0.00
Arts integration is used to create student engagement and connections across curriculum.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1D504	Arts integration	Non-SSC approved			0	$0.00
Garden and ecology integrates science across curriculum and builds student engagement and includes nutrition and wellness education.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1D506	garden and ecology experiences	N/A			0	$0.00
Tech Bridge- 4th and 5th												

grade girls work with teachers to learn skills needed to advance in science and technology fields.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1D289	Tech Bridge for 4th and 5th grade girls	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

Data Analysis

- Our achievement data shows that we have at least a 30%age point achievement gap, in math between our White/Asian and Latino/African American students on the CST and mid-year benchmark assessment and a 20%age point achievement gap in ELA.

Theory of Action

- If we create time for grade and cross grade level collaboration, data reflection, and planning, then our students will have strong academic/classroom experiences that meet their individual needs.
- If we create differentiated acceleration and interventions for our students, then all students (including ones identified as GATE) will excel.
- If we create learning partnerships with our students, support them individually, and help them to be reflective learners, then they will have a clear understanding of what they know and need to learn.
- If we create a strong COST/SST case management system for our students and families, we will be able to be strategic and systematic in our support of student needs.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
First week of school new kindergarten students are assessed by teachers in small groups. Students who are not being assessed in the afternoon have a minimum day. Permanent classes are formed after this process.	Other (OCR, etc)	Pre-Kindergarten	Every Semester	Principal	3/5/2013	148SQI1E496	Assessment of incoming kindergarteners	N/A			0	$0.00
Students are engaged in project-based, hands on learning that helps them understand the real world and careers that are connected to their learning.	Other (OCR, etc)	All Students	Weekly	Grade level team	3/5/2013	148SQI1E288	Hands-on, project based learning	N/A			0	$0.00
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other (OCR, etc)	FBB, BB and BAS	Weekly	Principal	3/6/2013	148SQI1E4964	Use of web-based diagnostic intervention tools.	N/A			0	$0.00
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other (OCR, etc)	All Students	Weekly	Grade level team	3/6/2013	148SQI1E4965	Web-based tools will be used to support classroom instruction.	N/A			0	$0.00
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Other (OCR, etc)	FBB, BB	Weekly	Leadership Team	3/5/2013	148SQI1E169	Response to Intervention	7090-EIA - SCE		C10TSA0070	0.25	$18,458.65
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Other (OCR, etc)	English Learners	Weekly	Leadership Team	3/5/2013	148SQI1E1399	Response to Intervention	7091-EIA - LEP		C10TSA0070	0.1	$7,383.46
Response to Intervention Teacher will provide intervention support for students who are not meeting benchmark.	Other (OCR, etc)	FBB, BB	Weekly	Leadership Team	3/5/2013	148SQI1E268	Response to Intervention	N/A			0	$0.00
We will use people, time, and economic resources to increase the amount of time students are in small groups to support students who need intervention and/or acceleration.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1E1739	Response to Intervention	N/A			0	$0.00

In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	5/6/2013	148SQI1E274	Response to Intervention	7090-EIA - SCE	4310-SUPPLIES	0	$851.55
In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	SRI	English Learners	Weekly	Leadership Team	5/6/2013	148SQI1E4930	Response to Intervention	7091-EIA - LEP	4310-SUPPLIES	0	$408.89
In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	5/6/2013	148SQI1E4931	Response to Intervention	Funded by Community Partner		0	$0.00
Culturally Responsive Pedagogy and Learning Strategies are developed through Professional Development and teacher collaboration.	Survey data (CHKS, etc.)	Ethnicity	Weekly	Leadership Team	3/5/2013	148SQI1E489	Professional Development	N/A		0	$0.00
Grade level and cross grade level collaboration time is built into the schedule. Full time PE (EEIP) teacher is used to create 2 staffed Prep times.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1E291	2 staffed prep periods by PE EEIP	N/A		0	$0.00
Professional development will be driven by data. Teachers will look at data, create corrective instruction plans for focal students that are rigorous and are connected to teacher practice goals.	Other (OCR, etc)	All Students	Monthly	Leadership Team	3/5/2013	148SQI1E1744	PLC data inquiry	N/A		0	$0.00
Schedule allows for intervention and acceleration time to be connected to enrichment time (garden, art, music, library, allow for small group instruction by the teacher).	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1E270	Response to Intervention	N/A		0	$0.00
Students are engaged through hands-on, differentiated, project-based, arts integrated experiences in the classroom which are planned collaboratively in circuit levels weekly and through backwards mapping every 6 weeks.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1E1741	Core Academic Program	Funded by Community Partner		0	$0.00
Professional Development supports the data inquiry and the use of balanced literacy practices, such as guided reading, six plus one traits of writing, etc.	SRI	All Students	Weekly	Leadership Team	3/5/2013	148SQI1E1742	Professional Development	Centralized Services		0	$0.00

so that we are able to meet the individual needs of students.												
Staff will research and pilot a mathematical progress monitoring tool.	State tests (CST/STAR, PFT)	All Students	End of Year	Leadership Team	3/5/2013	148SQI1E4023	Research and implementation	N/A			0	$0.00
GATE students are offered differentiated instruction and time for acceleration on a daily basis.	Local assessments (benchmarks, PWA)	GATE	Weekly	Leadership Team	3/5/2013	148SQI1E292	balanced literacy and accelerated math	N/A			0	$0.00
Social worker will supervise counseling interns who offer Social/emotional support to GATE students and students (who are economically disadvantaged) who are not achieving due to social and emotional issues that get in the way of learning and academics.	Survey data (CHKS, etc.)	GATE	Weekly	Principal	3/5/2013	148SQI1E487	counseling support	N/A			0	$0.00
Social worker will supervise counseling interns who offer Social/emotional support to GATE students and students (who are economically disadvantaged) who are not achieving due to social and emotional issues that get in the way of learning and academics.	Survey data (CHKS, etc.)	FBB, BB	Weekly	Principal	3/5/2013	148SQI1E4933	counseling support	7090-EIA - SCE		SOCWKR0026	0.143	$14,808.24
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Attendance	All Students	Weekly	Other	3/5/2013	148SQI1E509	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Suspension	All Students	Weekly	Other	3/5/2013	148SQI1E4935	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Health data	All Students	Weekly	Other	3/5/2013	148SQI1E4936	SST/COST team	N/A			0	$0.00
There is alignment between general education interventions and special education interventions time and	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI1E4029	Special education and general education support one another with interventions	N/A			0	$0.00

professional development for this.						training and planning					

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

Data Analysis

- 4% of the students who tool the Healthy Kids Survey report that they are home alone after school. Based upon this data, we believe that over 95% of our students have a safe place to go after school.
- At least 70% of our students participate in our after school enrichment program sponsored by our PTA on at least one day after school.

