

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 Bridges Academy.

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.

State Programs

- Quality Education Improvement Act (QEIA)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2014-2015 Community Strategic Site Plan for Bridges Academy.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Bridges Academy

6002075

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

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

- A: School Safety Plan
- B: School Culture (including Meaningful Student Engagement)
- C: Health & Wellness
- D: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

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

Bridges Academy at Melrose (BAM) is located in East Oakland. Our goal is to serve the families in the Bridges attendance area as well as other families who embrace the vision of the school. BAM offers a safe and calm learning environment for our 375 K-5 students. Our student population is comprised of 93% Latino, 3% African American, 4% other. 88% are English language learners. Two thirds of our classrooms are designated Spanish bilingual and one third is Structured English Immersion. Most of our entering kindergarten students enter school with very little English. The K-1 students in bilingual program receive language arts and mathematics instruction in Spanish, targeted ELD as well as scaffolded hands on science instruction in English. Third graders make the transition into instruction in English the second semester of 3rd grade. To this end, our goal is to prepare our English learners beginning in kindergarten with strong academic Spanish and the English skills necessary to make a successful transition, and to monitor their achievement across the grades, with the goal of reclassifying all our 5th graders before they are promoted to 6th grade. All our students, both those acquiring English and those who speak English as their primary language need support to develop academic language. The community based programs within walking distance including preschool programs are limited. However, three years ago a state preschool was opened on the Bridges campus. Bridges Preschool morning and afternoon programs serves 40 students of which about half enroll in kindergarten at Bridges. The preschool has made a significant difference in our students readiness for kindergarten. For 6 years, we experienced steady academic progress which made it possible to exit Program Improvement status through the Safe Harbor option. However, due to not meeting our API targets in 2011-2012, we have regressed to Program Improvement status. We attribute this regression to the lack of support and resources due to budget cuts. Our students did not receive the additional support in the form of intervention in reading and English language development we had been able to offer in the past. The resources for teachers in the form of coaching and additional opportunities for planning were not available as well. In 2012-2013, we became a math cohort school responsible for developing and implementing Common Core aligned math units. This was a great opportunity for our students and staff to explore a new way of teaching and learning math. During this year, we focused time and energy in refining math instruction and preparing our student for the demands of the Common Core Standards. Once again our API targets were not met due to the shifts in teaching and learning and another year of very limited resources and supports. However, and given that OUSD and the state are

preparing for transition to the Common Core, we felt we were going in the right direction. Now, that we are into our second year of being in the math cohort, we feel our math instruction has positively impacted our practice and student learning. We can say that our students are better prepared for the challenges of the Common Core in the area of math. In terms of our Balance Literacy Program, we are working on strengthening our writing program. BAM is committed and working diligently to prepare our student to be successful in middle school and beyond.

VISION

Bridges opened as a new small school the fall of 2007. During our restructuring year, in partnership with the parents drafted a vision for our school. Our students are scholars Our students are resilient Our students are culturally competent Bridges Academy at Melrose (BAM) is a small elementary school which is committed to exiting students that are prepared to face the formidable academic and social challenges which they will encounter as they enter and complete middle and high school. BAM students view themselves as college bound. Our students are motivated, self-directed learners, curious about the world and capable of independent inquiry. Our students are high performing with solid academic English and math skills. Our students are scholars. Our students know that they are valued and unique as they are supported not only by a community of committed educators but also by parents that are motivated and knowledgeable about how to support their success. School and home are united in the support of our students. This parent teacher partnership allows students to persist in the face of difficulty; whether this difficulty comes in the guise of struggles with academics or in the negative messages from our larger society. Students know that the adults in their lives have high expectations of them and that they can obtain help to achieve those expectations. Our students have the secure emotional foundation and tools to overcome challenges. Our students are resilient. BAM students are aware and respectful of the many diverse cultures which surround them. They know that they are an important part of a multi-cultural, multi-racial dynamic community. Our students are knowledgeable about themselves and the diverse cultures around them. They have solid cultural knowledge, strong interpersonal and social skills which enables them to see through societal stereotypes and prejudices in order to recognize commonalities and build friendships across differences. They are caring and responsible individuals, who know their importance to the community. Our students are culturally competent. We recognize that we are setting high standards for not only our students, but also for ourselves and our families. In order to achieve this vision of high academic achievement Bridges Academy at Melrose will utilize these core elements: Theory of Action 1) Efforts-based learning as a pivotal part of high academic achievement 2) Explicit skills instruction embedded within rich domain knowledge acquisition and an active inquiry process 3) Parents as equal partners focused on improving outcomes for their children 4) Integration of diverse linguistic and cultural heritage of our children into the curriculum is an indispensable element of high academic achievement and the development of culturally competent individuals 5) Ongoing, powerful professional development and support for teachers, with time for careful instructional planning and serious examination of student work

