

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 25, 2014

To: Board of Education

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

Re: 2014 - 2015 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2014-2015 Community Schools Strategic Site Plan for Student Achievement for Emerson 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 quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated 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.

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2014-2015 Community Strategic Site Plan for Emerson Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Emerson Elementary

6001812

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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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 EFFECTIVE 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

Welcome to Emerson Elementary. With just over 300 students, Emerson is a small learning community, yet our students reflect the wonderful diversity of Oakland with a range of skin tones, beliefs, languages, and nationalities. Our emphasis is on the whole child, with excellent academics, music, art, physical education, and productive fruit and vegetable gardens. The children have choral music and orchestra, art instruction and ceramics, a fabulous library, and a full-time P.E. coach, all offered at one of the nicest campuses in Oakland - grass, gardens, and green abound! We also offer an enriching after school program with services including tutoring, homework assistance, fine arts, and focused sports activities. We are nestled in the heart of the Temescal, a vibrant neighborhood with great restaurants, a pedestrian-friendly business district, Sunday Farmers? Market at the Claremont DMV, the Temescal swimming pool, and Studio One Art Center. With our centralized location (direct freeway access, public transportation, a bike corridor, and close proximity to Rockridge and MacArthur BART stations), we are the perfect walk-to-school campus for neighborhood families and are happy to serve students from all over Oakland. New murals on the walls, halls filled with art, music on the stage, and a vibrant and caring community are unique aspects of Emerson that make our school better and better each year. With the help of our parent group and our wonderful staff, teachers, and administrators, we will continue to educate every child with the goal of completing college and leading fruitful and enriching lives. Emerson has many strengths and challenges, as do all schools. Our internal strengths include a small but dedicated teaching staff who work well with each other, a dedicated parent group who is committed to raising money to add enrichment and support to students, as well as garnering more interest from the community, which

has resulted in an increase in enrollment. These strengths also include challenges. Because our staff is relatively small, most grade levels consist of 2-3 teachers and it can be difficult to truly collaborate or operate as a professional learning community with only one or two other colleagues. Our parent group works hard and is dedicated and committed to improving the school, but it is a small, core group that does the bulk of the work. Our enrollment has grown by 70 students over last year, which has resulted in most classrooms being at maximum capacity this year. This brings challenges and many teachers worry that they are not able to meet the needs of all of their students when their class enrollment has risen from the low 20s to the high 20s in a very short period of time. Despite these challenges, we are all committed to working together for the best interests of all students at Emerson. We are aware that in these times of budget uncertainty, our enrollment must grow in order for our site to be financially stable. There has been a push to get more families from the immediate Temescal neighborhood more involved and to choose Emerson as their first option for enrollment for their children. This will add to the diversity that is present at Emerson, bring more parents in who can contribute to increased student achievement, as well as provide a stable enrollment base for the school.

VISION

At Emerson, we strive to create a positive learning environment that will meet the academic, social, and emotional needs of our students. We believe that while children learn in different ways, all children are capable of excellence. By bringing together rigorous academics; art, music, and poetry; athletics and games; and gardens and nutrition; we seek to engage the whole child and reach every kind of learner.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

As a result of OUSD's CORE Waiver from the requirements of the federal "No Child Left Behind" program, OUSD schools are accountable now to our School Quality Improvement System. That system requires the following reporting in the CSSSP:

1. Progress each year toward the CA State Annual Measurable Objectives (AMOs);
2. Progress each year toward the School Quality Improvement Goals (not set until 2014-15);
3. Student group and Content Area targeted for improvement each year;
4. Improvement Goals set for the Targeted Student Group/Content Area (#3 above); and
5. Improvement Strategies to accelerate the performance of the Targeted Student Group/Content Area (#3 above)

See the following for this reporting.

CA State Annual Measurable Objectives (AMOs) and the School Quality Improvement Goal

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet the year's API growth?	Yes	No
Did the school meet the year's Achievement Targets?	see following	see following

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	49.7%	Yes	34.6%	No
	Black or African American	46.4%	Yes	31%	No
	Asian	81.8%	--	40%	--
	Hispanic or Latino	41.7%	--	34.3%	--
	Socioeconomic Disadvantaged	47.1%	Yes	33.5%	No
	English Learner	56.8%	--	42.1%	--
	Students with Disabilities	52.9%	--	25.6%	--
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	50.3%	Yes	37.2%	No
	Black or African American	42.3%	Yes	31.9%	No
	Asian	81.8%	--	66.7%	--
	Hispanic or Latino	55.6%	--	40%	--
	Socioeconomic Disadvantaged	47.1%	Yes	36.9%	No
	English Learner	59.5%	--	44.7%	--
	Students with Disabilities	55.9%	--	31.8%	--

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No

AA's and students with disabilities to ensure they "Thrive" while at school	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	3A	4A	5A
Provide annual school engagement opportunities for all families to understand what their child is learning; why they're learning it; what it looks like to perform well and how they can support them	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	3A	4A	5A

Other School Accountability/Improvement Plans (optional)

OUSD schools are accountable for quality through a variety of district and external programs and supports that require them to develop a school-wide accountability/improvement plan. OUSD schools are **encouraged** to incorporate these plans into the CSSSP in the following way:

1. Upload their School Accountability/Improvement Plan, **if it is current to this school year** (see following link). When this plan includes comprehensive, school-wide data reporting, data analysis, theory of action, and goal setting required in the CSSSP sections, the plan can stand in for these parts in the CSSSP sections.

NOTE: Reporting this information in the CSSSP is OPTIONAL for OUSD schools.

School Accountability Systems Description of how the school collaboratively develops outcomes, monitor progress, and foster a culture of accountability:

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Emerson Elementary

Principal: KATHRENE HATZKE

From OUSD Strategic Plan:

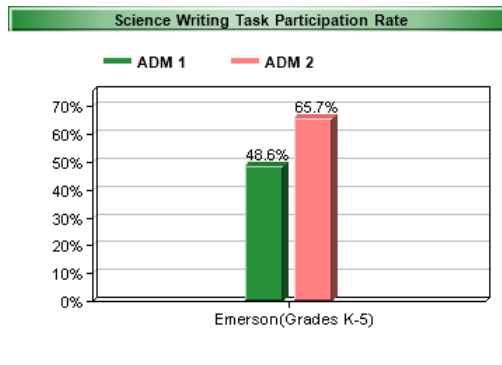
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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.

School Quality Standards relevant to this Strategic Priority

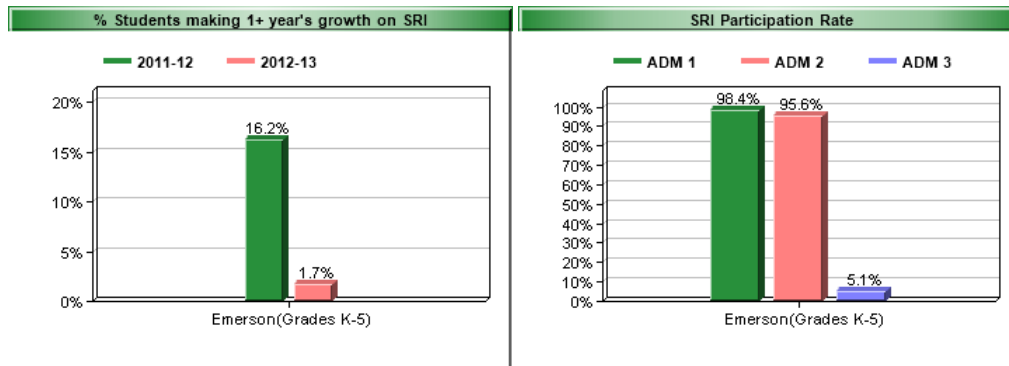
A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [[2012-2013: Beginning](#)]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [[2012-2013: Beginning](#)]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [[2012-2013: Beginning](#)]

Benchmark



SRI



2012-13 Summative Data and 2013-14 Progress Monitoring Data

- o 49% of all students Prof/Adv on Winter SRI
- o On the 2012-2013 ELA CST we saw the following: 17% decrease in BB 4% increase in Basic 7% increase in Prof 6% increase in Adv

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- o 44% of our students were proficient/advanced on CST in 2011-2012 (2nd grade 70%, 3rd grade 31%, 4th grade 35%, 5th grade 39%); 28% our our students were FBB/BB on CST in 2011-2012 (2nd grade 16%, 3rd grade 33%, 4th 31%, 5th grade 29%) TEST
- o 41% of our African American Students were proficient/advanced on CST (AAF 54%, AAM 29%)
- o 37% of our Latino Students were proficient/advanced on CST (LF 38%, LM 36%)
- o Highest percentages of students proficient/advanced were Asian Students (80%) followed by White Students (44%), African American(41%) , and Latino Students (37%).
- o 70% of 3rd grade students were at or above grade level for reading according to SRI data

Theory of Action

- o If we implement a Differentiated Balanced Literacy Structure K-5 that incorporates: a phonics block, reading block, writing block, and explicit vocabulary instruction
- o If we implement a standards-based readers and writer's workshop, that balances teacher-directed instruction and student-directed practice, and instruction that is whole class, small group, and individual
- o If we implement guided reading instruction in all classrooms to meet individual students' needs and ensure at least one year's reading level growth
- o If we implement diagnostic reading assessment at least three times per year to measure students guided reading level to guide instructional practices
- o Then students will build strong literacy skill foundations, develop a love of reading, and be successful in achieving the highest levels of academic proficiency.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
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School Scorecard: Participation in ELA Common Core State Standards Aligned Assessments--Scholastic Reading Inventory (grades 2-12); Performance Writing Task (grades 6-12); History Writing Task (grades 6-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant assessments	100%
School Scorecard: 1+ Years' Growth in the Scholastic Reading Inventory	Increase the percent of students making one or more years of lexile gains between the first and last administrations by 10% annually, or maintain at 100%.	Set in Fall 2014

Strategic Priority Improvement Strategies

■ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Design and Implement School Structures to Support Literacy Instruction					5/21/2012	115SQI1A1510		N/A			0	\$0.00
Design and Implement School Structures to Support Literacy Instruction	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/6/2014	115SQI1A1511	Hire Library Clerk to support students in developing literacy skills	791-Unrestricted EIA-LEP Support		LIBCLK9999	0.27	\$14,378.17
Design and Implement School Structures to Support Literacy Instruction	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/6/2014	115SQI1A7164	Hire Library Clerk to support students in developing literacy skills	5-LCFF Supplemental		LIBCLK9999	0.23	\$12,248.07
Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/6/2014	115SQI1A2773	Purchase supplemental materials and supplies to support Balanced Literacy	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	\$2,342.00
Purchase Supplemental Materials and Supplies to support Balanced	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/6/2014	115SQI1A2775	Purchase supplemental materials and supplies to support Balanced	791-Unrestricted EIA-LEP Support	4310-SUPPLIES		0	\$99.00

Literacy Instruction							Literacy Instruction					
Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	Local assessments (benchmarks, PWA)		Every Marking Period	Leadership Team	4/4/2013	115SQ11A4781	Purchase Supplemental Materials and Supplies to support Balanced Literacy Instruction	N/A			0	\$0.00
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Leadership Team	4/26/2014	115SQ11A5519	Teachers will be given extended contracts to provide intervention for targeted students before or after school in ELA or Math	790-Unrestricted EIA-SCE Support	1122-TEACHERS SALARIES EXTRA COMP		0	\$1,791.00
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Leadership Team	4/26/2014	115SQ11A5520	Teachers will be given extended contracts to provide intervention for targeted students before or after school in ELA or Math	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$2,664.00

concrete plans for the future												
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/26/2014	115SQI1A7166	Consultants will work with teachers to provide professional development in reading strategies to support BAL as well as the Reading Recovery Model	5-LCFF Supplemental	5825-CONSULTANTS		0	\$13,935.00
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	Local assessments (benchmarks, PWA)			Leadership Team	4/26/2014	115SQI1A2801	ILT and Principal will meet regularly and analyze student data to assist with planning site based professional development.	N/A			0	\$0.00
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	Local assessments (benchmarks, PWA)			Leadership Team	4/26/2014	115SQI1A6008	Teachers will meet regularly in PLCs to analyze student data and plan instruction accordingly using the cycle of inquiry	N/A			0	\$0.00
Instructional Leadership	Local assessments	SQIS Target	Every Marking	Leadership Team	4/26/2014	115SQI1A6009	Teachers will be provided	790-Unrestricted EIA-SCE	1150-TEACHERS SUBSTITUTES		0	\$4,680.00

Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	(benchmarks, PWA)	Group	Period				release time for professional development each trimester	Support				
TSA provides supplemental professional development support services which result in improved student academic achievement	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Leadership Team	4/6/2014	115SQI1A1509	Provide professional development support by releasing teachers to engage in collaborative activities that focus on improving the instructional program.	790-Unrestricted EIA-SCE Support		C10TSA9999	0.5	\$38,499.89

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Emerson Elementary

Principal: KATHRENE HATZKE

From OUSD Strategic Plan:

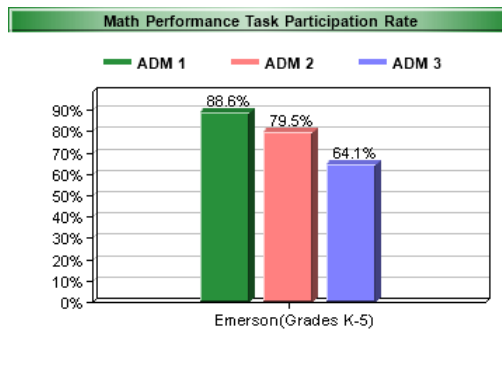
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [\[2012-2013: Beginning\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [\[2012-2013: Beginning\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [\[2012-2013: Beginning\]](#)

Benchmark



2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- There has been an increase in the number of students Proficient/Advanced on the Math CST. 48% our students were Proficient/Advanced on Math CST which is an increase of 6% over the previous school year
- There has been a decrease in the number of students FBB/BB on the Math CST. 25% of our students were FBB/BB which is a decrease of 6% compared to the previous school year.