Theory of Action

- If we provide after school tutoring to students who are struggling academically, then our students will be more successful.
- If we provide enrichment opportunities after school, students will feel connected, engaged, and supported during after school hours.
- If we partner with the recreation center adjoining our campus to create a successful after school prorgam that provides academic support and enrichment, there will be easy access for our students and families to a quality program.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other (OCR, etc)	FBB, BB and BAS	Weekly	Principal	3/6/2013	148SQI1F4964	Use of web-based diagnostic intervention tools.	N/A			0	$0.00
Technology will be used as a tool towards our transition to the common core standars, to enhance curriculum and learning, as a tool for interventions and acceleration, and to access to learning for all students.	Other (OCR, etc)	All Students	Weekly	Grade level team	3/6/2013	148SQI1F4965	Web-based tools will be used to support classroom instruction.	N/A			0	$0.00
In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Leadership Team	5/6/2013	148SQI1F274	Response to Intervention	7090-EIA - SCE	4310-SUPPLIES		0	$851.55
In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	SRI	English Learners	Weekly	Leadership Team	5/6/2013	148SQI1F4930	Response to Intervention	7091-EIA - LEP	4310-SUPPLIES		0	$408.89
In school (academic mentors) and after school tutoring provided for students in the lowest quartile.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	5/6/2013	148SQI1F4931	Response to Intervention	Funded by Community Partner			0	$0.00
Provide a broad range of after-school enrichment classes that are open and accessible to all students (fee based, but with scholarships provided).	Survey data (CHKS, etc.)	All Students	Weekly	Community Partner	3/5/2013	148SQI1F1505	Enrichment	Funded by Community Partner			0	$0.00
Work with adjoining recreation center to create a successful extended day program to support our students homework support and enrichment needs.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	3/5/2013	148SQI1F1504	Partnership with community agency	N/A			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal I: All students and adults will respect one another and work together across cultures, which will reduce verbal and physical fights at recess by at least 10%.

- Strategy 1.1: School-wide implementation of Caring School Community class meetings and buddy classes.
- Strategy 1.2: Yard visioning, planning, and changes to support positive play spaces.

Goal 2: 98% of our staff, students, families, and community members will report that the school is safe and well cared for.
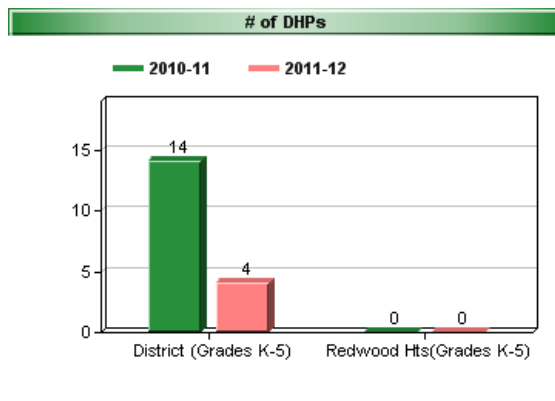
- Strategy 2.1: Implementation of caring community policy, which incorporates the discipline policy, vistor policy, and communication policy.
- Strategy 2.2: Partner with Redwood Heights Neighborhood Association and Recreation Center to monitor activity on campus when school is not open and report any misuse of the campus.

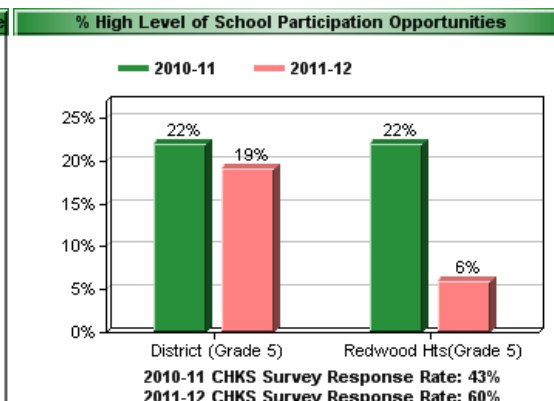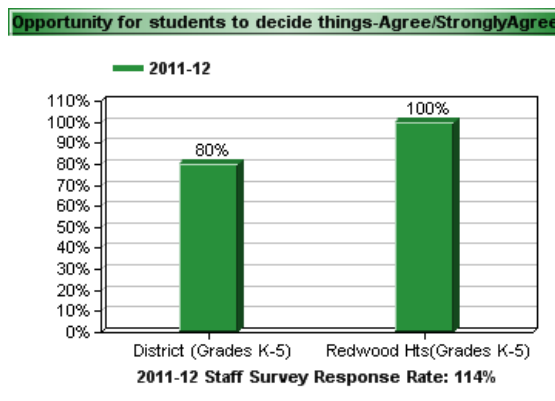**School Quality Standards relevant to this Strategic Priority**

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences
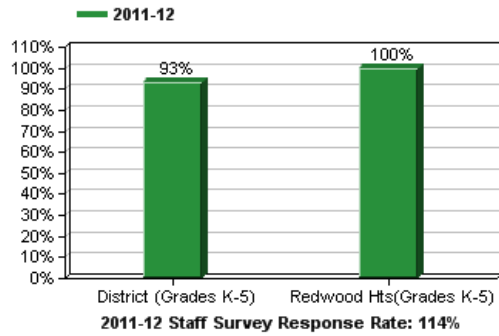
DHP

# of DHPs

Survey - Engagement

Opportunity for students to decide things-Agree/StronglyAgree

2011-12 Staff Survey Response Rate: 114%

% High Level of School Participation Opportunities

2010-11 CHKS Survey Response Rate: 43%
2011-12 CHKS Survey Response Rate: 60%

Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

2011-12

District (Grades K-5)	93%
Redwood Hts(Grades K-5)	100%

2011-12 Staff Survey Response Rate: 114%

% High Level of Caring Relationships with Adults at School

2010-11   2011-12

	2010-11	2011-12
District (Grade 5)	56%	54%
Redwood Hts(Grade 5)	57%	28%

2010-11 CHKS Survey Response Rate: 43%
2011-12 CHKS Survey Response Rate: 60%
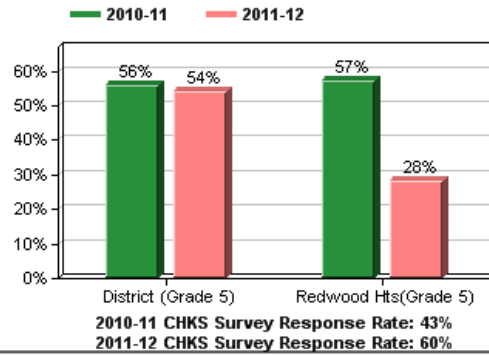
Survey - Safety

% Hit or pushed by other kids at school

2011-12

District (Grade 5)	47%
Redwood Hts(Grade 5)	44%

2011-12 CHKS Survey Response Rate: 60%
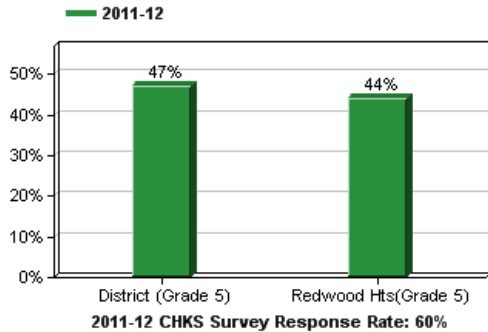
This school is a safe place for students.%Agree/Strongly Agree

2011-12

District (Grades K-5)	89%
Redwood Hts(Grades K-5)	100%

2011-12 Staff Survey Response Rate: 114%
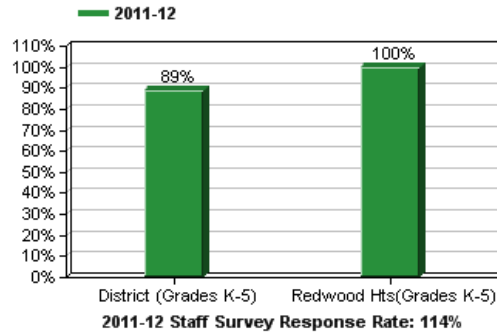
% feeling safe at school all of the time
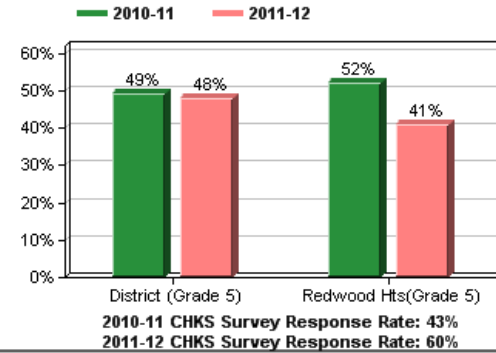
2010-11   2011-12