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?	No	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	29.5%	No	18.5%	No
	Hispanic or Latino	28.8%	No	17.8%	No
	Socioeconomic Disadvantaged	20.6%	No	18.5%	No
	English Learner	28.6%	No	17%	No
	Students with Disabilities		--	21.4%	--
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	49.4%	No	37.4%	No
	Hispanic or Latino	49.6%	No	37%	No
	Socioeconomic Disadvantaged	43.5%	No	37.4%	No
	English Learner	48.7%	No	36.2%	No
	Students with Disabilities		--	35.7%	--

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet that year's graduation rate target? (if a High School)	NA	NA
Did the school meet its School Quality Improvement Goal? (Not set until 2014-15)	NA	NA

OUSD School Balanced Scorecard

- [02 - Bridges - School Balanced Scorecard - 2012-13.pdf](#)
- [Guide to the School Balanced Scorecard](#)

SQIS Target Student Group and Content Area

Based on analysis of the SQIS Data and the School Balanced Scorecard, we will target the following Student Group and Content Area for improved achievement in

the 2014-15 school year:

Student Group: English Learner

Content Area: ELA

School Quality Review (SQR)

As a result of OUSD's adoption of a new Strategic Plan in 2011, OUSD schools are accountable for quality through OUSD's School Quality Review process. In that process, each OUSD school is reviewed every few years for its development toward the quality defined in OUSD's School Quality Standards. The SQR process requires the following reporting in the CSSSP:

1. The school's individual School Quality Standard ratings are reported (see following and in each of the CSSSP sections).
2. The school reports on the Improvement Priorities it identified as a result of the SQR and the Improvement Strategies it is implementing according to each priority (see following).

NOTE: SCHOOL QUALITY REVIEW INFORMATION IS REPORTED IF A SCHOOL HAS RECEIVED AN SQR BY FALL 2013.

SQR Summary Report

- [2012-2013 Summary Report](#)

SQR Improvement Priorities

SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities)	SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.)
Improve reading performance as measured by the SRI. As per the most recent SRI data, over 50 3rd and 4th EL students are reading two or more years below grade level.	<input checked="" type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Improve English Language development for all EL students. Two years of CELDT data show that 48% of 230 students tested both years showed progress and 52% either stayed flat or slid.	<input checked="" type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Promote academic language development, by engaging student in daily meaningful reading and writing experiences.	<input checked="" type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Implement a balanced math program to include daily review of skills, Number Talks for flexibility with number and 3-Reads for problem solving in addition to math Common Core math units.	<input type="checkbox"/> 1A <input checked="" type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 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:

-All parents will be invited to Data Share Events 3 times a year to discuss academic progress in the areas of reading, math and ELD. -At the beginning of the school year, the staff will analyze CST results to set academic goals for the school year. The CST data will also be reviewed by the SSC in the fall. -Benchmark Results and ADEPT data will be analyzed by the SSC during monthly meetings. Attendance data will also be reviewed. -The staff will engage in data analysis and reflection after each benchmark at which time an Action Plan will be developed. The principal will schedule academic conferences with teachers to discuss data and Action Plan and use regular walkthroughs to monitor implementation. -Workshop will be included in the daily schedule to differentiate instruction based on formative as well as benchmark assessments. Regular Walkthroughs will be conducted to observe management of students and instructional time. -The Leadership Team will plan and monitor professional development. -Parent/Student/Teacher conference will be scheduled in the fall, during minimum days the first week of school, in the Winter and again in the Spring.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

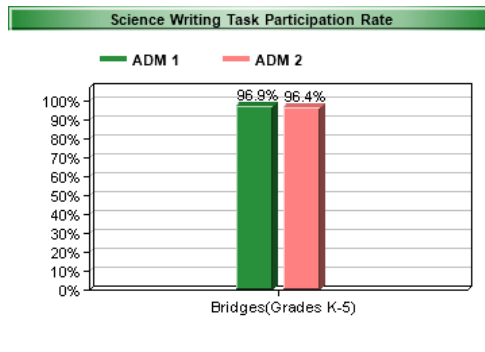
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

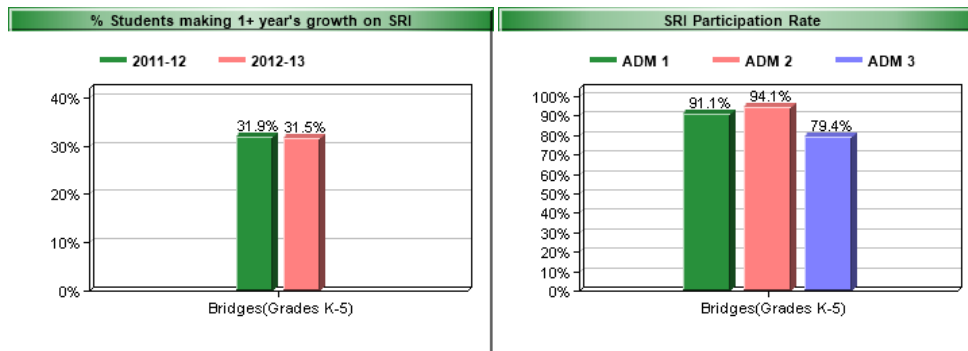
A quality school...