- There has been an increase in the number of students Proficient/Advanced on the Science CST. 20% of our students were Proficient/Advanced which is an increase of 9% compared to the previous school year.

Theory of Action

- If our students are engaged in hands-on science projects that are integrated with literacy and math
- If we provide opportunities for challenge in math and science beyond the classroom
- If we provide opportunities for teachers to collaborate to integrate STEM and to share effective teaching practices
- Then our students will be able to solve problems and think critically; and student achievement and engagement will grow.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Participation in the following Common Core State Standards Aligned Assessments--Math Performance Task (grades K-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant Common Core State Standards Aligned Assessments	100%

Strategic Priority Improvement Strategies

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Leadership Team	4/26/2014	115SQ11B5519	Teachers will be given extended contracts to provide intervention for targeted students before or after school in ELA or Math	790-Unrestricted EIA-SCE Support	1122-TEACHERS SALARIES EXTRA COMP		0	\$1,791.00
Provide a coordinated and	Local assessments (benchmarks,	Lower-Performing	Every Marking Period	Leadership Team	4/26/2014	115SQ11B5520	Teachers will be given extended	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$2,664.00

integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	PWA)						contracts to provide intervention for targeted students before or after school in ELA or Math					
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/26/2014	115SQ11B7166	Consultants will work with teachers to provide professional development in reading strategies to support BAL as well as the Reading Recovery Model	5-LCFF Supplemental	5825-CONSULTANTS		0	\$13,935.00
Instructional Leadership Team to meet on a regular basis to monitor the school plan	Local assessments (benchmarks, PWA)			Leadership Team	4/26/2014	115SQ11B2801	ILT and Principal will meet regularly and analyze student data to assist with planning site	N/A			0	\$0.00

and work to improve the instructional program.							based professional development.					
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	Local assessments (benchmarks, PWA)			Leadership Team	4/26/2014	115SQ11B6008	Teachers will meet regularly in PLCs to analyze student data and plan instruction accordingly using the cycle of inquiry	N/A			0	\$0.00
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/26/2014	115SQ11B6009	Teachers will be provided release time for professional development each trimester	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	\$4,680.00
Provide support to teachers to implement math and science curriculum					4/4/2013	115SQ11B4135	Provide collaboration time for teachers to work on science and math curriculum	N/A			0	\$0.00
Provide support to teachers to implement math and science curriculum					4/4/2013	115SQ11B4136	Teach science weekly for 90 minutes in every classroom integrated with literacy	N/A			0	\$0.00
Mathematics instruction is connected to building students'					5/3/2012	115SQ11B4137	Daily mathematics instruction is aligned to key grade level	N/A			0	\$0.00

critical thinking skills through the solving of real world problems

State Standards and assessments (performance, formative) drive instruction

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Emerson Elementary

Principal: KATHRENE HATZKE

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 (Standard 1.1) [\[2012-2013: Beginning\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [\[2012-2013: Beginning\]](#)

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide transitioning activities for incoming Kindergarten students.					4/4/2013	115SQ11C4623	Provide informational meetings and tours for families of incoming Kindergarten students which support their positive and smooth transition into the school community.	N/A			0	\$0.00
Provide transitioning					4/4/2013	115SQ11C5407	Hold monthly community	N/A			0	\$0.00

activities for incoming Kindergarten students.							playdates to welcome new families and interested community members into the school					
Purchase supplementary materials and supplies for English learners to support them in the acquisition of Academic English	CELDT		End of Year	Leadership Team	4/4/2013	115SQ11C5418	Purchase supplementary materials and supplies for English learners to support them in the acquisition of Academic English	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Emerson Elementary

Principal: KATHRENE HATZKE

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.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [\[2012-2013: Beginning\]](#)
- ensures that students know what they're learning, why they're learning it and how it can be applied (Standard 1.7) [\[2012-2013: Beginning\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [\[2012-2013: Beginning\]](#)

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: High School Cohort Graduation	Increase the cohort graduation rate by 2% annually	
School Scorecard: High School Cohort Dropout	Decrease the cohort dropout rate by 3% annually	
School Scorecard: High School A-G Completion	Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for African American Students	Increase the percent of 11th grade African American students who pass both ELA & Math by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for Latino Students	Increase the percent of 11th grade Latino students who pass both Math & ELA by 10 percent annually	
School Scorecard: High School Advanced Placement Course Completion	Increase the percent of 10th, 11th, & 12th grade students completing AP courses by 20% annually	
School Scorecard: High School Advanced Placement Test Scoring	Increase the percent of AP test takers earning a score of 3 or better by 20% annually	
School Scorecard: High School PSAT Participation Rate	Increase the percent of all 11th graders taking the PSAT to 100% annually	
School Scorecard: MS & HS College-Career Plans	Ensure 100% of 6th & 9th graders have developed a college-career readiness plan by the end of the 1st	

semester

Strategic Priority Improvement Strategies

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: Emerson Elementary

Principal: KATHRENE HATZKE

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.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8) [\[2012-2013: Developing\]](#)

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- 32% of English Learners were Proficient/Advanced on CST ELA which is an increase of 16% over the previous year; 43% of English Learners were Proficient/Advanced on CST Math which is an increase of 10% over the previous year
- 29% of English Learners were FBB/BB on CST ELA which is a decrease of 13% over the previous year; 29% of English Learners were FBB/BB on CST Math which is a decrease of 7% over the previous year

Theory of Action

- If we implement a Differentiated Language Block to explicitly teach Academic English to all students
- If we implement a standards-based readers and writer's workshop, that balances teacher-directed instruction and student-directed practice, and instruction that is whole class, small group, and individual.
- If teachers provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those in the middle,
- Then the academic achievement gap is eliminated for historically unsuccessful students and we are able to accelerate and advance all students.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: MS & HS College-Career Plans	Submit 100% of IEPs within the timeline.	

Strategic Priority Improvement Strategies

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Leadership Team	4/26/2014	115SQ1E5519	Teachers will be given extended contracts to provide intervention for targeted students before or after school in ELA or Math	790-Unrestricted EIA-SCE Support	1122-TEACHERS SALARIES EXTRA COMP		0	\$1,791.00
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Leadership Team	4/26/2014	115SQ1E5520	Teachers will be given extended contracts to provide intervention for targeted students before or after school in ELA or Math	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$2,664.00
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/26/2014	115SQ1E7166	Consultants will work with teachers to provide professional development in reading strategies to support BAL as well as the Reading	5-LCFF Supplemental	5825-CONSULTANTS		0	\$13,935.00

providing intervention early, to help students and their parents develop concrete plans for the future							Recovery Model					
TSA provides supplemental professional development support services which result in improved student academic achievement	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Leadership Team	4/6/2014	115SQ1E1509	Provide professional development support by releasing teachers to engage in collaborative activities that focus on improving the instructional program.	790-Unrestricted EIA-SCE Support		C10TSA9999	0.5	\$38,499.89
Teachers organize classroom environments that create multiple opportunities for students, particularly African American males, to move around and interact with peers.					5/3/2012	115SQ1E4140	Implement Culturally Responsive Teaching and Learning Strategies during instructional and non-instructional times	N/A			0	\$0.00
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of	Discipline/CSC			Leadership Team	4/26/2014	115SQ1E4142	Review and Revise School Wide Discipline Plan and provide PD for teachers around PBIS practices and alternatives to suspensions	N/A			0	\$0.00

retribution from adults throughout the system.												
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.	Discipline/CSC				4/26/2014	115SQI1E4143	Clearly and consistently implement Positive Behavior Supports at school	N/A			0	\$0.00
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.	Discipline/CSC				4/26/2014	115SQI1E7357	Teach school wide expectations to all students for all areas of the campus	N/A			0	\$0.00
Provide opportunities for differentiation for GATE students					5/14/2014	115SQI1E4145	Provide classroom extension activities, built into regular curriculum (Khan Academy, Book Report Projects, Technology)	N/A			0	\$0.00

Provide opportunities for differentiation for GATE students		High Performing/GATE			5/14/2014	115SQI1E4146	Implement differentiation program for students with high-interest, challenging activities	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Emerson Elementary

Principal: KATHRENE HATZKE

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 (Standard 1.8) [\[2012-2013: Developing\]](#)

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Leadership Team	4/26/2014	115SQ11F5519	Teachers will be given extended contracts to provide intervention for targeted students before or after school in ELA or Math	790-Unrestricted EIA-SCE Support	1122-TEACHERS SALARIES EXTRA COMP		0	\$1,791.00

parents develop concrete plans for the future												
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students and their parents develop concrete plans for the future	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Leadership Team	4/26/2014	115SQ11F5520	Teachers will be given extended contracts to provide intervention for targeted students before or after school in ELA or Math	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$2,664.00
Provide a coordinated and integrated system of academic and learning support services by identifying at-risk students and providing intervention early, to help students	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/26/2014	115SQ11F7166	Consultants will work with teachers to provide professional development in reading strategies to support BAL as well as the Reading Recovery Model	5-LCFF Supplemental	5825-CONSULTANTS		0	\$13,935.00

and their
parents
develop
concrete
plans for
the future

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

Strategic Priority A. School Safety Plan

School: Emerson Elementary

Principal: KATHRENE HATZKE

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 (Standard 2.1) [\[2012-2013: Developing\]](#)
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [\[2012-2013: Developing\]](#)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [\[2012-2013: Developing\]](#)
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [\[2012-2013: Developing\]](#)

School Safety Plan Goals

Goal 1: To reduce discipline referrals by 10%

- Strategy 1.1: Implementation of a School-Wide Positive Behavior Support Plan consistently followed by all staff members
- Strategy 1.2: Additional 1:1 volunteers to support academic progress as well as support Social-Emotional Learning

Goal 2: Increase student engagement and attachment to school; reduce bullying

- Strategy 2.1: Implement Caring School Community class meetings and buddy classes
- Strategy 2.2: Use Junior Coaches and Safe School Ambassadors to promote student leadership and decrease bullying and conflicts on the yard

Strategic Priority Improvement Strategies

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

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

School: Emerson Elementary

Principal: KATHRENE HATZKE

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...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1) [[2012-2013: Developing](#)]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [[2012-2013: Developing](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [[2012-2013: Developing](#)]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [[2012-2013: Developing](#)]

School Safety Plan Goals

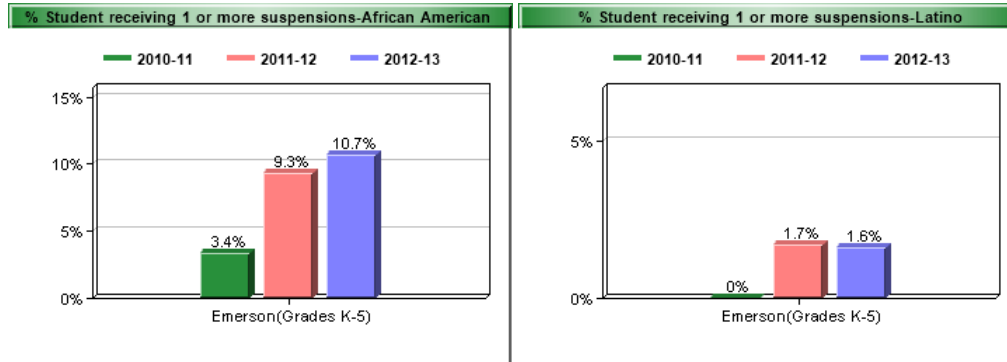
Goal 1: To reduce discipline referrals by 10%

- Strategy Implementation of a School-Wide Positive Behavior Support Plan consistently
1.1: followed by all staff members
- Strategy Additional 1:1 volunteers to support academic progress as well as support Social-
1.2: Emotional Learning

Goal 2: Increase student engagement and attachment to school; reduce bullying

- Strategy Implement Caring School Community class meetings and buddy classes
2.1:
- Strategy Use Junior Coaches and Safe School Ambassadors to promote student leadership
2.2: and decrease bullying and conflicts on the yard

Suspensions



2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- o 88% of Emerson 5th graders indicate that they feel that their teachers think they can do a good job at school.
- o 54% of Emerson 5th graders indicate that they feel safe at school at all times.
- o 6% of Emerson students received at least one out of school suspension during the school year.