	2010-11	2011-12
District (Grade 5)	49%	48%
Redwood Hts(Grade 5)	52%	41%

2010-11 CHKS Survey Response Rate: 43%
2011-12 CHKS Survey Response Rate: 60%

Survey - Welcoming

2011-12 Staff Survey Response Rate: 114%

Survey- Beliefs

2010-11 CHKS Survey Response Rate: 43%
2011-12 CHKS Survey Response Rate: 60%

Suspensions

% receiving one or more out-of-school suspension

2010-11   2011-12

5%

3%   3%   3%

0%   0%

District (Grades K-5)   Redwood Hts(Grades K-5)
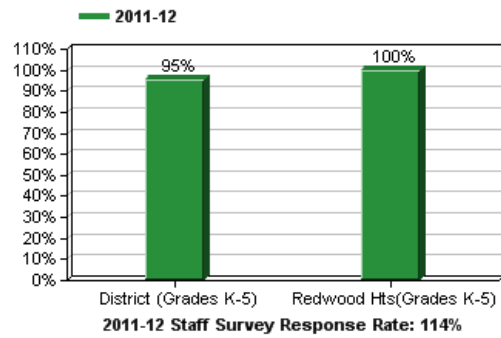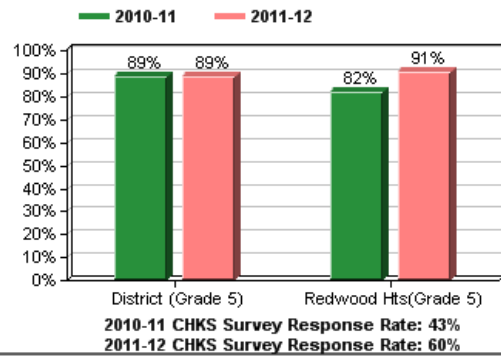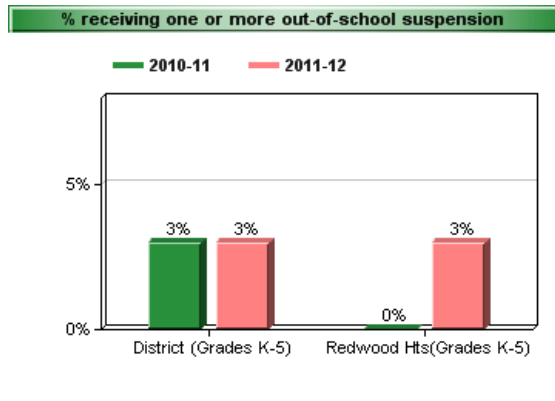
Data Analysis

- 72% of 5th grade students who responded on the CHKS report that they do not have a caring relationship with an adult at school. This is a 29%age point change from the previous year towards the negatice. This is of high concern to us.
- 94% of the 5th grade students who responded on the CHKS survey report that they do not have meaningful input in the school. This is a 16%age point change. This is also of great concern to us.
- 59% of the 5th grade studetns who responded on the CHKS survey reported that they do not feel safe at school. This is also of great concern to us.

Theory of Action

- If we create a caring school community, with the focus on strengthening students' connectedness to school, then our students will be meaningfully engaged in school and successful socially, emotionally, and academically.
- If we facilitate regular dialogue between staff, parents, and community members around cultural differences, then our students will be supported in their learning.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Arts integration is used to create student engagement and connections across curriculum.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI2A504	Arts integration	Non-SSC approved			0	$0.00
Culturally Responsive Pedagogy and Learning Strategies are developed through Professional Development and teacher collaboration.	Survey data (CHKS, etc.)	Ethnicity	Weekly	Leadership Team	3/5/2013	148SQI2A489	Professional Development	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Attendance	All Students	Weekly	Other	3/5/2013	148SQI2A509	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Suspension	All Students	Weekly	Other	3/5/2013	148SQI2A4935	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Health data	All Students	Weekly	Other	3/5/2013	148SQI2A4936	SST/COST team	N/A			0	$0.00
There is alignment between general education interventions and special education interventions time and professional development for this.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI2A4029	Special education and general education support one another with interventions training and planning	N/A			0	$0.00
Provide a broad range of after-school enrichment classes that are open and accessible to all students (fee based, but with scholarships provided).	Survey data (CHKS, etc.)	All Students	Weekly	Community Partner	3/5/2013	148SQI2A1505	Enrichment	Funded by Community Partner			0	$0.00
Playground activities support the building of a positive school climate- full time PE teacher trained in conflict resolution, will support playground activities on the yard during all recesses.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	3/5/2013	148SQI2A295	Caring School Community and Restorative Justice	Non-SSC approved			0	$0.00
Professional Development for using Caring School Community and Restorative Justice is provided to staff members.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/5/2013	148SQI2A485	Caring School Community and Restorative Justice	Non-SSC approved			0	$0.00
Provide students who are identified as needing social skills building with social skills building groups.	Survey data (CHKS, etc.)	All Students	Weekly	Other	3/5/2013	148SQI2A1508	Social skills	N/A			0	$0.00

Follow-up with chronically absent students through our SST/COST process.	Attendance	All Students	Monthly	Other	3/5/2013	148SQI2A1525	SST convenes regularly to anaylyze attendance	Non-SSC approved			0	$0.00
Facilitated dialogue among parents and community members about cultural proficiency so that we can bridge differences.	Survey data (CHKS, etc.)	All Students	End of Year	Other	3/5/2013	148SQI2A1507	Cultural proficiency	Funded by Community Partner			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Redwood Heights Elementary   **Principal:** SARA STONE
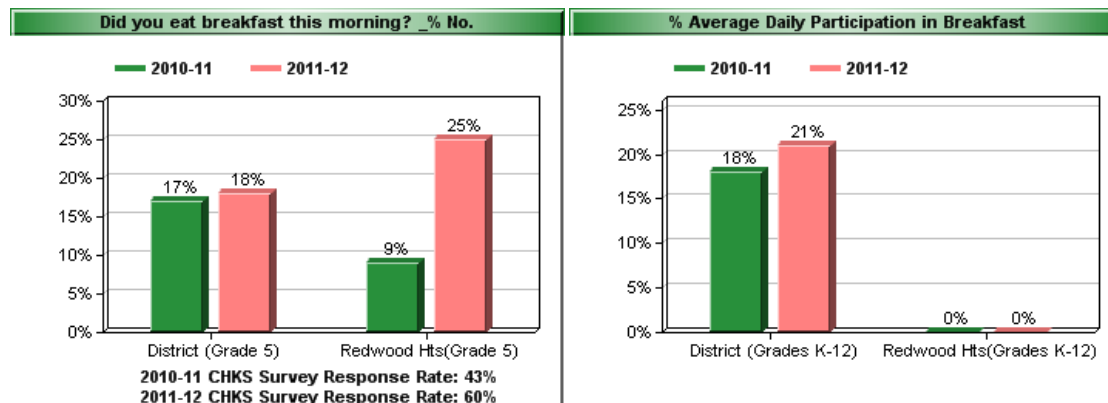
From OUSD Strategic Plan:
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