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

Benchmark



SRI



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

- o
- o
- o Even though most kindergarten students enter school with very little English, by the end of 2nd grade they acquire basic oral and receptive English skills. However, it is essential to continue developing academic oral English. By facilitating academic discussions in all content areas students have opportunity to use language for different purposes.
- o Our students' performance in reading as measured by the SRI and writing as measured by SWT is below standard. Identifying a common assessment to monitor reading progress regularly is essential to inform guided reading or for targeted intervention during Workshop. Likewise, evaluating students' writing regularly is necessary to inform instruction and identify support.

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

- o Overall, 32% of 173 3rd-5th grade students with two years of ELA CST scores experienced growth. 36% stayed flat and 32% slid or FBB for 2 years.
- o English SRI data shows 31% increased at least one year, a decline of 4% from the previous year. Two thirds of 3rd graders are transitioning to English reading the second semester.
- o CELDT 2-year cohort data show that 46% of 247 1-5 grade student experienced growth, 42% remained the same (flat) and 12% slid or level 1. Our challenge and goal is to reclassify all our 5th graders.

Theory of Action

- o If we provide a balanced literacy program to include Readers' and Writers' workshop and provide ample opportunities to practice reading, writing across all content, then students will develop the stamina to become confident readers and writers.
- o If we provide explicit skills instruction embedded within rich domain knowledge and multiple opportunities to engage in inquiry process, then students will develop academic English and critical thinking skills necessary for college and career.
- o If we reduce class size to provide targeted support in reading and writing and regularly use data to inform instruction, then all learners will receive adequate support.
- o If we use release time for teachers to administer the ADEPT, the BPST to students transitioning to English reading, DRA or Fountas and Pinnell, then teachers will have the data to monitor progress and for differentiation of instruction.

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 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
Release time for teachers to administer supplemental oral English proficiency and individualized reading assessments to EL students.	Other (OCR, etc)	English Learners & Redesignated	Every Marking Period	Grade level/Department Team	5/6/2014	178SQ1A2425	Individualized oral English proficiency assessment(ADEPT) to monitor progress.	7400-QEIA	1150-TEACHERS SUBSTITUTES		0	\$650.00
Language Arts block designed to include daily Workshop for targeted intervention based on students' needs as measured by SRI and other formative assessments	SRI	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/21/2014	178SQ1A2438	Targeted reading intervention and support	N/A			0	\$0.00
Learning objectives will be displayed and reviewed for both active participation in learning and accountability.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	5/6/2014	178SQ1A2439	Student Engagement and foster responsibility	N/A			0	\$0.00
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Principal	3/29/2014	178SQ1A2421	Supplemental Materials for EDY students	5-LCFF Supplemental	4310-SUPPLIES		0	\$108.30
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Principal	3/29/2014	178SQ1A4580	Supplemental Materials for all students	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	\$11.12
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Principal	3/29/2014	178SQ1A5290	Supplemental materials for LEP	791-Unrestricted EIA-LEP Support	4310-SUPPLIES		0	\$248.32
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)			Principal	3/29/2014	178SQ1A5291	Supplemental materials for all students	N/A			0	\$0.00

Teacher to reduce class size as an intervention strategy and to support all learners.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Grade level/Department Team	3/29/2014	178SQ1A1730	Targeted intervention and support	3010-Title I		TCHBIL0081	0.9	\$73,374.10
Teacher to reduce class size as an intervention strategy and to support all learners.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Grade level/Department Team	3/29/2014	178SQ1A6583	Targeted intervention and support	7400-QEIA		TCHBIL0081	0.1	\$8,152.68
Teacher to reduce class size as an intervention strategy to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ1A5252	Targeted instruction based on students' needs	5-LCFF Supplemental		TCHBIL0100	0.4	\$36,984.69
Promote parent participation by offering workshops in the areas of math, reading, writing and technology led by teachers to show parents how to support their children at home.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Monthly	Principal	3/29/2014	178SQ1A1796	Parent Involvement	9901-Title I - Parent Participation			0	\$0.00
Data Share Events with parents three times a year to clarify grade level standards and to discuss academic progress in the areas of Reading/Language Arts, math, and ELD, as well as to discuss ways parents help their child at home.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ1A2854	Parent Involvement	9901-Title I - Parent Participation	1120-TEACHERS SALARIES STIPENDS		0	\$1,100.00
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ1A1731	Targeted intervention and support	7400-QEIA		TCSHLT0359	1	\$70,730.12
Teacher to reduce	Local	Free/Reduced	Every	Department/Team	3/29/2014	178SQ1A6579	Targeted Intervention	7400-QEIA		TCSHLT0224	1	\$78,721.24