Theory of Action

- o If we create an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences
- o If we continue to implement and refine our Caring School Community Practices in order to promote social emotional growth and development in students.
- o If we create a system to provide support to students who are struggling academically and/or social-emotionally.
- o Then students who experience acceptance at school are more highly motivated, engaged in learning and committed to school.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Suspension Rate for African American students	Reduce the off-campus suspension rates of African American students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	
School Scorecard: Suspension Rate for Latino students	Reduce the off-campus suspension rates of Latino students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	

Strategic Priority Improvement Strategies

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Implement Caring School Communities Curriculum					5/3/2012	115SQI2B1518	Hold Class Meetings regularly in all classrooms in order for students to set class norms and goals, create plans, make decisions, and solve problems related to classroom life	N/A			0	\$0.00
Implement Caring School Communities Curriculum					5/3/2012	115SQI2B4149	Participate in Cross Age Buddies program so that students learn to give and receive help and see themselves as caring and competent individuals	N/A			0	\$0.00
Implement Caring School Communities Curriculum					5/3/2012	115SQI2B4151	Use the Homeside Activities as a way to create a cycle of learning that starts in the classroom, develops at home, and concludes in the classroom	N/A			0	\$0.00
Implement Welcoming School Curriculum.					4/4/2013	115SQI2B4150	Provide support at school for all students and their families so that they feel safe, welcomed, and a part of the community.	N/A			0	\$0.00
Provide professional	Discipline/CSC		Every Marking	Principal	5/1/2013	115SQI2B5525	Implement positive social	N/A			0	\$0.00

development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.			Period				skills program - work with staff and students to teach conflict resolution, communication, and cooperative learning skills in order to create a more positive school environment which leads to the improvement of social emotional and academic outcomes for all students.					
Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the	Discipline/CSC		Weekly	Principal	5/1/2013	115SQ12B5526	Reinforce school wide personal interaction and behavior expectations, especially on the playground	N/A			0	\$0.00

Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.												
Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.	Discipline/CSC		Weekly	Principal	5/1/2013	115SQI2B5528	Provide students with skills that can be used to resolve conflicts peacefully	N/A			0	\$0.00
Hold weekly coordination meetings with support staff	Attendance	SQIS Target Group	Weekly	Principal	4/26/2014	115SQI2B7359	Meet weekly with Administrative Assistant, Attendance Clerk, Nurse, ASP Director,	N/A			0	\$0.00

							and STIP sub to monitor budget, discipline date, attendance data, State and Federal compliance, and other District deliverables					
Hold weekly coordination meetings with support staff	Suspension	SQIS Target Group	Weekly		4/26/2014	115SQI2B7360	Meet weekly with Administrative Assistant, Attendance Clerk, Nurse, ASP Director, and STIP sub to monitor budget, discipline date, attendance data, State and Federal compliance, and other District deliverables	N/A			0	\$0.00
Hold weekly coordination meetings with support staff	Health data	SQIS Target Group	Weekly		4/26/2014	115SQI2B7361	Meet weekly with Administrative Assistant, Attendance Clerk, Nurse, ASP Director, and STIP sub to monitor budget, discipline date, attendance data, State and Federal compliance, and other District deliverables	N/A			0	\$0.00
Implement Restorative Justice Practices	Discipline/CSC	Free/Reduced Price Lunch	Every Marking Period	Leadership Team	4/26/2014	115SQI2B5419	Hire 1.0 STIP sub to assist in coordination of Restorative Justice	3010-Title I		TCSTIP0370	1	\$40,281.88

							Practices along with the ASP Director and provide intervention for targeted students					
Implement Restorative Justice Practices	Discipline/CSC	Free/Reduced Price Lunch	Every Marking Period	Leadership Team	4/26/2014	115SQI2B5513	Focus on creating a positive school culture plan that includes clear steps for staff and families	N/A			0	\$0.00

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

Strategic Priority C. Health & Wellness

School: Emerson Elementary

Principal: KATHRENE HATZKE

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.

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(Standard 2.2) [[2012-2013: Developing](#)]

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hold weekly coordination meetings with support staff	Attendance	SQIS Target Group	Weekly	Principal	4/26/2014	115SQI2C7359	Meet weekly with Administrative Assistant, Attendance Clerk, Nurse, ASP Director, and STIP sub to monitor budget, discipline data, attendance data, State and Federal compliance, and other District deliverables	N/A			0	\$0.00
Hold weekly coordination meetings with support staff	Suspension	SQIS Target Group	Weekly		4/26/2014	115SQI2C7360	Meet weekly with Administrative Assistant, Attendance Clerk, Nurse, ASP Director, and STIP	N/A			0	\$0.00

							sub to monitor budget, discipline date, attendance data, State and Federal compliance, and other District deliverables					
Hold weekly coordination meetings with support staff	Health data	SQIS Target Group	Weekly		4/26/2014	115SQI2C7361	Meet weekly with Administrative Assistant, Attendance Clerk, Nurse, ASP Director, and STIP sub to monitor budget, discipline date, attendance data, State and Federal compliance, and other District deliverables	N/A			0	\$0.00

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Emerson Elementary

Principal: KATHRENE HATZKE

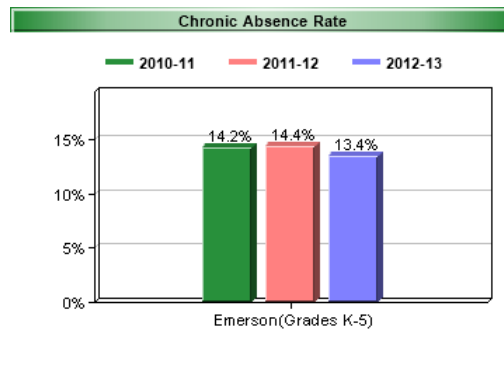
From OUSD Strategic Plan:

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.

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(Standard 2.2) [[2012-2013: Developing](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [[2012-2013: Developing](#)]



2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- High chronic absence, low satisfactory attendance
- African American Students(largest subgroup) have highest chronic absence rates (19%) and lowest satisfactory attendance rates (56%)
- Chronic absence is highest in K-1, decreases in 2nd-3rd grade, and then rises again in 4th-5th grade

Theory of Action

- If we focus outreach & education in K-1 and with African American families across all grade levels
- If we recognize attendance like we recognize academic achievement
- If we implement SARB and SST process consistently
- If we engage families and community partners and promote parent-to-parent engagement and support regarding attendance
- Then students will feel motivated and inspired to come to a school that has reached out to them due to high expectations and caring.

Strategic Priority Goals

■ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Chronic Absence	Reduce the chronic absence rate by 100% annually, or maintain it at 5% or less.	

Strategic Priority Improvement Strategies

■ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reach out to parents of students with chronic absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges					1/5/2012	115SQI2D250	Home visits for truant students	N/A			0	\$0.00
Reach out to parents of students with chronic absence with a					1/5/2012	115SQI2D251	Part-time attendance clerk	N/A			0	\$0.00

focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges												
Reach out to parents of students with chronic absence with a focus on K-1 and African American families. Reach out through site attendance team, home visits and calls home, and reflect on challenges					1/5/2012	115SQI2D252	Form site attendance team that convenes biweekly; Principal, attendance clerk, parent liasion	N/A			0	\$0.00
Reach out to parents of students with chronic absence with a focus on K-1 and African American families. Reach out through site					1/5/2012	115SQI2D253	Teacher phone calls home	N/A			0	\$0.00

attendance team, home visits and calls home, and reflect on challenges												
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events					4/6/2014	115SQI2D254	Parent Meetings-Childcare	N/A			0	\$0.00
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Leadership Team	4/6/2014	115SQI2D255	Parent Meetings-Materials/Supplies	791-Unrestricted EIA-LEP Support	5716-Interprogram - Duplicating		0	\$150.00
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Leadership Team	4/6/2014	115SQI2D256	Parent Meetings-Materials/Supplies	791-Unrestricted EIA-LEP Support	5724-INTERPGM - POSTAGE		0	\$150.00

American
subgroup
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events

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School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Emerson Elementary

Principal: KATHRENE HATZKE

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.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress (Standard 3.1) [\[2012-2013: Developing\]](#)
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning (Standard 3.2) [\[2012-2013: Developing\]](#)
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice (Standard 3.4) [\[2012-2013: Developing\]](#)

Theory of Action

- If we continue to promote teacher leadership structures that allow teachers to have a direct impact on the decision making that impacts the direction of the school
- If teachers continue to take leadership responsibilities to impact classroom actions and school wide practices
- If we continue to work together as a professional learning community
- Then we will be able to support one another and hold each other accountable for the success of our students

Strategic Priority Improvement Strategies

■ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Leadership Team to meet on a regular	Local assessments (benchmarks, PWA)			Leadership Team	4/26/2014	115SQI3A2801	ILT and Principal will meet regularly and analyze	N/A			0	\$0.00

basis to monitor the school plan and work to improve the instructional program.							student data to assist with planning site based professional development.					
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	Local assessments (benchmarks, PWA)			Leadership Team	4/26/2014	115SQI3A6008	Teachers will meet regularly in PLCs to analyze student data and plan instruction accordingly using the cycle of inquiry	N/A			0	\$0.00
Instructional Leadership Team to meet on a regular basis to monitor the school plan and work to improve the instructional program.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	4/26/2014	115SQI3A6009	Teachers will be provided release time for professional development each trimester	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	\$4,680.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Emerson Elementary

Principal: KATHRENE HATZKE

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.

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 (Standard 4.2) [\[2012-2013: Sustaining\]](#)
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well (Standard 4.6) [\[2012-2013: Undeveloped\]](#)
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7) [\[2012-2013: Undeveloped\]](#)

2012-13 Summative Data and 2013-14 Progress Monitoring Data

- Active PTO with at least 10% of families participating in events and fundraisers; Monthly community events open to all families
- Monthly newsletter sent out via email

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Technological divide exists-school newsletter is currently sent out via email and not all families receive copies of it
- Parent surveys indicate that they want to be more involved in what their children are learning and are looking for meaningful ways to partner with the school
- Special Day Classes are not as currently involved and included in all activities

Theory of Action

- If we partner meaningfully with parents and community members
- Then community engagement, together with school efforts, promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Uniform Complaints	Reduce the number of staff and parent level I uniform complaints by 5% annually	

Strategic Priority Improvement Strategies

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Purchase supplementary materials and supplies for English learners to support them in the acquisition of Academic English	CELDT		End of Year	Leadership Team	4/4/2013	115SQI4A5418	Purchase supplementary materials and supplies for English learners to support them in the acquisition of Academic English	N/A			0	\$0.00
Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.	Discipline/CSC		Every Marking Period	Principal	5/1/2013	115SQI4A5525	Implement positive social skills program - work with staff and students to teach conflict resolution, communication, and cooperative learning skills in order to create a more positive school environment which leads to the improvement of social emotional and academic outcomes for all students.	N/A			0	\$0.00
Provide professional development for staff and direct training of students on strategies and	Discipline/CSC		Weekly	Principal	5/1/2013	115SQI4A5526	Reinforce school wide personal interaction and behavior expectations, especially on the playground	N/A			0	\$0.00

activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school environment that supports the improved academic achievement of students.												
Provide professional development for staff and direct training of students on strategies and activities that support the development of positive social skills such as conflict resolution, effective communication, cooperative learning, etc. Program will support the Safe School Ambassadors Program and create a positive school	Discipline/CSC		Weekly	Principal	5/1/2013	115SQI4A5528	Provide students with skills that can be used to resolve conflicts peacefully	N/A			0	\$0.00

environment that supports the improved academic achievement of students.												
Implement Restorative Justice Practices	Discipline/CSC	Free/Reduced Price Lunch	Every Marking Period	Leadership Team	4/26/2014	115SQI4A5419	Hire 1.0 STIP sub to assist in coordination of Restorative Justice Practices along with the ASP Director and provide intervention for targeted students	3010-Title I		TCSTIP0370	1	\$40,281.88
Implement Restorative Justice Practices	Discipline/CSC	Free/Reduced Price Lunch	Every Marking Period	Leadership Team	4/26/2014	115SQI4A5513	Focus on creating a positive school culture plan that includes clear steps for staff and families	N/A			0	\$0.00
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events					4/6/2014	115SQI4A254	Parent Meetings-Childcare	N/A			0	\$0.00
Engage parents and community in supporting improving attendance (K-1 and African American subgroup focus) through parent events	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Leadership Team	4/6/2014	115SQI4A255	Parent Meetings-Materials/Supplies	791-Unrestricted EIA-LEP Support	5716-Interprogram - Duplicating		0	\$150.00
Engage parents and community in	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Leadership Team	4/6/2014	115SQI4A256	Parent Meetings-Materials/Supplies	791-Unrestricted EIA-LEP Support	5724-INTERPGM - POSTAGE		0	\$150.00

supporting improving attendance (K-1 and African American subgroup focus) through parent events												
Plan for and implement increased school and teacher engagement with families (e.g via newsletters, home visits)	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Principal	4/26/2014	115SQI4A2795	Provide a 9 Week Parent Education Program for parents in the Fall in order to provide them with tools and resources to support their child's academic and social-emotional success	3010-Title I	5825-CONSULTANTS		0	\$5,500.00
Plan for and implement increased school and teacher engagement with families (e.g via newsletters, home visits)	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Principal	4/26/2014	115SQI4A2797	Provide Refreshments for Parent Involvement	3010-Title I	4311-MEETING REFRESHMENTS		0	\$943.61
Plan for and implement increased school and teacher engagement with families (e.g via newsletters, home visits)	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Principal	4/26/2014	115SQI4A7161	Provide Refreshments for Parent Involvement	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,182.00
Plan for and implement increased school and teacher engagement with families (e.g via newsletters, home visits)	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Principal	4/26/2014	115SQI4A7168	Provide Refreshments for Parent Involvement	790-Unrestricted EIA-SCE Support	4311-MEETING REFRESHMENTS		0	\$1,500.00

newsletters, home visits)												
Plan for and implement increased school and teacher engagement with families (e.g via newsletters, home visits)	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period		4/26/2014	115SQI4A7358	Hold regularly scheduled parent events to build community and provide parent involvements and parent engagement activities (PTO meetings; monthly community nights i.e Literacy Night, Winter Concert, African American History Celebration; First Friday Coffee Mingles; Work Days)	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Emerson Elementary

Principal: KATHRENE HATZKE

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...