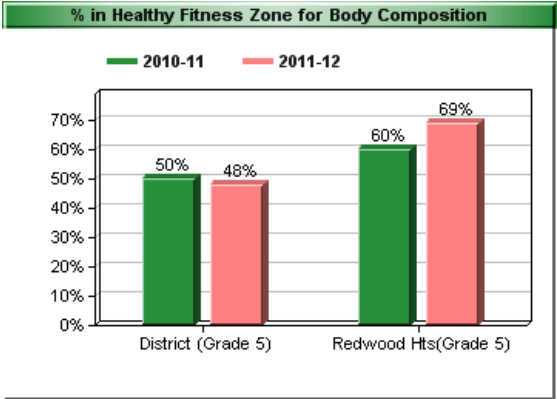**School Quality Standards relevant to this Strategic Priority**
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
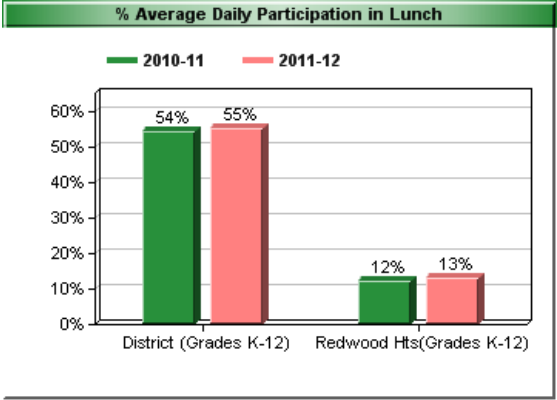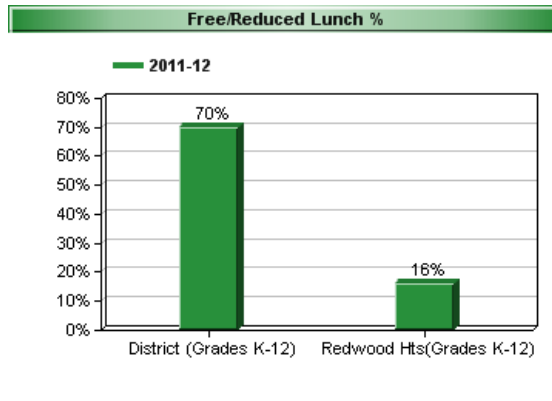
Breakfast

Fitness

% in Healthy Fitness Zone for Body Composition

2010-11   2011-12

	District (Grade 5)	Redwood Hts(Grade 5)
2010-11	50%	60%
2011-12	48%	69%

Lunch

% Average Daily Participation in Lunch

2010-11   2011-12

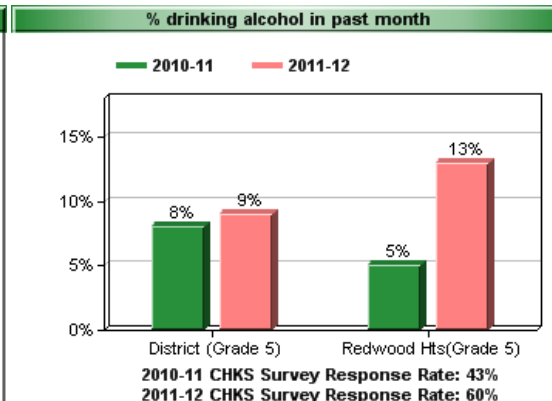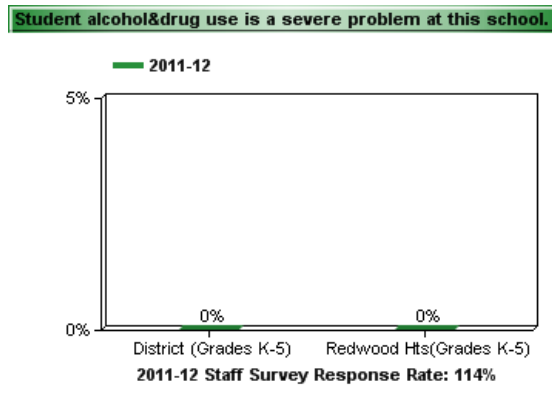|	District (Grades K-12)	Redwood Hts(Grades K-12)
2010-11	54%	12%
2011-12	55%	13%

Socio Economics

Survey - Drugs / Alcohol

Data Analysis

- 69% of our students assessed are within the healthy fitness zone for body composition.
- 25% of 5th graders who responded to the CHKS survey stated that they eat breakfast in the morning.
- 13% of the students at RHS eat the lunch provided by nutrional services. This means that 87% of our students bring lunch from home.

Theory of Action

- If we provide social and emotional support to our students who are struggling in this area our students will feel cared for and be successful in school.
- If we provide a robust gardening and ecology program, including understanding nutrition, growing our own food and cooking this food, our students will have a clear understanding of a healthy lifestyle.
- If we provide physcial education during the school day and through after school enrichment that teaches how to take care of our body, then our students will have a clear understanding of a healthy lifestyle.

- If we structure our lunch and snack times to include dedicated mindful eating time, then our students will be well fed and ready to learn.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will use a case management approach with groups of students who need extra support, intervention, and/or acceleration through our COST/SST who will follow those students through their tenure at RHS.	State tests (CST/STAR, PFT)	All Students	Monthly	Other	3/5/2013	148SQI2B1738	Response to Intervention	N/A			0	$0.00
Garden and ecology integrates science across curriculum and builds student engagement and includes nutrition and wellness education.	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI2B506	garden and ecology experiences	N/A			0	$0.00
Grade level and cross grade level collaboration time is built into the schedule. Full time PE (EEIP) teacher is used to create 2 staffed Prep times.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI2B291	2 staffed prep periods by PE EEIP	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Attendance	All Students	Weekly	Other	3/5/2013	148SQI2B509	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Suspension	All Students	Weekly	Other	3/5/2013	148SQI2B4935	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Health data	All Students	Weekly	Other	3/5/2013	148SQI2B4936	SST/COST team	N/A			0	$0.00
There is alignment between general education interventions and special education interventions time and professional development for this.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI2B4029	Special education and general education support one another with interventions training and planning	N/A			0	$0.00
Provide a broad range of after-school enrichment classes that are open and accessible to all students (fee based, but with scholarships provided).	Survey data (CHKS, etc.)	All Students	Weekly	Community Partner	3/5/2013	148SQI2B1505	Enrichment	Funded by Community Partner			0	$0.00
Work with adjoining recreation center to create a successful extended day program to support our students homework support and enrichment needs.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	3/5/2013	148SQI2B1504	Partnership with community agency	N/A			0	$0.00