class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	assessments (benchmarks, PWA)	Price Lunch	Marking Period	Lead			and support					
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ11A6580	Targeted intervention and support	7400-QEIA		TCHBIL0100	0.6	\$55,477.03
The library staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	Other (OCR, etc)	English Learners & Redesignated	Weekly	Other	5/6/2014	178SQ11A6591	Weekly visits to school library	791- Unrestricted EIA-LEP Support		TCSTIP0368	0.2	\$10,491.23
The library staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	Other (OCR, etc)	Low to Middle-Performing	Weekly	Other	5/6/2014	178SQ11A6592	Weekly visits to the school library	790- Unrestricted EIA-SCE Support		TCSTIP0368	0	\$0.00
Provide opportunities to develop computer literacy to all 2nd thru 5th grade students.	Other (OCR, etc)	Free/Reduced Price Lunch	End of Year	Other	3/29/2014	178SQ11A6590	Technology support	6-LCFF Concentration		TCEEIP0047	0.1	\$9,800.36
Weekly extended contract for one hour to provide time for collaboration and planning based on student data.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade level/Department Team	3/29/2014	178SQ11A6594	Collaborative planning	N/A			0	\$0.00
Daily reading at students' independent level and guided reading at student instructional level at least 3 times a week.	SRI	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ11A2440	Promote and accelerate reading	N/A			0	\$0.00
Extended contract for collaborative planning math instruction based on the Common Core Math	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch		Grade level/Department Team	3/29/2014	178SQ11A1736	Collaborative Planning	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$2,450.00

Standards in August.												
Extended contract for collaborative planning math instruction based on the Common Core Math Standards in August.	Local assessments (benchmarks, PWA)	English Learners & Redesignated		Grade level/Department Team	3/29/2014	178SQ11A6586	Collaborative Planning	791- Unrestricted EIA-LEP Support	1120- TEACHERS SALARIES STIPENDS		0	\$2,075.00
Extended contract for collaborative planning math instruction based on the Common Core Math Standards in August.	Local assessments (benchmarks, PWA)	Low to Middle- Performing		Grade level/Department Team	3/29/2014	178SQ11A6587	Collaborative Planning	790- Unrestricted EIA-SCE Support	1120- TEACHERS SALARIES STIPENDS		0	\$3,050.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Bridges Academy

Principal: CLARA TARANGO

From OUSD Strategic Plan:

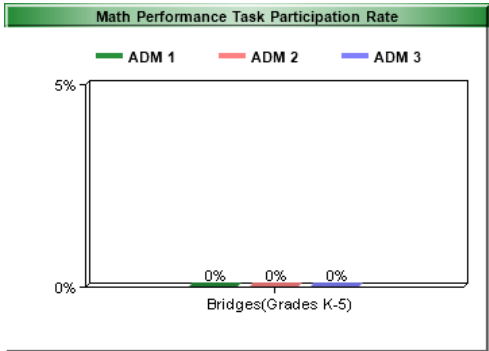
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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)
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

Benchmark



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

- o Careful analysis of the fall math benchmark showed that most 3rd -5th grade students struggle multi-step tasks. Moving forward our plan is to use the 3-Reads strategy to teach how to approach these type of tasks. Identify a school-wide common assessment to monitor student progress and plan instruction.

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

- Two-year cohort CST data show that 26% of 172 3rd-5th graders improved one or more levels or Advanced, decreased by 8% from previous year. 38% stayed flat, an increase of 8%, and 36% went down or stayed FBB for 2 years.
- In science, 46% of 5th graders scored at Pro/Adv compared to 55% the previous year, 9% decrease.
- Our EOY Common Core aligned assessments show that most of our students have difficulty with performance tasks.