- shares school improvement and decision-making with students and their families (Standard 5.2) [\[2012-2013: Sustaining\]](#)
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities (Standard 5.5) [\[2012-2013: Beginning\]](#)
- guides and supports the development of quality instruction across the school (Standard 5.6) [\[2012-2013: Developing\]](#)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability (Standard 5.9) [\[2012-2013: Developing\]](#)
- develops systems and allocates resources in support of the school's vision (Standard 5.10) [\[2012-2013: Sustaining\]](#)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals (Standard 5.11)

2012-13 Summative Data and 2013-14 Progress Monitoring Data

- Emerson utilized approximately 98% of its unrestricted and 105% of its restricted budgets during the 2012-13 school year to equitably purchase good, services and materials to support all enrolled students.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Emerson is consistent in applying almost all of its resources towards enhanced and improved student learning outcomes; budget allocation is a topic shared with all stakeholders including School Site Council, PTO, and staff members.

Theory of Action

- If we solicit the input of key stakeholders (teachers, parent leaders and volunteers) on the equitable use of the school budget aligned to identified school priorities, then we can begin to create sustainable equitable conditions for all students.
- If we identify school needs based upon data and prioritize resources to support these needs; then we can better allocate available resources to find the best solution for the education of all Emerson students.

Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Budget Expenditures	Ensure school expenditures remain within +1/-100% of the site finalized general purpose and categorical budget	

Strategic Priority Improvement Strategies



▣ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hold weekly coordination meetings with support staff	Attendance	SQIS Target Group	Weekly	Principal	4/26/2014	115SQI5A7359	Meet weekly with Administrative Assistant, Attendance Clerk, Nurse, ASP Director, and STIP sub to monitor budget, discipline date, attendance data, State and Federal compliance, and other District deliverables	N/A			0	\$0.00
Hold weekly coordination meetings with support staff	Suspension	SQIS Target Group	Weekly		4/26/2014	115SQI5A7360	Meet weekly with Administrative Assistant, Attendance Clerk, Nurse, ASP Director, and STIP sub to monitor budget, discipline date, attendance data, State and Federal compliance, and other District deliverables	N/A			0	\$0.00
Hold weekly coordination meetings with support staff	Health data	SQIS Target Group	Weekly		4/26/2014	115SQI5A7361	Meet weekly with Administrative Assistant, Attendance Clerk, Nurse, ASP Director, and STIP sub to monitor budget, discipline date, attendance data, State and Federal compliance, and other District deliverables	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$49,831.63	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,182.47	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$51,014.10	

Appendices

- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Emerson Elementary School
CDS Code [6001812]

Phone: (510) 654-7373
Fax: (510) 654-7360

4803 Lawton Avenue
Oakland, CA 94609

School Year: 2014-2015

Comprehensive School Safety Plan

(Education Code Section 32280-32288)

KATHRENE HATZKE
Principal

James William, OUSD interim Chief of Police
Marcus Silvi, State and Federal Compliance
Jenny Wong, Emergency Preparedness Manager

Introduction

Each school district and county office of education is responsible for the overall development of all school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. The ***OUSD Comprehensive District Safety and Climate Plan*** brings together all of the elements of school safety to help meet our goal of providing a safe environment, both physical and social/emotional, that is conducive to learning. The district safety plan is used as a framework to assist site administrators with the development of their ***School Safety Plan***. As a framework, we encourage site Administrators to enhance and expand their site safety plans that is specific to their site's safety needs.

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- 8.2 Fire and Earthquake Drill Schedule
- 8.3 School Site Chain-of-Command Organization Chart

APPENDIX

Planning for Special Needs Students

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 (Standard 2.1) [\[2012-2013: Developing\]](#)
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [\[2012-2013: Developing\]](#)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [\[2012-2013: Developing\]](#)
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [\[2012-2013: Developing\]](#)

Section 1: School Safety / Climate Team

The school site safety team or committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, other members if desired. (Ed Code 32281)

Site Responsibilities:

1. Establish School Safety/Climate Team
2. Update your site map including evacuation routes
3. Create a School Site Safety Plan including:
 - Strategies for improving school safety/climate: goals, data, timeline, evaluation
 - Fire Earthquake Drill Schedule - Once per month at the elementary and middle school level, and two times per year at the high school
 - Lockdown Drill - Twice per year (once a semester)
 - Update School Phone Tree
4. Update the templates in this section of the plan to reflect current areas of responsibilities at your site: (1) Incident Command Team, (2) Goals, Strategies and Activities for School Climate and Physical Environment
5. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved it's development.
6. Submit your Site Safety Plan to the Oakland School Police Department for review and Board submission/approval.

• Principal or Designee:	KATHRENE HATZKE - PRINCIPAL ELEMENTARY SMALL
• Teacher:	AISTE SOLLY - TEACHER RSP
• Classified:	GUADALUPE PADILLA - SECRETARY ELEMENTARY SMALL
• Parent Representative:	Myra Cummiskey - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
• Principal:	KATHRENE HATZKE - PRINCIPAL ELEMENTARY SMALL	510-817-4464	510-654-7373	510-788-0685
• Assistant Principal:	NA			
• Custodian:	JAY DUNLAP - CUSTODIAN	510-653-6227	510-654-7373	510-653-6227
• Secretary/Other:	GUADALUPE PADILLA - SECRETARY ELEMENTARY SMALL	510-229-9039	510-654-7373	510-229-9039

Section 2: School Safety Plan Goals

The school safety committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 32282)

To be considered:

- Office referrals
- Suspensions
- Expulsions
- Attendance
- Notice of Truancy Letters
- CHKS student and staff data results
- California Safe Schools Assessment
- Surveys
- Observations
- Student and Parent input
- Staff input; including School Safety Officers

Based on data analysis, the Safety/Climate Team identifies one or two safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. **At least one goal must be based on current school crime statistics.** Must address the following areas:

- Discipline
- Voluntary Resolution Plan & Equity Issues
- Attendance
- Parent Involvement

Goal 1: To reduce discipline referrals by 10%

- Strategy 1.1: Implementation of a School-Wide Positive Behavior Support Plan consistently followed by all staff members
- Strategy 1.2: Additional 1:1 volunteers to support academic progress as well as support Social-Emotional Learning

Goal 2: Increase student engagement and attachment to school; reduce bullying

- Strategy 2.1: Implement Caring School Community class meetings and buddy classes
- Strategy 2.2: Use Junior Coaches and Safe School Ambassadors to promote student leadership and decrease bullying and conflicts on the yard

Section 3: Safety Policies & Procedures

Policies and Procedures

Child Abuse

Sexual Assault (Child assaulted on or near school property):

Accompany victim to safe place at school and remain with her/him

Protect evidence of sexual assault

Notify Child Protective Services (CPS), and Police without delay

Notify district police and school nurse or appropriate staff immediately

Sexual Abuse (Suspicion of past sexual incidents):

Notify CPS and describe evidence

Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)

Leave notification of family to CPS or the Police

Do not Destroy Evidence of Sexual Abuse:

Do not wash clothes or victim's body or underwear. Do not have victim undress.

Do not allow victim to wash or wipe body

Do not wipe away dirt, semen or dried blood

Stay with the victim and reassure her/him of safety

Suspected Physical Abuse or Significant Neglect:

Notify appropriate staff and CPS immediately.

Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.

Notify immediate director/supervisor

Child Protective Services (CPS) Crisis Line (510) 259-1800

Remember: Failure to report a suspected incident of child abuse, within 48 hours can result in criminal prosecution. Protect the victim and protect yourself.

Sexual Harassment

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the principal, district administrator or Superintendent to obtain procedures for filing a complaint. Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Suspension & Expulsion/Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Student Due Process

The Board does not support a zero tolerance approach. The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an **aider** or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code

11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code [48900\(m\)](#))

14. Committed or attempted to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#) or [289](#), or committed a sexual battery as defined in Penal Code [243.4](#). (Education Code [48900\(n\)](#))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code [48900\(o\)](#))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code [48900\(p\)](#))

17. Engaged in, or attempted to engage in, hazing as defined in Education Code [32050](#). (Education Code [48900\(q\)](#))

18. Made terrorist threats against school officials and/or school property. (Education Code [48900.7](#))

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code [212.5](#) (Education Code [48900.2](#))

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code [233](#) (Education Code [48900.3](#))

21. Intentionally engaged in harassment, threats or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting **classwork**, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code [48900.4](#))

Nondiscrimination/Harassment

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code [48900](#))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code [48900\(r\)](#))

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code [245](#).(Education Code [48902](#))

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code [626.9](#) and [626.10](#). (Education Code [48902](#))

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code [48900\(c\)](#) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code [48902](#))

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California

Department of Education, using forms supplied by the California Department of Education: (Education Code [48900.8](#), [48916.1](#))

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Board of Education seeks to provide educational experiences which assure that students are academically prepared, that they accept civic and social responsibilities and that they are qualified for future entry into the work place. The clothing and accessories worn by students and staff should reflect the serious goals of an academic environment.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

In accordance with the California Constitution, all students and staff of public primary, elementary, junior high and senior high schools have a right to attend campuses which are safe, secure and peaceful. Where there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the Board of Education authorizes the principal, staff and parents/guardians at the school to establish a reasonable dress code that prohibits students from wearing gang-related apparel.

Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Employee Security

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution. The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. *Pursuant to Education Code 49334, school employees who notify law enforcement regarding students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution.*

School Site Emergency Supplies

PURPOSE: every classroom should have a yellow **stormcase** iM2500 emergency roll kit. The equipment provided should only be used **in the event of a disaster emergency**, do not open the sealed box inside the kit. The contents are adequate to sustain a classroom of 25 students until more help arrives.

CONTENTS INCLUDE:

- 60 Individually Wrapped Water Packets.
- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- Basic First Aid Kit General supplies are provided with a First Aid Guidebook.
- 6-Mylar Blankets - (1) blanket is included in the Sanitation Kit to be used as a privacy screen. (5) separately packed 52" x 84" blanket - use for first aid, to cover broken windows, slow smoke or dust seeping through air vents, or group students together to provide warmth.
- Two 10-Hour Light Sticks In the event of a power outage or if students are entrapped through the night, the light sticks will provide enough light for the teacher in charge to keep the group secure.
- One Sanitation Kit including:
 - 6-Trash Bag Liners
 - 1-Bio-Hazard Bag
 - 6-Cleansing Wipes
- Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.
- One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of long term entrapments or lockdowns. Complete instructions are provided.

Monthly Emergency Radio Testing

Monthly emergency radio testing is on the first Wednesday of every month at 9:00 am. Emergency radio should be on Channel 1, OUSD Area A. When your school name is called, please respond with the following script: "This is {your name} responding for {school name} elementary, middle or high school. Our OUSD LID # is ____ {this can be found at the bottom of radio} - we are all clear."

Section 4: Emergency Disaster Procedures and Drills

Earthquake Procedures

In the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground. You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position. You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not re-enter buildings until it is determined safe to do so.

While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris.

Fire Procedures

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- Call 9-1-1**, identify problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

- P Pull safety pin from the handle
- A Aim at the base of the fire
- S Squeeze the trigger handle
- S Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command.
- Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify State Administrator's Office of incident.

Emergency Lockdown

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District.

The announcement will be: "MR. (school name), PLEASE COME TO THE PRINCIPALS'S OFFICE!" A messenger must be sent to outdoor fields and tracks. Upon hearing this announcement, the following steps must be implemented:

- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Staff without students will report to the office for instruction or as otherwise directed.
- Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
- Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
- When the emergency is over, a coded "all clear" will be announced.
- The Crisis Response Team will meet to determine needs of school.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

Shelter-in-Place

When instructed or when an alerting system triggers to shelter-in-place, please:

- SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
 - Students should also be advised to do the following when possible:
 - Select rooms on higher floor levels and avoid basements.
 - Select an internal room or a room with as few windows as possible.
 - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
- SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.
- LISTEN.** Remain quiet to hear critical instructions from school officials.

Section 4: Emergency Lockdown

Mr Emerson, please come to the Principal's Office!

Section 4: Fire and Earthquake Drill Schedule

Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/25/2014	9:00 AM	Fire
September	10/21/2014	1:15 PM	EQ
October	10/21/2014	1:15 PM	Both
November	11/6/2014	10:40 AM	Fire
December	12/10/2014	9:00 AM	Both
January	1/19/2015	2:00 PM	Fire
February	2/27/2015	2:30 PM	Both
March	3/12/2015	8:45 AM	Fire
April	4/10/2015	2:30 PM	Both
May	5/19/2015	9:00 AM	Fire
June	6/4/2015	1:15 AM	Fire

Lockdown Drill Schedule

	Date	Time
Fall	9/10/2014	9:00 AM
Spring	3/4/2015	1:15 PM

Emergency Evacuation: Principal's checklist

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system or send message runner.
- Telephone emergency service personnel:
 - **9-911**
 - **Superintendent's office**
 - **Utilities**

Activate key personnel to:

- Attend to the injured.
- Assure complete evacuation and student/staff are accounted for.
- Ensure special needs students are evacuated accordingly.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or designee/Assistant Superintendents approval for school closure if damage cannot be immediately restored or repaired.
- If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

Emergency Evacuation: Employees checklist

- Upon emergency alert, secure work area as advised and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- If dismissed, inform Principal of departure.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal.