Playground activities support the building of a positive school climate- full time PE teacher trained in conflict resolution, will support playground activities on the yard during all recesses.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	3/5/2013	148SQI2B295	Caring School Community and Restorative Justice	Non-SSC approved			0	$0.00
Professional Development for using Caring School Community and Restorative Justice is provided to staff members.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/5/2013	148SQI2B485	Caring School Community and Restorative Justice	Non-SSC approved			0	$0.00
Provide students who are identified as needing social skills building with social skills building groups.	Survey data (CHKS, etc.)	All Students	Weekly	Other	3/5/2013	148SQI2B1508	Social skills	N/A			0	$0.00
Follow-up with chronically absent students through our SST/COST process.	Attendance	All Students	Monthly	Other	3/5/2013	148SQI2B1525	SST convenes regularly to anaylyze attendance	Non-SSC approved			0	$0.00
Increase awareness of attendance through parent/family education, through Monday Memo, and through individualized meetings/letters.	Attendance	All Students	Weekly	Principal	3/5/2013	148SQI2B1526	Regular education and communication about attendance	N/A			0	$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
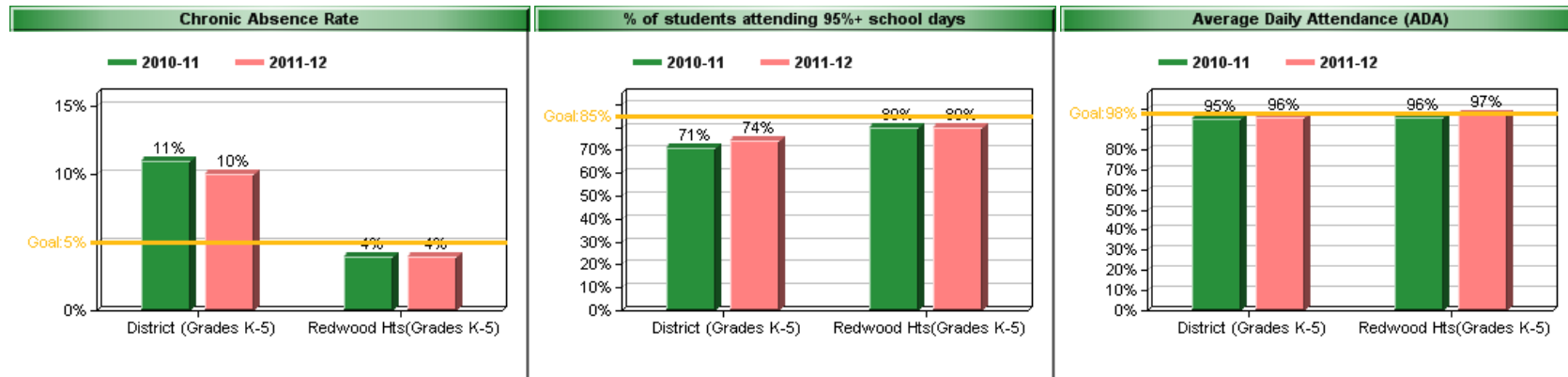
Data Analysis

- 90% of the students at Redwood Heights have satisfactory attendance.
- 4% of the students at Redwood Heights are chronically absent.

Theory of Action

- If we increase school-wide awareness of the connection between missed days of school and the impact on student success and school budget, families will consider this when making the decision to keep students home.
- If we focus on outreach and education of groups with the highest rates of chronic absence, then we will have an impact on attendance patterns for these groups in the future.
- If we recognize classes who have high attendance rates, our attendance rates will increase.
- If we create a caring and welcoming school community, families and students will feel more engaged in school and want to attend.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will use a case management approach with groups of students who need extra support, intervention, and/or acceleration through our COST/SST who will follow those students through their tenure at RHS.	State tests (CST/STAR, PFT)	All Students	Monthly	Other	3/5/2013	148SQI2C1738	Response to Intervention	N/A			0	$0.00
Professional development will be driven by data. Teachers will look at data, create corrective instruction plans for focal students that are rigorous and are connected to teacher practice goals.	Other (OCR, etc)	All Students	Monthly	Leadership Team	3/5/2013	148SQI2C1744	PLC data inquiry	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Attendance	All Students	Weekly	Other	3/5/2013	148SQI2C509	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Suspension	All Students	Weekly	Other	3/5/2013	148SQI2C4935	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Health data	All Students	Weekly	Other	3/5/2013	148SQI2C4936	SST/COST team	N/A			0	$0.00
Provide a broad range of after-school enrichment classes that are open and accessible to all students (fee based, but with scholarships provided).	Survey data (CHKS, etc.)	All Students	Weekly	Community Partner	3/5/2013	148SQI2C1505	Enrichment	Funded by Community Partner			0	$0.00
Work with adjoining recreation center to create a successful extended day program to support our students homework support and enrichment needs.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	3/5/2013	148SQI2C1504	Partnership with community agency	N/A			0	$0.00
Playground activities support the building of a positive school climate- full time PE teacher trained in conflict resolution, will support playground activities on the yard during all recesses.	Survey data (CHKS, etc.)	All Students	Weekly	Principal	3/5/2013	148SQI2C295	Caring School Community and Restorative Justice	Non-SSC approved			0	$0.00
Professional Development for using Caring School							Caring School					

Community and Restorative Justice is provided to staff members.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/5/2013	148SQI2C485	Community and Restorative Justice	Non-SSC approved			0	$0.00
Provide students who are identified as needing social skills building with social skills building groups.	Survey data (CHKS, etc.)	All Students	Weekly	Other	3/5/2013	148SQI2C1508	Social skills	N/A			0	$0.00
Follow-up with chronically absent students through our SST/COST process.	Attendance	All Students	Monthly	Other	3/5/2013	148SQI2C1525	SST convenes regularly to anaylyze attendance	Non-SSC approved			0	$0.00
Increase awareness of attendance through parent/family education, through Monday Memo, and through individualized meetings/letters.	Attendance	All Students	Weekly	Principal	3/5/2013	148SQI2C1526	Regular education and communication about attendance	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning
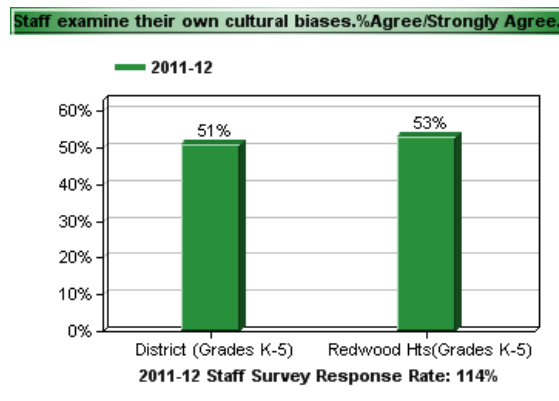
Theory of Action

- If we build weekly grade/circuit level collaboration into our schedule, then we will be able to effectively plan for closing our achievement gap.
- If we create learning partnerships with the students who are not in our sphere of success and we consistently use a data inquiry cycle to plan for

instruction for these students then we will make gains towards closing our achievement gap.
- If we work together as a professional learning community then we will be able to support one another and hold one another accountable for the success of our students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Grade level and cross grade level collaboration time is built into the schedule. Full time PE (EEIP) teacher is used to create 2 staffed Prep times.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI3A291	2 staffed prep periods by PE EEIP	N/A			0	$0.00
Professional development will be driven by data. Teachers will look at data, create corrective instruction plans for focal students that are rigorous and are connected to teacher practice goals.	Other (OCR, etc)	All Students	Monthly	Leadership Team	3/5/2013	148SQI3A1744	PLC data inquiry	N/A			0	$0.00
Instructional Rounds and Learning walks are scheduled both among staff in our own building and with other schools.	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	3/5/2013	148SQI3A1746	Instructional rounds	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Attendance	All Students	Weekly	Other	3/5/2013	148SQI3A509	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Suspension	All Students	Weekly	Other	3/5/2013	148SQI3A4935	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Health data	All Students	Weekly	Other	3/5/2013	148SQI3A4936	SST/COST team	N/A			0	$0.00
There is alignment between general education interventions and special education interventions time and professional development for this.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI3A4029	Special education and general education support one another with interventions training and planning	N/A			0	$0.00
Facilitated dialogue among parents and community members about cultural proficiency so that we can bridge differences.	Survey data (CHKS, etc.)	All Students	End of Year	Other	3/5/2013	148SQI3A1507	Cultural proficiency	Funded by Community Partner			0	$0.00
Continue promoting parent/caregiver groups to support parents and caregivers in having a voice about school decisions.	Survey data (CHKS, etc.)	All Students	Weekly	Other	3/5/2013	148SQI3A1752	Parent/Caregiver groups and committees	N/A			0	$0.00