Theory of Action

- If mathematics instruction includes basic skills instruction and conceptual understanding of math concepts, then students will use appropriate tools strategically to make sense of problems and perseverance in solving them.
- If we provide multiple opportunities to explore and engage in dialogue about mathematical concepts in meaningful ways, then student will learn to construct viable arguments and critique the reasoning of others.
- If we continue focusing on refining our math practice by implementing Number Talks and 3-Reads, plus use PD time for grade level teams to analyze student work and planning, then teachers and students will be more prepared to transition to CCSS.
- If we integrate writing with evidence, accessing complex text and quality academic discussions with science, instruction, then students will be better prepared to access the CCSS.
- if we refine our GLAD science units to include sense making, academic discourse, use of technology-all of which promotes the inquiry process , then teachers will establish a foundation to foster the transition to CCSS .

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
Learning objectives will be displayed and reviewed for both active participation in learning and accountability.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	5/6/2014	178SQ1B2439	Student Engagement and foster responsibility	N/A			0	\$0.00
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Principal	3/29/2014	178SQ1B2421	Supplemental Materials for EDY students	5-LCFF Supplemental	4310-SUPPLIES		0	\$108.30
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Principal	3/29/2014	178SQ1B4580	Supplemental Materials for all students	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	\$11.12
Instructional materials and supplies to	Local assessments (benchmarks,	English Learners & Redesignated	Every Marking Period	Principal	3/29/2014	178SQ1B5290	Supplemental materials for LEP	791-Unrestricted EIA-LEP	4310-SUPPLIES		0	\$248.32

supplement and enhance the core program.	PWA)							Support					
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)			Principal	3/29/2014	178SQ1B5291	Supplemental materials for all students	N/A				0	\$0.00
Teacher to reduce class size as an intervention strategy and to support all learners.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Grade leve/Department Team	3/29/2014	178SQ1B1730	Targeted intervention and support	3010-Title I		TCHBIL0081	0.9	\$73,374.10	
Teacher to reduce class size as an intervention strategy and to support all learners.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Grade leve/Department Team	3/29/2014	178SQ1B6583	Targeted intervention and support	7400-QEIA		TCHBIL0081	0.1	\$8,152.68	
Teacher to reduce class size as an intervention strategy to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade leve/Department Team	3/29/2014	178SQ1B5252	Targeted instruction based on students' needs	5-LCFF Supplemental		TCHBIL0100	0.4	\$36,984.69	
Promote parent participation by offering workshops in the areas of math, reading, writing and technology led by teachers to show parents how to support their children at home.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Monthly	Principal	3/29/2014	178SQ1B1796	Parent Involvement	9901-Title I - Parent Participation				0	\$0.00
Data Share Events with parents three times a year to clarify grade level standards and to discuss academic progress in the areas of Reading/Language Arts, math, and ELD, as well as to discuss ways parents help their child at home.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Every Marking Period	Grade leve/Department Team	3/29/2014	178SQ1B2854	Parent Involvement	9901-Title I - Parent Participation	1120-TEACHERS SALARIES STIPENDS			0	\$1,100.00
Refine science	Local	Free/Reduced	Weekly	Grade	5/6/2014	178SQ1B1794	Integrated	N/A				0	\$0.00

GLAD units to include reading complex text, writing with evidence as well as academic discourse.	assessments (benchmarks, PWA)	Price Lunch		Grade/Department Team			reading, writing and academic language into science instruction					
Learning objectives clearly stated to promote active student participation and for accountability.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Weekly	Principal	3/29/2014	178SQ1B2466	Student Engagement and responsibility	N/A			0	\$0.00
Continue to focus in math to strengthen our practice and to accelerate learning for all students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Weekly	Grade level/Department Team	5/6/2014	178SQ1B4242	Implementation of best practices in math	N/A			0	\$0.00
Adjust weekly schedule to include time for integrated science instruction using FOSS program as well as GLAD thematic units.					3/29/2014	178SQ1B2468	Science Instruction using FOSS	N/A			0	\$0.00
Implementation of Common Core math units including skill development and conceptual understanding.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Weekly	Grade level/Department Team	5/6/2014	178SQ1B6593	Balanced math program	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Bridges Academy

Principal: CLARA TARANGO

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)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

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

- In the last two years since opening Bridges Pre- K program, we have seen a tremendous difference in children's readiness for the academic and social demands of kindergarten.
- Many Kindergarteners without pre school experience require the supplemental services of the Intervention Specialist to meet the minimum academic requirements by the end of kindergarten.

Theory of Action

- If all our entering kindergarteners attend pre-school, then they will be better prepared with the academic and social skills to fully participate in a rigorous academic program.
- If we arrange visits to middle schools or invite a middle school representative to share their program with students and parents, then they will have the information to be better prepared to make a more successful transition.