Emergency Evacuation: Teachers checklist

- Upon alert, assemble students for evacuation using designated routes and account for all students
- Secure room as advised
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Principal.
- Debrief students to calm fears about the evacuation.

If it is necessary to evacuate to another school or relief center, the Principal will:

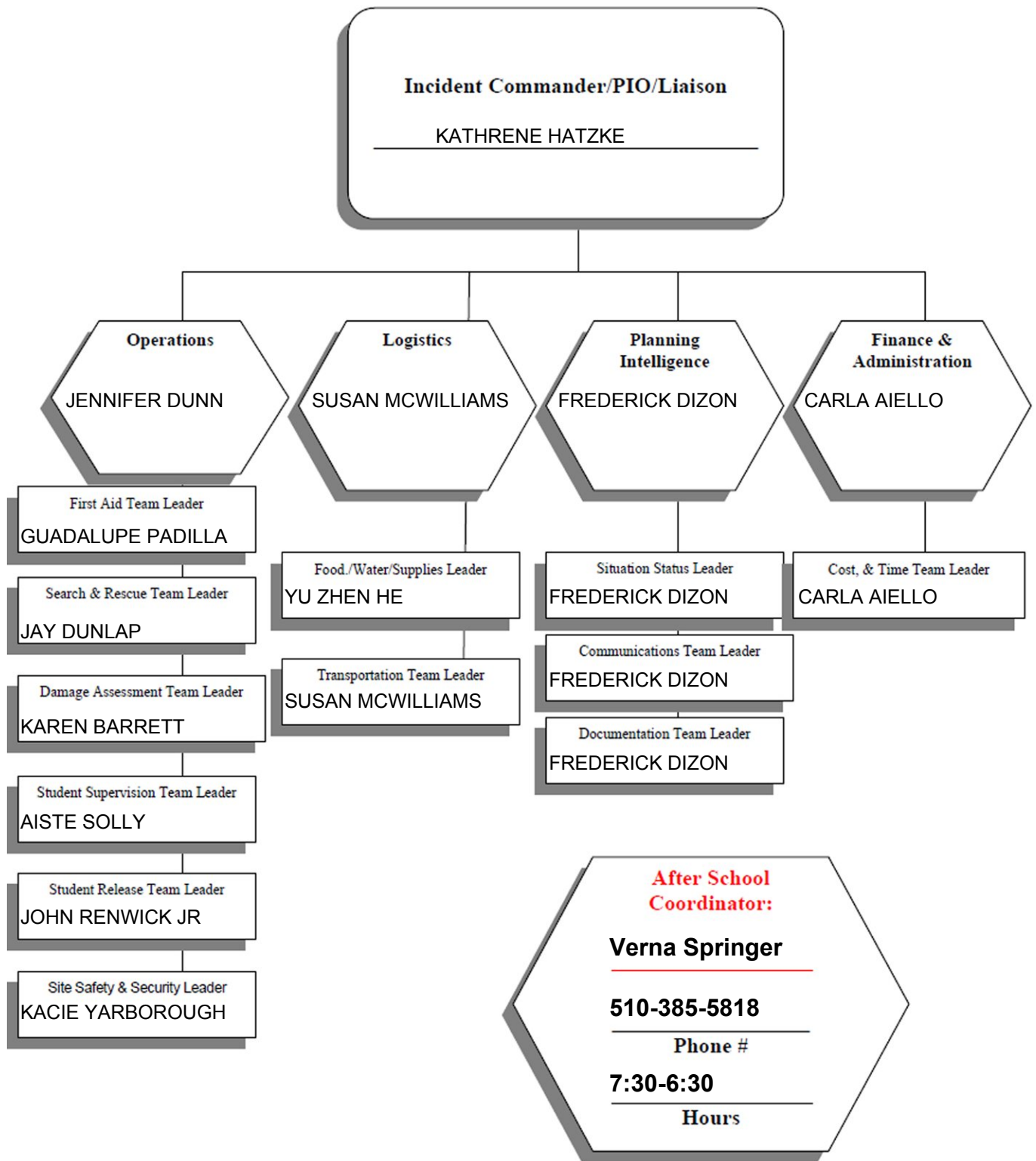
- Contact the Superintendent or designee.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Student Release Procedures

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.
3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.
5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whom the student is being released and address or destination.

If the emergency situation does not extend beyond normal school hours, students will be released as usual at the end of the school day.

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the ADA (Americans with Disabilities Act of 1990), individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Plan for people with disabilities (ADA) **N/A**(Note: If you do not have any special needs populatoins at your school, please click NA box.)

Please include the following information: 1) How many students with disabilities are there? 2) Where are they located? 3) Description of disabilities. 4) Any other relevant info

54. Rooms P8, A3,B1, B3, D1. Students with Autism Spectrum Disorder.

Special Needs Population In Detail.

List the specific number of each special needs type on site.

Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	<input type="text" value="0"/>
Hard of Hearing	HH	<input type="text" value="0"/>
Deaf	DEA	<input type="text" value="0"/>
Speech & Language Impairment	SLI	<input type="text" value="20"/>
Visually Impaired	VI	<input type="text" value="0"/>
Emotionally Disturbed	ED	<input type="text" value="0"/>
Orthopedically Impaired	OI	<input type="text" value="0"/>
Other Health Impaired	OHI	<input type="text" value="0"/>
Specific Learning Disability	SLD	<input type="text" value="20"/>
Deaf / Blind	DB	<input type="text" value="0"/>
Multipally Disabled	MD	<input type="text" value="0"/>
Traumatic Brain Injury	TBI	<input type="text" value="0"/>
Est Medical Disability	EMD	<input type="text" value="0"/>

Determine proper signage and equipment.

(What equipment and signage is on-site to help people with disabilities?)

There are handicap ramps for entrance to the portables. There are designated handicapped parking spaces in the parking lot.

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name: Susan McWilliams	Title: SDC Teacher
Name: Jennifer Dunn	Title: SDC Teacher
Name: Krista Schluter	Title: SDC Teacher

Section 6: On Campus Evacuation Map

Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Assembly Location

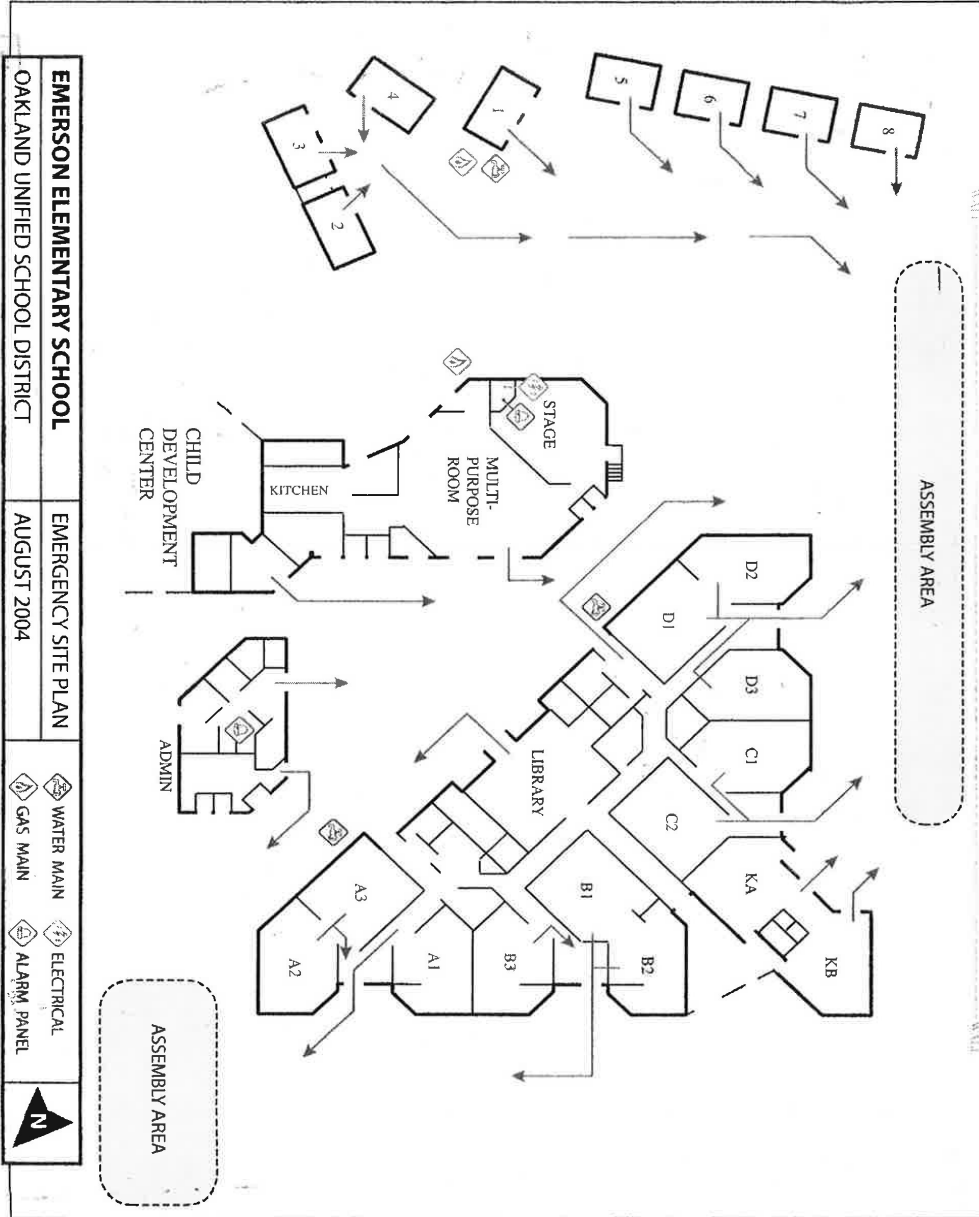
Describe on-campus evacuation/assembly location.

On the schoolyard near Shafter and/or the corner of Lawton and 49th

- Upload Copy of Map
- Use Last Years Map

Evacuation Map

On the schoolyard near Shafter and/or the corner of Lawton and 49th



EMERSON ELEMENTARY SCHOOL	EMERGENCY SITE PLAN	
OAKLAND UNIFIED SCHOOL DISTRICT	AUGUST 2004	
Copyright 2004, Page Medical Inc.	WATER MAIN	GAS MAIN
	ELECTRICAL	ALARM PANEL

Section 6: Off Campus Evacuation Map

Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

Off-Campus Evacuation/Assembly Location

a-1. Description/Name of location: Oakland International High School

Establish a memorandum of agreement with the evacuation site.

Name of person or organization memorandum was established with:

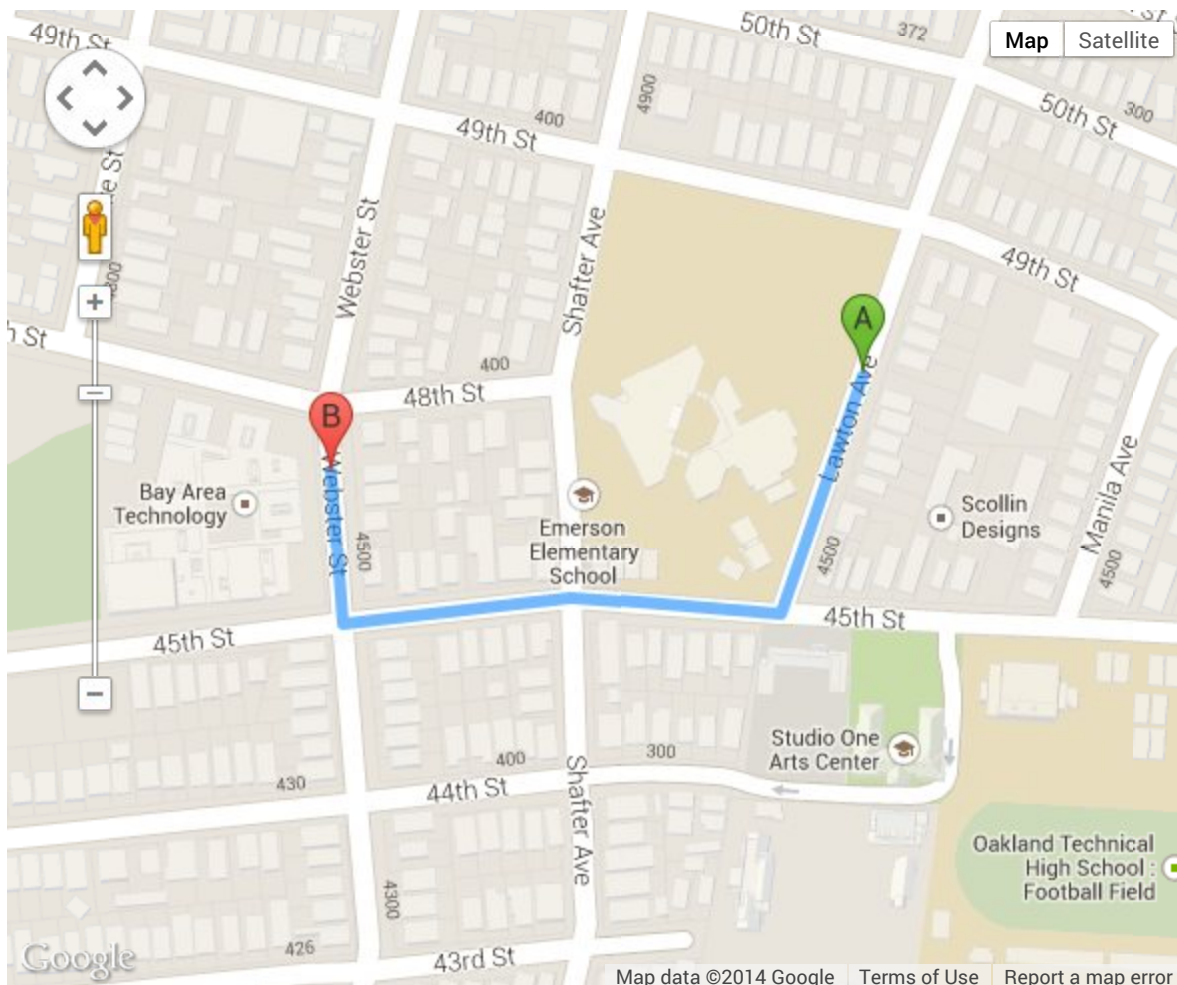
Carmelita Reyes, Principal

C. Date of Agreement: 2/13/2013

a-2. Please enter the Street Address of the Off-Site Campus Evacuation Location. Please don't enter the city, state, or zip code.