Strategic Priority A. Family & Community Engagement

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

Survey - Welcoming
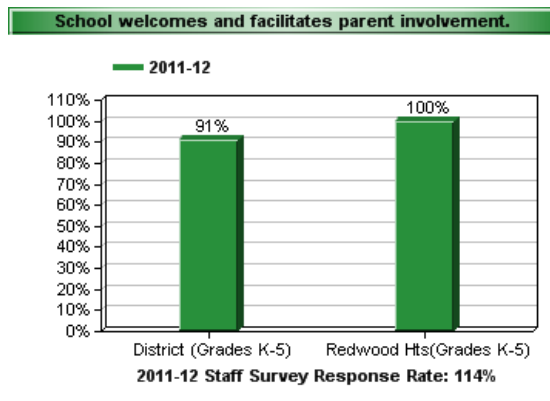
Data Analysis

- Our school has parent/caregiver groups such as a PTA, Dads Club, Art Committee, Library Committee, Garden and Ecology Committee, LGBTQ group, and a parent group focused on closing the achievement gap, Parents Advancing Children's Achievement.
- At school-wide events we have between 60%-90% parent/caregiver attendance.

Theory of Action

- If we create a caring school community, with the focus on strengthening students' connectedness to school, then our students will be meaningfully engaged in school and successful socially, emotionally, and academically.
- If we create multiple access points for families to be engaged in our school, then students will be socially, emotionally, and academically successful.
- If we continue our one-to-one listening campaign initiated by the SSC in the 2012-2013 school year with the families who are not traditionally coming to school-wide events, then we will be able to identify meaningful ways to support families.

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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Kindergarten Tea at the end of the school year to meet and greet new families for the following year and allow time for teachers to gain some understanding of individual students needs.	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Principal	3/5/2013	148SQI4A287	Incoming Kindergarten Tea	Funded by Community Partner			0	$0.00
Facilitated dialogue among parents and community members about cultural proficiency so that we can bridge differences.	Survey data (CHKS, etc.)	All Students	End of Year	Other	3/5/2013	148SQI4A1507	Cultural proficiency	Funded by Community Partner			0	$0.00
Continue promoting parent/caregiver groups to support parents and caregivers in having a voice about school decisions.	Survey data (CHKS, etc.)	All Students	Weekly	Other	3/5/2013	148SQI4A1752	Parent/Caregiver groups and committees	N/A			0	$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Redwood Heights Elementary   **Principal:** SARA STONE

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

Budget

Sub Fill Rate
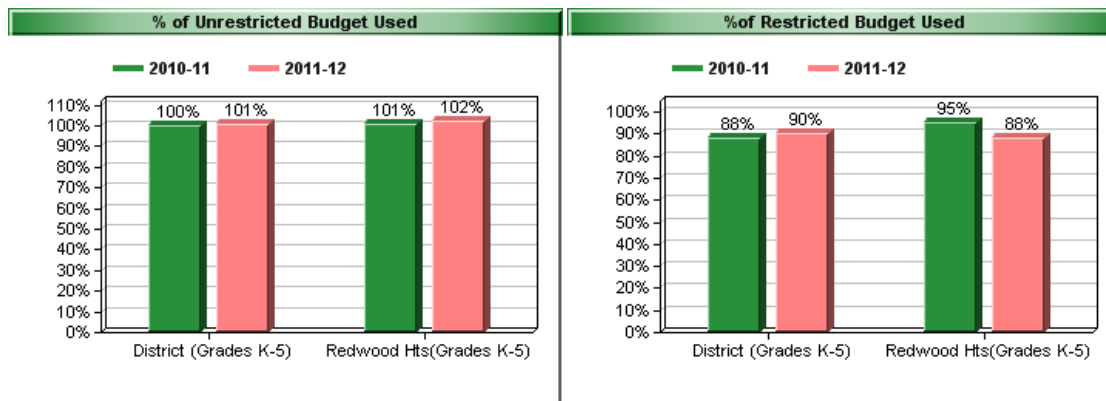
Substitute Fill Rate
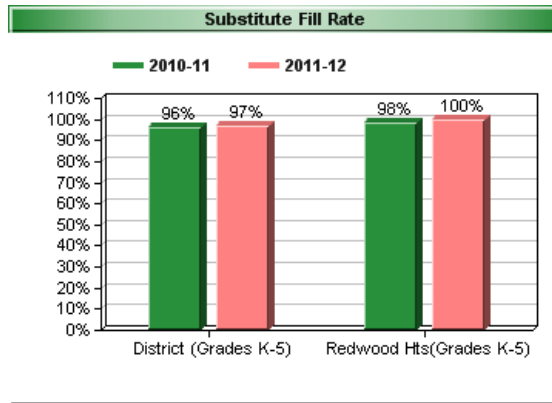
Data Analysis

- RHS uses at least 100% (within 2% = or -) of the unrestricted budget each year.
- RHS uses between 88%-95% of the unrestricted budget each year.
- RHS has between at 98%-100% substitute fill rate.

Theory of Action

- If all of our resources (time, money, and people) are strategically alligned to support our students then our students will be more academically successful.
- If we are stategic in the use of our unrestricted and restricted funds, and align these funds to appropriate programs, then we will be within + or - 2% of using our budget each year.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will use a case management approach with groups of students who need extra support, intervention, and/or acceleration through our COST/SST who will follow those students through their tenure at RHS.	State tests (CST/STAR, PFT)	All Students	Monthly	Other	3/5/2013	148SQI5A1738	Response to Intervention	N/A			0	$0.00
Grade level and cross grade level collaboration time is built into the schedule. Full time PE (EEIP) teacher is used to create 2 staffed Prep times.	Local assessments (benchmarks, PWA)	All Students	Weekly	Leadership Team	3/5/2013	148SQI5A291	2 staffed prep periods by PE EEIP	N/A			0	$0.00
Schedule allows for intervention and acceleration time to be connected to enrichment time (garden, art, music, library, allow for small group instruction by the teacher).	Other (OCR, etc)	All Students	Weekly	Leadership Team	3/5/2013	148SQI5A270	Response to Intervention	N/A			0	$0.00
Students are engaged through hands-on, differentiated, project-based, arts integrated experiences in the classroom which are planned collaboratively in circuit levels weekly and through backwards mapping every 6 weeks.	State tests (CST/STAR, PFT)	All Students	Weekly	Leadership Team	3/5/2013	148SQI5A1741	Core Academic Program	Funded by Community Partner			0	$0.00
Instructional Rounds and Learning walks are scheduled both among staff in our own building and with other schools.	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	3/5/2013	148SQI5A1746	Instructional rounds	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Attendance	All Students	Weekly	Other	3/5/2013	148SQI5A509	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Suspension	All Students	Weekly	Other	3/5/2013	148SQI5A4935	SST/COST team	N/A			0	$0.00
Strong Student Support Team (COST/SST) meets 1-2 times a week to discuss student social/emotional/and academic needs.	Health data	All Students	Weekly	Other	3/5/2013	148SQI5A4936	SST/COST team	N/A			0	$0.00
Staff and SSC (and other parent/caregiver groups)							Community voice in					

discuss all aspects of the site budget allocations and determine priorities.	Survey data (CHKS, etc.)	All Students	Monthly	Other	3/5/2013	148SQI5A1750	strategic decision making	N/A			0	$0.00
Ongoing assessment of resource allocation effectiveness.	Survey data (CHKS, etc.)	All Students	Monthly	Other	3/5/2013	148SQI5A1751	Assessment of programs	N/A			0	$0.00