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
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQI1C1731	Targeted intervention and support	7400-QEIA		TCSHLT0359	1	\$70,730.12

GATE students.												
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Department/Team Lead	3/29/2014	178SQ11C6579	Targeted Intervention and support	7400-QEIA		TCSHLT0224	1	\$78,721.24
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ11C6580	Targeted intervention and support	7400-QEIA		TCHBL0100	0.6	\$55,477.03
The library staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	Other (OCR, etc)	English Learners & Redesignated	Weekly	Other	5/6/2014	178SQ11C6591	Weekly visits to school library	791- Unrestricted EIA-LEP Support		TCSTIP0368	0.2	\$10,491.23
The library staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	Other (OCR, etc)	Low to Middle-Performing	Weekly	Other	5/6/2014	178SQ11C6592	Weekly visits to the school library	790- Unrestricted EIA-SCE Support		TCSTIP0368	0	\$0.00
Provide opportunities to develop computer literacy to all 2nd thru 5th grade students.	Other (OCR, etc)	Free/Reduced Price Lunch	End of Year	Other	3/29/2014	178SQ11C6590	Technology support	6-LCFF Concentration		TCEEIP0047	0.1	\$9,800.36
Weekly	Local	English	Weekly	Grade	3/29/2014	178SQ11C6594	Collaborative	N/A			0	\$0.00

extended contract for one hour to provide time for collaboration and planning based on student data.	assessments (benchmarks, PWA)	Learners & Redesignated		level/Department Team			planning						
Coordinate visits between the pre-school and kindergarten to support a smooth transition for all students.					5/17/2013	178SQ1C1762	Pre-K transition	N/A				0	\$0.00
Adjust the instructional schedule of the pre-school with the elementary to facilitate collaboration.					5/6/2012	178SQ1C2476	Collaboration and PD	N/A				0	\$0.00
Schedule visits with neighborhood middle school during the options window to present their programs to parents and students.					5/6/2012	178SQ1C4233	Prepare 5th graders for middle school	N/A				0	\$0.00
In the spring the psychologist will arrange visits to the middle schools. Also, she will lead discussion about middle school with students with social-emotional needs.					5/17/2013	178SQ1C4234	Prepare students for middle school transition	N/A				0	\$0.00

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Back to school night presentation on college, Career and Workforce where parents receive information future potential opportunities and earnings.					3/31/2012	178SQ1D2363	Presentation	N/A			0	\$0.00
5th grade field trip to UC Berkeley campus.					3/31/2012	178SQ1D2479	College and Career Awareness	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Bridges Academy

Principal: CLARA TARANGO

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)

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

- Overall, 32% of 173 3rd-5th grade students with two years of ELA CST scores experienced growth. 36% stayed flat and 32% slid or FBB for 2 years.
- CELDT 2-year cohort data show that 46% of 247 1-5 grade student experienced growth, 42% remained the same (flat) and 12% slid or level 1. Our challenge and goal is to reclassify all our 5th graders before they promote to middle school.

Theory of Action

- The instructional needs of our student population are best met in small learning environments where differentiation and personalization of instruction happens daily.
- Focus on individual academic improvement through targeted goals and frequent assessments to ensure the success of every student.

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
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Principal	3/29/2014	178SQ1E2421	Supplemental Materials for EDY students	5-LCFF Supplemental	4310-SUPPLIES		0	\$108.30
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Principal	3/29/2014	178SQ1E4580	Supplemental Materials for all students	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	\$11.12

Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Principal	3/29/2014	178SQ1E5290	Supplemental materials for LEP	791- Unrestricted EIA-LEP Support	4310- SUPPLIES		0	\$248.32
Instructional materials and supplies to supplement and enhance the core program.	Local assessments (benchmarks, PWA)			Principal	3/29/2014	178SQ1E5291	Supplemental materials for all students	N/A			0	\$0.00
Teacher to reduce class size as an intervention strategy and to support all learners.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Grade level/Department Team	3/29/2014	178SQ1E1730	Targeted intervention and support	3010-Title I		TCHBIL0081	0.9	\$73,374.10
Teacher to reduce class size as an intervention strategy and to support all learners.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Grade level/Department Team	3/29/2014	178SQ1E6583	Targeted intervention and support	7400-QEIA		TCHBIL0081	0.1	\$8,152.68
Teacher to reduce class size as an intervention strategy to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ1E5252	Targeted instruction based on students' needs	5-LCFF Supplemental		TCHBIL0100	0.4	\$36,984.69
Promote parent participation by offering workshops in the areas of math, reading, writing and technology led by teachers to show parents how to support their children at home.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Monthly	Principal	3/29/2014	178SQ1E1796	Parent Involvement	9901-Title I - Parent Participation			0	\$0.00
Data Share Events with parents three times a year to clarify grade level standards and to discuss academic progress in the areas of Reading/Language Arts, math, and ELD, as well as to discuss ways parents help their	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ1E2854	Parent Involvement	9901-Title I - Parent Participation	1120- TEACHERS SALARIES STIPENDS		0	\$1,100.00