A. School Street Address: , Oakland, CA

B. Evacuation Street Address: , Oakland, CA

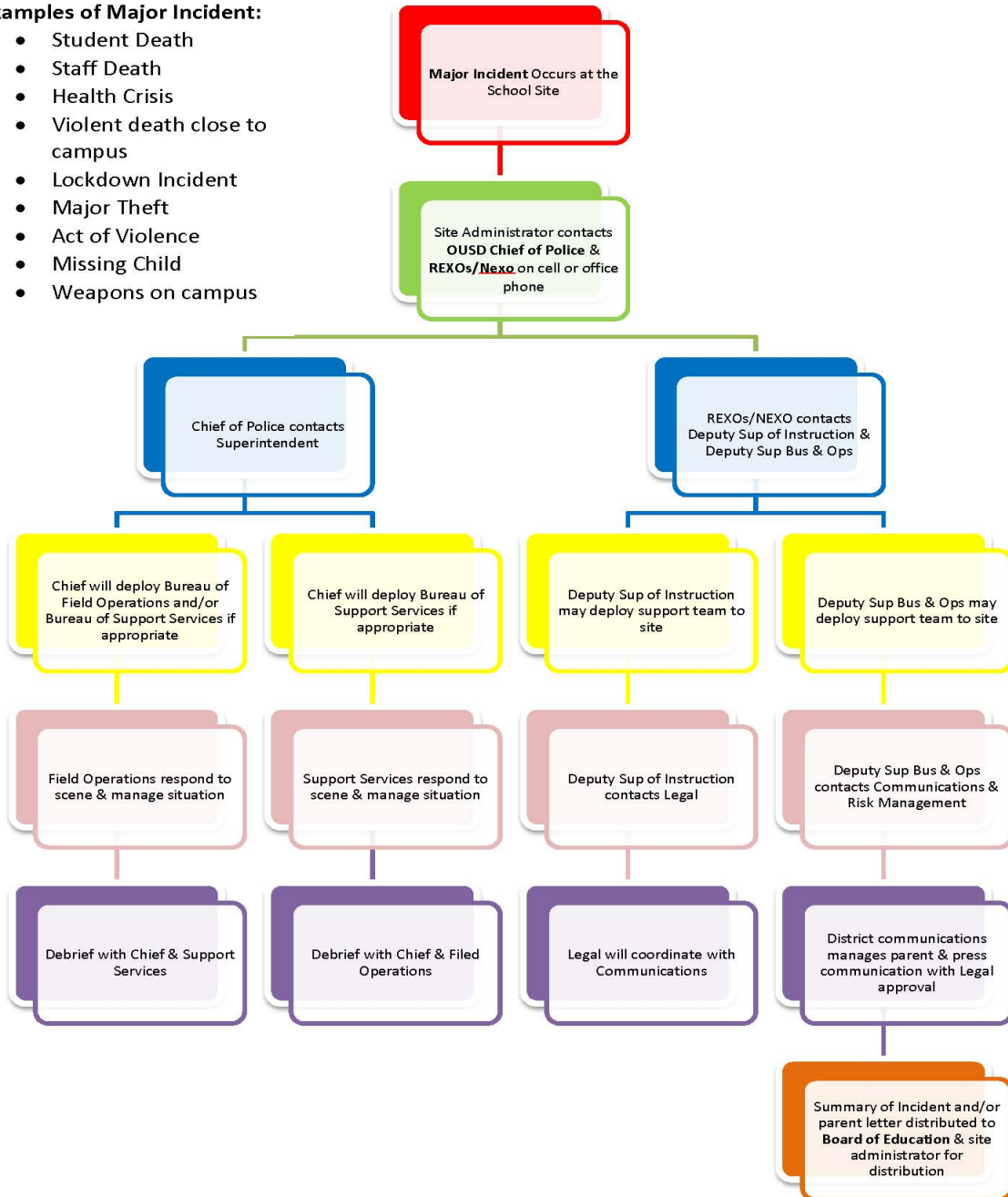


Section 7: OUSD Emergency Response and Notification Protocol

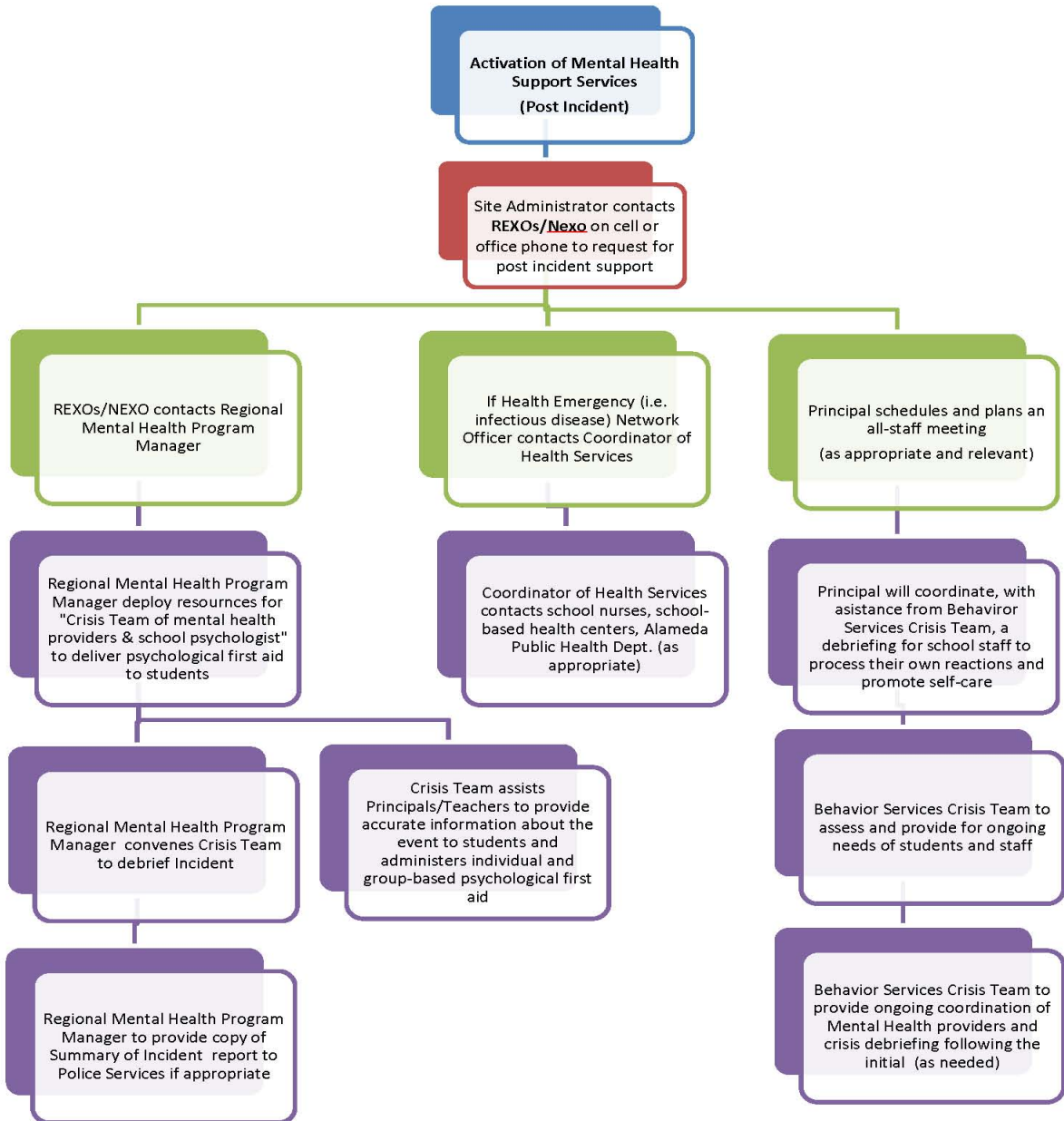
Oakland Unified School District Emergency/Crisis Response and Notification Protocol

Examples of Major Incident:

- Student Death
- Staff Death
- Health Crisis
- Violent death close to campus
- Lockdown Incident
- Major Theft
- Act of Violence
- Missing Child
- Weapons on campus



Oakland Unified School District
 Emergency/Crisis Response and Notification Protocol – Post Incident



Section 8: Afterschool Program

AFTER SCHOOL PROGRAM

It is important to have a comprehensive safety plan that covers all programs on your school site during regular school hours (8:00 am – 3:00 pm) as well as after school hours (3:00 – 6:00 pm.) Please work with your 'after school coordinator' on the safety planning details to include students in after school programs.

After School Coordinator Name/Contact 1	Name: Phone:
After School Coordinator Name/Contact 2	Name: Phone:
Hours of Operation:	
# of staff:	
# of students:	
# of special needs students:	
# of special needs coordinators:	

Primary on-campus evacuation location:	
Secondary off-campus evacuation location:	
Notification sent to Parents: Yes / No	i.e. flyer, newsletter, mailer, etc. :
Emergency Staff Notification Method:	i.e. PA system, mass text, other, etc.

Student reunification policy established?	Yes / No (if no, please develop & attach policy)
Has 'after school staff on safety team' completed the mandatory ICS 100/200 training?	Yes / No (if no, please follow these 2 links to complete online: IS-100.SCa Introduction to the Incident Command System for Schools http://training.fema.gov/EMIWeb/IS/IS100SCA.asp IS-200.b (ICS 200) ICS for Single Resources and Initial Action Incidents http://training.fema.gov/emiweb/is/is200b.asp
After School Safety team established?	Yes / No
List safety team members name:	Safety team member 1: _____ Safety team member 2: _____ Safety team member 3: _____ Safety team member 4: _____ Safety team member 5: _____

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

The after school coordinator shall hold at least two fire and two earthquake drills every school year. Sites are strongly encouraged to conduct both Earthquake and Fire drills on the same day when possible.

MONTH	Type of Drill	DATE	TIME
September			
October			
November			
December			
January			
February			
March			
April			
May			

NOTE: Please check this box if your site will be conducting both Earthquake & Fire drills on the same day.

Lockdown Drill Schedule – *After School Program*

The after school coordinator shall hold two lockdown drills every school year at elementary, middle and high school level.