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State Program	Projected Budget	Final Budget
Economic Impact Aid/State Compensatory Education ▶ Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	$34,118.44	
Economic Impact Aid/English Learner Program ▶ Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	$7,792.35	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$41,910.79	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

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

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- ☐ Title I School-Wide Program
- ☐ Title I Targeted Assistance Program
- ☑ EIA/State Compensatory Education
- ☑ EIA/Limited English Proficient
- ☐ QEIA
- ☐ SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.

2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.

4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 1/8/13.

5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 1/26/13. 2/28/13. 3/21/13. 4/25/13

6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Signature	Name (printed)	Date
SSC Chairperson's Signature	Dewayne Walton — SSC Chairperson's Name (printed)	5/4/13
ELAC Chairperson's Signature	Ivette Gomez — ELAC Chairperson's Name (printed)	4/25/13
Principal Signature	Sara Stone — Principal's Name (printed)	4/25/13
Executive Officer's Signature	Janette Hernandez — Executive Officer's Name (printed)	5/16/13
Director, State & Federal Compliance Signature	Susana Ramirez — Director, State & Federal's Name (printed)	6/5/13

School Site Council Membership Roster – Elementary School

School Name: Redwood Heights Elementary   **School Year** 2012-2013

Chairperson: Dewayne Walton	Co-Chairperson: Sue Bodjak-Yates
Secretary: Steve Barretto	DAC Representative: Sue Bodjak-Yates

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Sara Stone	4401 39th Ave. Oakland, CA 94619	x			
Cynthia Bagby	4401 39th Ave. Oakland, CA 94619		x		
Claire Colon-Hopkins	4401 39th Ave. Oakland, CA 94619		x		
Emily Sacks	4401 39th Ave. Oakland, CA 94619		x		
Natasha Moullen	4401 39th Ave. Oakland, CA 94619			x	
Sue Bodjak-Yates	3245 Millsview Ave. Oakland CA 94619				x
Mary Pezzutto	4351 39Th Ave. Oakland CA 94619				x
Steve Barretto	4327 Atlas Ave. Oakland CA 94619				x
Dewayne Walton	4615 Mountain Blvd. Oakland 94619				x
Brian Greenberg	3385 Herrier St. Oakland 94602				x
DAC Representative	Sue Bodjak-Yates				x
Home Ph. 530-9955	Email: smbojdak@sbcglobal.net				

Meeting Schedule
September 27, 2012 5:30-7:00
October 25, 2012 5:30-7:00
November 29, 2012 5:30-7:00
January 26, 2013 10:00-2:00 (SSC/Parent Summit)
February 28, 2013 5:30-7:00
April 25, 2013 5:30-7:00

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community

CARING COMMUNITY POLICY

Please read the following policy with your family, sign, and return the bottom portion with your registration documents.

The RHS vision is: *like redwood trees, our students will have widely spread roots, achieve great heights and be able to weather storms. Our students will be responsible academically and socially, and support each other like the redwood trees: in groves. Students will use critical thinking skills to make positive contributions to their community and the world. The collegial adult culture and passion that the adults' exhibit for learning is the soil in which the saplings, our students, take root and soar.*

In an effort to create caring, welcoming school community with clear, respectful, and positive communication all RHS community members will ensure that the RHS Caring Community Policy is followed.

SCHOOL RESPONSIBILITIES

Redwood Heights School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:
    i) The school will provide developmentally appropriate teaching methods and materials that work best for your child.
    ii) The school will use a positive discipline program to support the emotional and social growth of your child.
    iii) The school will provide a learning program that promotes continual progress for each and every child regardless of their individual circumstances.
2) Hold parent-teacher conferences during which this policy will be discussed as it relates to the individual child's achievement.
    i) Parent teacher conferences are held in the fall of the year for every child and others are held as needed.
3) Provide parents with frequent reports on their children's progress.
    i) The school will provide report cards tri-annually and more frequent interim reports when needed.
    ii) Results of CST, CELDT and other state tests will be mailed or sent to the parents as results are received.
4) Provide parents reasonable access to staff.
    i) Parents may call the school for appointments with their child's teachers or arrange directly by email. Please see below for more information.
5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents are encouraged to volunteer in their child's classroom and may arrange this directly with the teacher or through the Teacher Support Team coordinator. Please see Visitor/Volunteer protocol below.

PARENT/CAREGIVER RESPONSIBILITIES

1) Parents/Caregivers will support our children's learning in the following ways:
2) Monitor attendance and punctuality
3) Make sure homework is completed
4) Read with children or have children read for at least 30 minutes every day
5) Attend to children's wellness, including getting enough rest and good, healthy food to that they come to school ready to learn
6) Collaborate with teachers and school staff around the learning and behavior of students

STUDENT RESPONSIBILITIES

Students will share the responsibility to improve academic achievement and achieve the State of California's academic standards in the following ways:

1) Come to school ready to learn
2) Do schoolwork and homework
3) Read for at least 30 minutes every day outside of school
4) Ask for help when needed
5) Follow the school code of conduct and rules, always show respect and be responsible for own behavior.

COMMUNICATION:

SCHOOL OFFICE

School Office Hours: Monday-Friday, 8:30am - 3:30pm.

All visitors will be greeted and signed in to the school.

Every effort will be made to answer all phone calls during school office hours. In the event that the call goes to voicemail, voicemail will be checked every hour. All calls will be returned within 24 hours. All emails will be responded to within a 48 hour period.

If you would like to make an appointment to speak to the principal, Ms. Stone, please email (sara.stone@ousd.k12.ca.us) , call (510) 531-6644, or fill out a Parent/Caregiver Communication form (available in the office).

Each week a Monday Memo will be sent home via email and/or paper to provide information about what is happening in the school. Please provide this information on detachable portion of this policy and return to school.

SCHOOL STAFF

All school staff will check phone messages and email at least 2 times a week (individual teachers will give you their email information). All staff can be reached through the office (510) 531-6644.

Staff will make every effort to use email to set up meetings and share information Please make an appointment with staff to have a conference about your child or share any complaints.

A Parent/Caregiver Communication form is available in office for parents to fill out to help support making any and all appointments with staff.

PARENTS/CAREGIVERS

All parents and caregivers will make every effort to communicate ideas, concerns, and complaints with the person/people in question.

Parent and caregivers will provide school with preferred form of receiving communication. Please provide this information on detachable portion of this policy and return to school.

Parents and caregivers will adhere to the RHS Visitor/Volunteer Protocol (below).

Appointments will be made via phone, email, or using Parent/Caregiver Communication form (available in the office) with all staff members.