child at home.												
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ1E1731	Targeted intervention and support	7400-QEIA		TCSHLT0359	1	\$70,730.12
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Department/Team Lead	3/29/2014	178SQ1E6579	Targeted Intervention and support	7400-QEIA		TCSHLT0224	1	\$78,721.24
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ1E6580	Targeted intervention and support	7400-QEIA		TCHBIL0100	0.6	\$55,477.03
The library staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	Other (OCR, etc)	English Learners & Redesignated	Weekly	Other	5/6/2014	178SQ1E6591	Weekly visits to school library	791-Unrestricted EIA-LEP Support		TCSTIP0368	0.2	\$10,491.23
The library staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	Other (OCR, etc)	Low to Middle-Performing	Weekly	Other	5/6/2014	178SQ1E6592	Weekly visits to the school library	790-Unrestricted EIA-SCE Support		TCSTIP0368	0	\$0.00
Provide opportunities to develop computer literacy to all 2nd thru 5th grade students.	Other (OCR, etc)	Free/Reduced Price Lunch	End of Year	Other	3/29/2014	178SQ1E6590	Technology support	6-LCFF Concentration		TCEEIP0047	0.1	\$9,800.36
Weekly extended contract for one hour to provide time for collaboration and planning based on student data.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade level/Department Team	3/29/2014	178SQ1E6594	Collaborative planning	N/A			0	\$0.00
Daily reading at students' independent level and guided reading at student	SRI	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ1E2440	Promote and accelerate reading	N/A			0	\$0.00

instructional level at least 3 times a week.													
Adjust weekly schedule to include time for integrated science instruction using FOSS program as well as GLAD thematic units.					3/29/2014	178SQ1E2468	Science Instruction using FOSS	N/A				0	\$0.00
Implementation of Common Core math units including skill development and conceptual understanding.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Weekly	Grade level/Department Team	5/6/2014	178SQ1E6593	Balanced math program	N/A				0	\$0.00
Intervention Specialists support all kindergarten and first below grade level during the day, and to provide extended learning opportunities before and after school.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Grade level/Department Team	3/29/2014	178SQ1E2420	Targeted Intervention for EL students.	791- Unrestricted EIA-LEP Support		INTSPC0035	1	\$47,732.81	
Intervention Specialists support all kindergarten and first below grade level during the day, and to provide extended learning opportunities before and after school.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Grade level/Department Team	3/29/2014	178SQ1E5260	Targeted intervention for ELL below grade level	791- Unrestricted EIA-LEP Support		INTSPC0148	0.8	\$41,522.78	
Study tours to extend classroom learning, for enrichment and student motivation.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ1E3493	Study Tours	N/A				0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Bridges Academy

Principal: CLARA TARANGO

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)

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

- 74% of 5th graders participated in the CHKS

Theory of Action

- Extended learning opportunities will be offered to support the instructional goals of the day program and to enrich learning.

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
A comprehensive after school program aligned to the day program managed by BACR funded by Prop 49 and OFCY funds. The program serves 1st thru 5th grade students and provides enrichment, academic games focused on problem solving strategies and homework assistance.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	After school program coordinator	3/29/2014	178SQIF1737	Extended Day Learning	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	\$0.00

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

Strategic Priority A. School Safety Plan

School: Bridges Academy

Principal: CLARA TARANGO

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

School Safety Plan Goals

Goal 1: Promote a safe and caring learning community

- Strategy 1.1: Implement Caring School Community Program to teach empathy and compassion.
- Strategy 1.2: Teach and practice conflict resolution strategies such as "I-Messages and Mindfulness to help students learn ways of solving problems.

Goal 2: Consistent rules and policies for all classrooms and all areas of the school as well as explicit articulation of consequences Fire & Earthquake positive and negative are critical to maintain a calm and safe learning environment.

- Strategy 2.1: Introduce all student to whole school rules and consequences at the beginning of the year and at key times throught the year (after every long break). Also introduce the Learner Characteristics of Respect, Responsibility, Reflection, Cooperation and Persi
- Strategy 2.2: Identify students who might need additional support throuth the daily report system.