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form

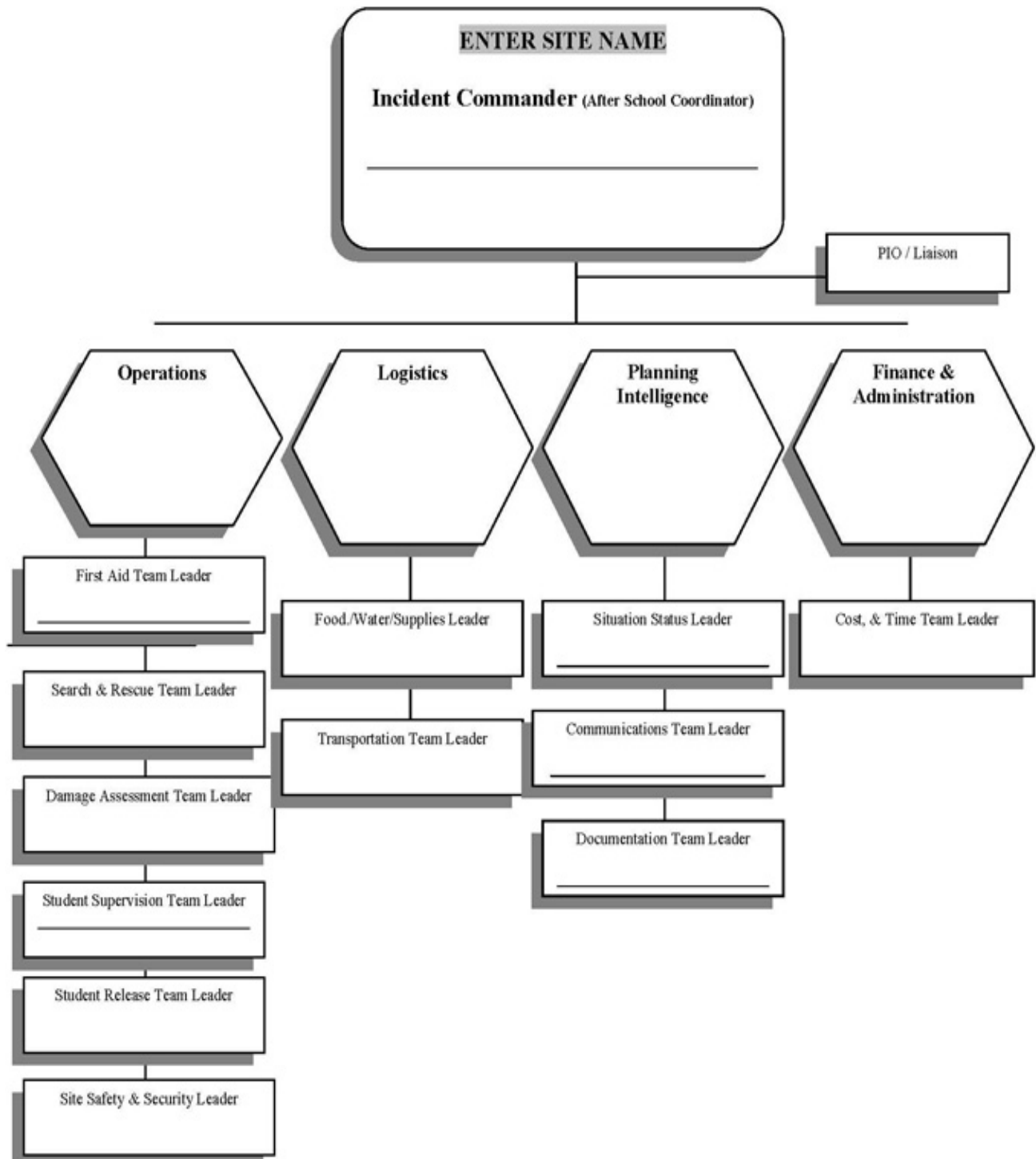
Month _____

Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature: _____ Date: _____

Please return the **completed drill form** with signature to Jenny Wong, Emergency Preparedness Program Manager via email at jenny.wong@ousd.k12.ca.us or fax 510.874.7787.

AFTER SCHOOL PROGRAM



Safety Plan Appendix

School Safety Plan

APPENDIX: Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Safety for Special Needs Populations

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American with Disabilities Act

Title 29 CFR Part 36 implements Title III of the Americans with Disabilities Act of 1990 (42 U.S.C. 12181), which prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established by this part.

Roles and Responsibilities

One of the most important roles of local government is to protect their citizenry from harm, including helping people prepare for and respond to emergencies. Making local government emergency preparedness and response programs accessible to people with disabilities is a critical part of this responsibility. Making these programs accessible is also required by the Americans with Disabilities Act of 1990 (ADA).

Planning

If you are responsible for your community's emergency planning or response activities, you should involve people with disabilities in identifying needs and evaluating effective emergency management practices. Issues that have the greatest impact on people with disabilities include notification, evacuation, emergency transportation, sheltering, access to medical care and medications, access to their mobility devices or service animals while in transit or at shelters, and access to information.

In planning for emergency services, you should consider the needs of people who use mobility aids such as wheelchairs, scooters, walkers, canes or crutches, or people who have limited stamina. Plans also need to include people who use oxygen or respirators, people who are blind or who have low vision, people who are deaf or hard of hearing, people who have a cognitive disability, people with mental illness, and those with other types of disabilities.

Action Step:

Solicit and incorporate input from people with different types of disabilities (e.g. mobility, vision, hearing, cognitive and other disabilities) regarding all phases of your emergency management plan (preparation, notification, response, and clean up).

Notification

Many traditional emergency notification methods are not accessible to or usable by people with disabilities. People who are deaf or hard of hearing cannot hear radio, television, sirens, or other audible alerts. Those who are blind or who have low vision may not be aware of visual cues, such as flashing lights. Warning methods should be developed to ensure that all citizens will have the information necessary to make sound decisions and take appropriate, responsible action. Often, using a combination of methods will be more effective than relying on one method alone. For instance, combining visual and audible alerts will reach a greater audience than either method would by itself.

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Action Step:

Provide ways to inform people who are deaf or hard of hearing of an impending disaster if you use emergency warning systems such as sirens or other audible alerts. When the electric power supply is affected, it may be necessary to use several forms of notification. These might include the use of telephone calls, auto-dialed TTY (teletypewriter) messages, text messaging, e-mails, and even direct door-to-door contact with pre-registered individuals. Also, you should consider using open-captioning on local TV stations in addition to incorporating other innovative uses of technology into such procedures, as well as lower-tech options such as dispatching qualified sign language interpreters to assist in broadcasting emergency information provided to the media.

Evacuation

Individuals with disabilities will face a variety of challenges in evacuating, depending on the nature of the emergency. People with a mobility disability may need assistance leaving a building without a working elevator. Individuals who are blind or who have limited vision may no longer be able to independently use traditional orientation and navigation methods. An individual who is deaf may be trapped somewhere unable to communicate with anyone because the only communication device relies on voice. Procedures should be in place to ensure that people with disabilities can evacuate the physical area in a variety of conditions and with or without assistance.

Action Step:

Adopt policies to ensure that your community evacuation plans enable people with disabilities, including those who have mobility impairments, vision impairments, hearing impairments, cognitive disabilities, mental illness, or other disabilities, to safely self-evacuate or to be evacuated by others. Some communities are instituting voluntary, confidential registries of persons with disabilities who may need individualized evacuation assistance or notification. If you adopt or maintain such a registry, have procedures in place to ensure its voluntariness, guarantee confidentiality controls, and develop a process to update the registry. Also consider how best to publicize its availability. Whether or not a registry is used, your plan should address accessible transportation needs for people who use wheelchairs, scooters, or other mobility aids as well as people who are blind or who have low vision.

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Both public and private transportation may be disrupted due to overcrowding because of blocked streets and sidewalks, or because the system is not functioning at all. The movement of people during an evacuation is critical, but many people with disabilities cannot use traditional, inaccessible transportation.

Action Step:

Identify accessible modes of transportation that may be available to help evacuate people with disabilities during an emergency. For instance, some communities have used lift-equipped school or transit buses to evacuate people who use wheelchairs during floods.

Sheltering

When disasters occur, people are often provided safe refuge in temporary shelters. Some may be located in schools, office buildings, tents, or other areas. Historically, great attention has been paid to ensuring that those shelters are well stocked with basic necessities such as food, water, and blankets. But many of these shelters have not been accessible to people with disabilities. Individuals using a wheelchair or scooter have often been able somehow to get to the shelter, only to find no accessible entrance, accessible toilet, or accessible shelter area.

Action Step:

Survey your community's shelters for barriers to access for persons with disabilities. For instance, if you are considering incorporating a particular high school gymnasium into your sheltering plan, early in the process you should examine its parking, the path to the gymnasium, and the toilets serving the gymnasium to make sure they are accessible to people with disabilities. If you find barriers to access, work with the facility's owner to try to get the barriers removed. If you are unable to do so, consider another nearby facility for your community sheltering needs.

Until all of your emergency shelters have accessible parking, exterior routes, entrances, interior routes to the shelter area, and toilet rooms serving the shelter area, identify and widely publicize to the public, including persons with disabilities and the organizations that serve them, the locations of the most accessible emergency shelters.

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Shelter staff and volunteers are often trained in first aid or other areas critical to the delivery of emergency services, but many have little, if any, familiarity with the needs of people with disabilities. In some instances, people with disabilities have been turned away from shelters because of volunteers' lack of confidence regarding the shelter's ability to meet their needs. Generally, people with disabilities may not be segregated or told to go to "special" shelters designated for their use. They should ordinarily be allowed to attend the same shelters as their neighbors and coworkers.

Action Step:

Invite representatives of group homes and other people with disabilities to meet with you as part of your routine shelter planning. Discuss with them which shelters they would be more likely to use in the event of an emergency and what, if any, disability-related concerns they may have while sheltering. Develop site-specific instructions for your volunteers and staff to address these concerns.

Many shelters have a "no pets" policy and some mistakenly apply this policy to exclude service animals such as guide dogs for people who are blind, hearing dogs for people who are deaf, or dogs that pull wheelchairs or retrieve dropped objects. When people with disabilities who use service animals are told that their animals cannot enter the shelter, they are forced to choose between safety and abandoning a highly trained animal that accompanies them everywhere and allows them to function independently.

Action Step:

Adopt procedures to ensure that people with disabilities who use service animals are not separated from their service animals when sheltering during an emergency, even if pets are normally prohibited in shelters. While you cannot unnecessarily segregate persons who use service animals from others, you may consider the potential presence of persons who, for safety or health Reasons, should not be with certain types of animals.

Individuals whose disabilities require medications, such as certain types of insulin that require constant refrigeration, may find that many shelters do not provide refrigerators or ice-packed coolers. Individuals who use life support systems and other devices rely on electricity to function and stay alive and, in many cases, may not have access to a generator or other source of electricity within a shelter.

Action Step:

Ensure that a reasonable number of emergency shelters have back-up generators and a way to keep medications refrigerated (such as a refrigerator or a cooler with ice). These shelters should be made available on a priority basis to people whose disabilities require access to electricity and refrigeration, for example, for using life-sustaining medical devices, providing power to motorized wheelchairs, and preserving certain medications, such as insulin, that require refrigeration. The public should be routinely notified about the location of these shelters. In addition, if you choose to maintain a confidential registry of individuals needing transportation assistance, this registry could also record those who would be in need of particular medications. This will facilitate your planning priorities.

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People who are deaf or hard of hearing may not have access to audible information routinely made available to people in the temporary shelters. Those who are blind or who have low vision will not be able to use printed notices, advisories, or other written information.

Action Step:

Adopt procedures to provide accessible communication for people who are deaf or hard of hearing and for people with severe speech disabilities. Train staff on the basic procedures for providing accessible communication, including exchanging notes or posting written announcements to go with spoken announcements. Train staff to read printed information, upon request, to persons who are blind or who have low vision.

Returning Home

The needs of individuals with disabilities should be considered, too, when they leave a shelter or are otherwise allowed to return to their home. If a ramp has been destroyed, an individual with a mobility impairment will be unable to get into and out of the house. In case temporary housing is needed past the stay at the shelter, your emergency response plan could identify available physically accessible short-term housing, as well as housing with appropriate communication devices, such as TTY's, to ensure individuals with communication disabilities can communicate with family, friends, and medical professionals.

Action Step:

Identify temporary accessible housing (such as accessible hotel rooms within the community or in nearby communities) that could be used if people with disabilities cannot immediately return home after a disaster if, for instance, necessary accessible features such as ramps or electrical systems have been damaged.

If you contract with another entity, such as the American Red Cross or another local government, to provide your emergency preparedness plans and emergency response services, you should ensure that the other entity follows these steps on your behalf.

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Prepare For What Will Happen

Earthquake

1. Not only do breakable things break, the broken pieces and other objects fly off walls and shelves. So, during the shaking move away from windows, mirrors, shelves, and bookcases. Watch out for pictures flying off walls, and loose objects from the top of file cabinets. Cabinet doors may open and stored items spill out; bookcases may topple over if not anchored to a wall or the floor.
2. Large, heavy furniture gets moved. This means file cabinets, desks, televisions, couches, beds and other items you may not be able to move by yourself will shift position by a foot or more. Out-of-position furniture may actually block the pathway out of your office or residence.
3. Many offices have acoustical tile ceilings, and a major quake may shake some out of the ceiling. Fortunately, tiles are not very heavy when they fall. But usually a lot of dust has accumulated above the tiles and this dust will come down as well.
4. Telephone service may be interrupted.
5. Electricity may be lost. This means no lights, air conditioning, electric heating, and elevators. Refrigerators and electric stoves will not work and you may have no hot water. Also, because of lost water pressure toilets may not flush. Without electricity you cannot run mechanical breathing aids; you will not be able to recharge a power wheelchair. Only battery operated clocks, radios, televisions, and other appliances will help you. **AT WORK AND AT HOME -KEEP A FLASHLIGHT, BATTERY OPERATED RADIO AND FRESH BATTERIES HANDY.**
6. A fire is much more possible than under normal conditions. In or near any building or residence, there may be a ruptured gas line, torn electrical wiring, or spilled flammable fluids. **AT HOME, HAVE A FIRE EXTINGUISHER HANDY. AT WORK, KNOW WHERE THE NEAREST TWO EXTINGUISHERS ARE LOCATED. KNOW HOW TO DIRECT SOMEONE TO TURN OFF YOUR GAS IF YOU CANNOT DO SO YOURSELF.**
7. Don't expect help from fire and police personnel for at least 72 hours: they will be busy with the most crucial situations. Some emergency shelters are up and running within hours of a major disaster; others take two or three days to become operational. **BE MENTALLY PREPARED TO RELY ON YOUR OWN RESOURCES AND THE HELP OF NEIGHBORS AND WORK COLLEAGUES DURING THE FIRST 72 HOURS AFTER A MAJOR EARTHQUAKE.**
8. It can take up to three days for emergency water to get to your area. Every person should store at least 3 gallons, and more for those people who need extra water. And still more if you have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)
9. In the days following a major quake, many people find themselves easily distracted, strangely absent-minded, and occasionally losing track of keys, phone numbers, and other things. If you experience this, don't worry greatly; it is a normal reaction to the stress of a being in a major disaster.