VISITOR/VOLUNTEER PROTOCOL

We appreciate parent/caregiver support and volunteers!

Unless you are volunteering in the classroom as authorized by the teacher, please follow these protocols that support an uninterrupted learning environment for all students:

1) If you would like to visit a classroom please arrange this with the office, your child's teacher, and/or the principal ahead of time
2) All visitors will be greeted in the office.
3) All visitors to RHS will sign-in to the office and receive a visitor's badge.
4) Any visitor who does not have a badge will be asked to return to the office to sign-in and receive a badge.
5) Visits will not exceed 30 minutes unless you have spoken to the teacher and made pre-arrangements.
6) We request that you refrain from interacting with the students unless specifically related to your volunteer job.
7) Please respect that this is not a time to speak with teachers. Please see above communication information for how to make appointments.
8) The adult restrooms are located in the entrance corridor.
9) Please remember to sign-out when you leave.

If you have questions, please do not hesitate to talk to the office staff. Thank you for respecting the good order and peaceful conduct that is necessary for all children to learn at RHS.

EXPECTATIONS FOR BEHAVIOR:

GUIDING PRINCIPLES

All members of Redwood Heights will:

1) Take care of themselves
2) Take care of others
3) Take care of the school

RHS CODE OF CONDUCT:

All members of the Redwood Heights Community will:

1) Treat everyone with courtesy and respect.
2) Treat personal and school property with respect.
3) Create and maintain a positive, welcoming, and safe environment.
4) Help everyone in this school feel capable, connected, and contributing.
5) Come to school prepared for learning by wearing school appropriate clothing, having all classroom materials and homework, removing hats when inside of the building and classroom (except on special days), and not having toys, phones, games, etc.

Students are expected to follow the Redwood Heights Code of Discipline while on school grounds, during any school sponsored activity, while on school-provided transportation en route to or from school or school sponsored activities, while walking to or from school, waiting for school-provided transportation, while riding public transportation, or waiting for transportation to and from school.

When adults are supervising students the following should be occurring:

1) Adults will be watching student interactions
2) Adults will be monitoring behavior
3) Adults will be interacting with students

4) Adults will know where students are at all times
5) Adults will be aware of the body language and effect of students and respond proactively in order to avoid conflicts/escalations
6) Adults will be respectful of students by listening to student responses and trying to get to the bottom of student behavior

Adults will help students resolve conflicts/problems and make good decisions

SCHOOL YARD

Our playground is used at Redwood Heights by our students during the school hours. We try to allow our students plenty of exercise and fresh air. Our students will have recess and outdoor activity in all but the worst weather. Please send your child to school with weather appropriate clothing such as rain gear and coats or jackets. Our staff is responsible for students during school hours. The Oakland Unified School District policy does not allow us to be responsible for students who have already been picked up by their families or for siblings who do not attend Redwood Heights. Please supervise children who accompany you to the school.

RHS DISCIPLINE POLICY

Students will be taught all communication and behavior expectations, rules, and discipline procedures at the beginning of the school year.

IF EXPECTATIONS FOR BEHAVIOR ARE NOT FOLLOWED THE FOLLOWING PROCEDURE WILL BE FOLLOWED:

The following are a list of behaviors that will be addressed by an adult at the time of occurrence without referral to Ms. Stone or the office, generally with redirection:

1) General off-task, slightly inappropriate behavior
2) Minor name-calling
3) "Playing" too much or inappropriately
4) Interrupting the learning of others by being too loud
5) Minor unsafe behavior in playground

Possible actions

1) Opportunity given to student to redirect himself/herself
2) Redirection by teacher
3) One-on-one conference as necessary (one-on-ones should always be private).
4) Time-out for reflection (can take place in another class and can be of varying length depending on severity of frequency). Office will be notified of room changes.
5) Phone call home if this behavior happens consistently

Note: An office referral is necessary when no other actions have an effect or occur every day without change and all of the above interventions have been tried.

Behaviors referred to Ms. Stone or the office (Teacher should communicate with the family/caregivers about this behavior):

1) Continuous minor behavior problems (student does not seem able to redirect himself after various conversations and phone call home). It is important for the office to know that this is occurring with no change.
2) This would be a good time to design an intervention plan.
3) Serious verbal abuse – discrimination, bullying, offensive personal comments, intimidation, threats, more serious name-calling, constant name-calling, cursing at a person (If it appears minor, but the receiver of the abuse is upset, this should also be referred to the office)
4) Unwanted intentional physical contact – pushing, hitting, kicking, throwing things at, any playful behavior that can and will obviously lead to injury, pulling hair, pushing into or towards dangerous situations, using anything as a weapon

5) Alcohol, drug, or cigarette use, purchase, supply, ownership on or off campus
6) Possession of a weapon
7) Sexual harassment or abuse – unwanted touching, sexual innuendos and comments spoken or on paper, sexual motions
8) Inappropriate touching, inappropriate language spoken or on paper

All of these behaviors require greater intervention. Children are referred to the office at this juncture because we want to ensure consistency of message and the communication of the severity of these behaviors.

Possible actions

1) Opportunity given to student to reflect on behavior and to develop their own solution to the situation
2) Counseling/dialogue about severity of situation – develop consequences together
3) Phone call home – parent conference arranged
4) Classroom restriction
5) Constant adult supervision
6) In-school or out-of-school suspension
7) Recommendation to interventions team (SST)

Certain behaviors are generally a mandated in-school or out-of-school suspension with immediate referral to interventions team (SST) with parent conference. These behaviors include (to some extent the identification of these behaviors is at the discretion of administration in conference with the classroom teacher and will depend on the student's discipline history):

1) Violence
2) Illegal Activity
3) Severe abuse to others/self (effecting safety)

INFORMATION ABOUT OFFICE REFERRALS

1) If a student needs a "break" from the class they will first be sent to a "buddy" classroom. In the "buddy" classroom they will fill out a Reflection Form to reflect on their behavior. No two students will be sent to the same classroom at the same time.
2) If a student must be sent to the office for behavior issues in the classroom a Student Referral Form will be filled out. If a student is sent to the office without a Referral Form, he/she will be sent back to the classroom. Teachers will call the student's home to report the behavior that evening.
3) In the office the student will complete a Reflection Form to reflect on their behavior. Every effort will be made to send a copy of the Referral Form home to parents/caregivers.
4) Depending on the infraction, the student will either be asked to return to class with a copy of the reflection, the parents of the student will be called, or another consequence will be considered.

IN THE OFFICE

An office staff member will work with the student to fill out the Reflection Form. The student/s involved will be given the opportunity to reflect on how they feel, what rule was broken, what happened, and how the problem can be fixed.

Depending on the infraction, an administrator or other staff member will work with the student to reflect on the behavior and make appropriate reparations.

If a student needs to be suspended, the Administration alone can make this decision.

Note: Willful intent to harm will result in a student being suspended.

Suspensions (sending students home) are to be used minimally. Students will be immediately suspended for extreme violence. In other situations we will use all other avenues before we suspend a child.

I have, with my family, read and understand the RHS Caring Community Policy.

_____
Student   Date

_____
Student   Date

_____
Student   Date

_____
Parent/Caregiver   Date

_____
Parent/Caregiver   Date

PREFERRED FORM OF RECEIVING COMMUNICATION FROM RHS:

☐   Email

☐   Paper copy

☐   Both

_____
Email address #1

_____
Email address #2

Redwood Heights Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

_____

Student

_____

Teacher

_____

Parent/Guardian