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10. It may take several days before order is restored and you can replace even the simplest disability related items like hearing-aid batteries and prescription medications. Keep spares and backup supplies at home or at school.

Before a Disaster

1. Evacuation plans must provide for problems involved in students with mobility, visual and hearing impairments. Special evacuation transportation provisions may be necessary - both from the school building to the assembly area(s) and away from the school area. And plans must also address assistance that will be provided to mentally retarded students during and after the earthquake.
2. Special needs students should have a back-up supply of vital medication, equipment or supplies with them, at school or enroute. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
3. Parents or guardians of these students should be consulted concerning care considerations if the student is isolated at school for both a short term or long term basis.
4. These students should have in their possession an individual emergency card describing their special needs. The cards should list information such as; disability, medications and their application frequencies, mobility constraints, attendant needs allergies, primary physician, etc.
5. Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered.
6. Special Needs Teachers and Aids should be kept with their students.
7. Allow for individual self sufficiency of these students as much as possible by getting them involved in preparedness and response activities. Include in response planning obvious ways in which special needs students can assist others in response to disastrous conditions -include them in your drill. As an example, in the dark (due to power loss and no outside light), sighted people could depend on the blind students to navigate through debris laden evacuation routes. Blind people are experienced at being placed in new, unfamiliar environments and finding their way.
8. Also communicate preparedness and response information and instructions (according to need) to these students with braille, audio cassette, visual aids, large print, etc. Don't let them out of the process.
9. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired and deaf students would be best alerted by flashing light alarms.
10. Emergency back-up lighting systems, especially in stairwells and other dark areas would benefit those students with limited visual acuity.
11. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety.
12. Hearing impaired students should practice some basic hand signals with the teachers and other students for emergency communication.

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13. Mobility impaired students should practice moving their wheel chairs into designated safe areas, locking their wheels and covering their heads with a book or with their arms or hands.
14. Partnerships should be established between the able bodied and special needs students. The able bodied partners should be prepared (and practice during drills) to assist the special need student.
15. Rescue teams should be made aware of the best way to rescue special needs students. As an example, mobility impaired students should be allowed to instruct rescue team members on the best way to move them from the hazardous area. The fireman's carry may be dangerous to someone with respiratory problems.
16. Special response provisions may have to be made for ensuring duck and cover protection for these students. Barriers to earthquake safety are highly individual for them and accommodation plans may have to fit the requirements. The guidance provided by this document should be modified to fit each special situation of each special needs student. NOTE: ANY SPECIAL RESPONSE PROCEDURE MUST BE TESTED DURING EARTHQUAKE DRILLS.
17. Visually impaired or blind students should have an extra cane at school even if they have a Seeing Eye dog. They should be informed of alternate evacuation routes.

During the Earthquake

Special needs students or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through practice) lock wheel chair wheels and cover head with book, arms or hands.

After the Earthquake

1. Hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
2. During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.
4. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependant machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.
5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.
6. If evacuation from school area is called for, utilize special transportation arrangements.
7. Re-establish special power requirements for the equipment of special needs students as soon as possible.

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Rescue of special needs students should be accomplished utilizing special techniques as practiced.

Training for Rescue Service During an Emergency

1. Train personnel to regard a disabled person as the best expert in his or her disability and to ask a disabled person for advice before lifting or moving that person.
2. Train personnel to take extra time when communicating with people who are deaf, hearing impaired, or speech impaired.
3. Train personnel to never separate a disabled person from his or her assistive aids: wheelchairs, canes, hearing aids, medications, special diet food, urinary supplies, etc. Also, a service animal, usually a dog, is an assistive aid used by some blind, deaf and mobility impaired people.
4. Train personnel to realize that a disabled person's equipment may not be working after a disaster occurs, or it may be insufficient for emergency circumstances.
5. Train personnel to realize that a disaster may temporarily confuse service animals and they may not be able to help their owners as effectively as before the disaster.
6. Train rescue workers to know that some individuals with emotional and developmental disabilities may be too unsettled to respond appropriately to instructions and directions, such as a public address announcement to evacuate a building. Some disabled individuals may need to be in a quiet place for a while to regain their composure; others may even try to hide from rescue workers.
7. Train personnel to realize that some individuals with significant mental or learning disabilities might not understand the significance of "Keep Out" signs and barricade tape.

Evacuating Wheelchair Users

All Wheelchair Users

1. Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.
2. Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask the user to confirm where it is safe to lift. Also, ask the user what else about his or her wheelchair you should know in order to lift it safely.
3. Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.
4. When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.

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5. When the lifting is complete, follow the instructions of the chair's user and restore the manual or motorized wheelchair to full operation; then direct the user to a safe area.

Manual (non-motorized) Wheelchairs

1. Manual chairs weigh between 20 and 60 pounds. Two people are required to lift a manual wheelchair when occupied by the user.
2. Generally, the best way to lift the chair and user together is to position one helper behind the chair and the other helper in front. The helper behind the wheelchair tips it backwards to a balance angle that is tolerable to the user. The other helper grasps the front of the wheelchair and guides its movement. The two helpers lower or raise the wheelchair one step at a time, making sure both rear tires hit step edges evenly.

Motorized Wheelchairs

1. Motorized wheelchairs can weigh up to 100 pounds (un-occupied), and may be longer and heavier to push than manual wheelchairs. Some motorized chairs have additional electrical equipment such as a respirator or a communications device.
2. Lifting a motorized chair and user up or down stairs requires two to four helpers. Before lifting, discuss with the user if some heavy parts of the chair can be detached temporarily, how to position the helpers, where they should grab hold, and at what if any angle to tip the chair backward. Turn the chair's power off before lifting the chair.
3. If the chair's power drive is temporarily detached, the chair becomes "free wheeling". Helpers must realize they are entirely responsible for the safety of the user since the user of a motorized wheelchair generally lacks the arm function to control the chair's movement.

Community Schools Strategic Site Plan (CSSSP) and School Safety Plan Recommendations and Assurances

School Site Name/Site Number: Emerson Elementary 115

- Title 1 School Wide Program SIG
 Title 1 Targeted Assistance Program QEIA

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) also known as the Community School Strategic Site Plan (CSSS) and Safety School Plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the CSSSP requiring board approval.
3. The school plan and safety plan is based upon a thorough analysis of student academic and safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, social emotional goals and to meet all safety planning procedures and improve student achievement.
4. The School Site Council reviewed the content requirements of the CSSSP and Site Safety Plan and assures all requirements have been met, including those found in district governing board policies and in the local education agency plan (LEAP).
5. The safety plan was communicated to the public, per Education Code section 35294.2 (e): "...an updated file of all safety related plans and materials shall be readily available for inspection by the public."
6. Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on: April 28, 2014
7. The public was alerted about the meeting through one of the following:
 - Fliers in students' home languages (date) April 23, 2014
 - Announcement at the public meeting (date) _____
 - Other (Notices and Media Announcements) (date) April 26, 2014

In your Site Safety Plan, include documentation of how you provided an opportunity for public review and how the public can access or review the plan

Signatures		
<u>Kathrene Hatzke</u>		<u>5/9/14</u>
Print name of school principal	Signature	Date
<u>Molly Brostrom</u>		<u>5/9/14</u>
Print name of SSC chairperson	Signature	Date
<u>Jenny Wong</u>		<u>5/21/14</u>
Print name of Chief of Police or Designee	Signature	Date
<u>Sondra Aguilera</u>		<u>5/13/14</u>
Print name of Regional Executive Officer	Signature	Date
<u>Susana Ramirez</u>		<u>5/27/14</u>
Print name of Director, State & Federal Compliance	Signature	Date

School Site Council Membership Roster – Elementary School

School Name: ___Emerson Elementary

School Year _2013-2014_

Chairperson: Molly Brostrom	Vice Chairperson:
Secretary: Natalie Campos	<u>DAC Representative:</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Kathy Hatzke	Emerson Elementary	X			
Verna Springer	Emerson Elementary			x	
Natalie Campos	Emerson Elementary	X			
Jennifer Dunn	Emerson Elementary	X			
Gesine Cotteral	Emerson Elementary	X			
Danielle Erwin (alt)	Emerson Elementary	X			
Molly Brostrom	5278 Shafter Ave, Oakland, Ca 94618				X
Dwayne Carter	3130 Mandela Pkwy, Oakland, Ca 94608				X
Tanasha Stevens	365 49 th Street, Apt 2, Oakland, Ca 94609				X
Daniel Barsky	4215 Shafter Ave, Oakland, Ca 94609				X
Chione Flegal	708 60 th Street, Oakland, Ca. 94609				X
Kia Simon (alt)	382 43 rd Street, Oakland, Ca 94609				X
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	3rd Monday of Month, 5:00 pm
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SSC Legal Requirements:

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be OUSD employees at the site.



Emerson School-Parent Compact

Emerson School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2014-2015 school year.

School Responsibilities-

Emerson School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State of California's student achievement standards as follows:
 - a. Emerson School will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment as written in the 2014-2015 school plan.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
 - a. Parent Teacher Minimum Day Conferences will be held in, December 2014 and March 2015.
3. Provide parents with frequent reports on their children's progress
 - a. Report cards are sent out three times during the school year: December, March, and June. Assessment Data is reviewed during Parent-Teacher conferences. Progress Reports are designed for students whom need additional parent/teacher support.
4. Provide parents reasonable access to staff
 - a. Teachers will be available to confer with parents during Parent-Teacher conferences, Student Success Team Meetings, and Individual Educational Plan Meetings. Teachers set up appointments before school, after school, and during minimum days scheduled for parent/teacher conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a. Parents are encouraged to volunteer and participate in their child's class activities. They may sign up through the Parent Teacher Organization as Room Parents or through Faith Network. Faith Network works in conjunction with the school district to have volunteers screened before they work with students. Parents are encouraged and invited to volunteer when we have an evening activity. Sign up lists are available at the following events: Title 1 Annual Back to School Night, Winter Holiday Instructional Music Program, Black History Celebration, Fiesta Celebration, PTO Meetings, and our First Friday Mingles.

Parent Responsibilities-

We, as parents will support our children's learning in the following ways:

- Monitoring attendance
- Monitoring when the student goes to bed
- Make sure that homework is completed
- Monitoring the amount of screen time
- Promoting positive use of the child's time out of school
- Monitoring nutrition
- Providing a quiet space for homework

Student Responsibilities-

We, as students will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- Do my homework every day
- Ask for help when I need it
- Read for at least 30 minutes every day outside of school
- Arrive to school on time
- Go to bed by 9 PM
- Participate in physical activities outside of school
- Eat nutritious foods
- Find a quiet space to complete homework

Title I School Parental Involvement Policy 2014-2015 Emerson Elementary

Involvement of Parents in the Title I Program

Emerson School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Emerson School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Offers a flexible number of meetings for parents and involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I Parent Involvement Policy
- Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title I Program
 - How to monitor their child's progress
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Provides support, during regular meetings, for parental activities requested by Title I Program parents.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

Emerson School will convene an annual Title I meeting to inform parents of the following:

- That the school participates in the Title I Program
- How the school implements the Title I Program
- The requirements of the Title I Program
- The parents' right to be involved
- The parents; right to participate in the development of the District's Title I Plan

School-Parent Compact

Emerson School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Adoption

The School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by the SSC Meeting on Apr 28, 2014 and the Title I Annual Back to School Night in September 2013.

This policy was adopted by the Emerson School Site Council on 5/3/13 and will be in effect for the period of 2013-2014. The school will distribute this policy to all parents of participating Title I, Part A, children on or before the Title I Annual Back to School Night Meeting in September 2014. It will be made available to the local community on or before the same meeting. The Emerson School's notification to parents of this policy will be in an understandable format and, to the extent practicable, provided in a language the parents can understand.



Apr 28, 2014

Principal's Signature

Date

Emerson School-Parent Compact

Emerson School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

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Title I School Parental Involvement Policy 2014-2015

Emerson Elementary

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 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
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- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Provides support, during regular meetings, for parental activities requested by Title I Program parents.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

Emerson School will convene an annual Title I meeting to inform parents of the following:

- That the school participates in the Title I Program
- How the school implements the Title I Program
- The requirements of the Title I Program
- The parents' right to be involved
- The parents; right to participate in the development of the District's Title I Plan

School-Parent Compact

Emerson School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Adoption

The School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by the SSC Meeting on Apr 28, 2014 and the Title I Annual Back to School Night in September 2013.

This policy was adopted by the Emerson School Site Council on 5/3/13 and will be in effect for the period of 2013-2014. The school will distribute this policy to all parents of participating Title I, Part A, children on or before the Title I Annual Back to School Night Meeting in September 2014. It will be made available to the local community on or before the same meeting. The Emerson School's notification to parents of this policy will be in an understandable format and, to the extent practicable, provided in a language the parents can understand.



Apr 28, 2014

Principal's Signature

Date