Strategic Priority Improvement Strategies

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

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

School: Bridges Academy

Principal: CLARA TARANGO

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

School Safety Plan Goals

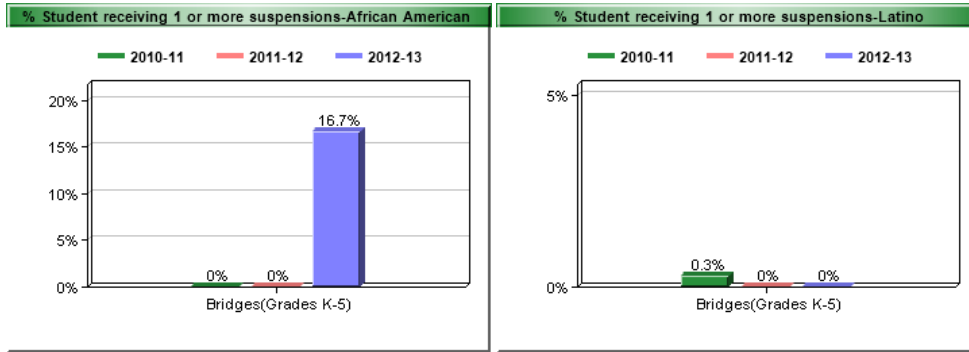
Goal 1: Promote a safe and caring learning community

- Strategy 1.1: Implement Caring School Community Program to teach empathy and compassion.
- Strategy 1.2: Teach and practice conflict resolution strategies such as "I-Messages and Mindfulness to help students learn ways of solving problems.

Goal 2: Consistent rules and policies for all classrooms and all areas of the school as well as explicit articulation of consequences Fire & Earthquake positive and negative are critical to maintain a calm and safe learning environment.

- Strategy 2.1: Introduce all student to whole school rules and consequences at the beginning of the year and at key times through the year (after every long break). Also introduce the Learner Characteristics of Respect, Responsibility, Reflection, Cooperation and Persistence
- Strategy 2.2: Identify students who might need additional support through the daily report system.

Suspensions



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

- 74%, 46 of 62 of 5th graders responded to CHKS. 39 feel teachers and other adults at the school believe they can do a good job.
- 36 of 46 5th graders feel the teachers and other adults at school care about them. 29 of 46 feel teachers and adults listen to them.

Theory of Action

- Using Caring School Community class meetings regularly improves relationships between students and adults. It also provides opportunities to teach strategies to manage emotions, helps develop empathy towards others, and making responsible decisions.
- Clear articulation and implementation of school rules and consequences, plus recognition of scholarly behaviors of respect, responsibility, cooperation, reflection and perseverance help develop the habits of mind for success in school and life.
- COST monitors behavior and academic tiered interventions and coordinates school resources to provide social-emotional support to students at risk through goal setting and seeks out community resources for families and 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: 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
Teacher to reduce class size as an intervention strategy and to support all learners.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Grade level/Department Team	3/29/2014	178SQI2B1730	Targeted intervention and support	3010-Title I		TCHBIL0081	0.9	\$73,374.10
Teacher to reduce class size as an intervention strategy	Local assessments (benchmarks,	Free/Reduced Price Lunch	Monthly	Grade level/Department Team	3/29/2014	178SQI2B6583	Targeted intervention and support	7400-QEIA		TCHBIL0081	0.1	\$8,152.68

and to support all learners.	PWA)											
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ12B1731	Targeted intervention and support	7400-QEIA		TCSHLT0359	1	\$70,730.12
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Department/Team Lead	3/29/2014	178SQ12B6579	Targeted Intervention and support	7400-QEIA		TCSHLT0224	1	\$78,721.24
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade level/Department Team	3/29/2014	178SQ12B6580	Targeted intervention and support	7400-QEIA		TCHBIL0100	0.6	\$55,477.03
The library staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	Other (OCR, etc)	English Learners & Redesignated	Weekly	Other	5/6/2014	178SQ12B6591	Weekly visits to school library	791- Unrestricted EIA-LEP Support		TCSTIP0368	0.2	\$10,491.23
The library staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	Other (OCR, etc)	Low to Middle-Performing	Weekly	Other	5/6/2014	178SQ12B6592	Weekly visits to the school library	790- Unrestricted EIA-SCE Support		TCSTIP0368	0	\$0.00
Provide opportunities to develop computer literacy to all 2nd thru 5th grade students.	Other (OCR, etc)	Free/Reduced Price Lunch	End of Year	Other	3/29/2014	178SQ12B6590	Technology support	6-LCFF Concentration		TCEEIP0047	0.1	\$9,800.36
Weekly extended contract for one hour to provide time for collaboration and planning based on student data.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade level/Department Team	3/29/2014	178SQ12B6594	Collaborative planning	N/A			0	\$0.00
Publically celebrate students' academic and social accomplishments each trimester by honoring students who have exhibited one or all of the Learner Characteristics of					4/1/2012	178SQ12B2962	Student Awards	N/A			0	\$0.00

Respect, Responsibility, Refection, Cooperation, Persistence and Organization/Planning.												
The school psychologist provides social/emotional support to struggling students not making adequate academic progress. She also provides individual counseling and leads friendship groups to teach social skills. FBB, BB Year long Principal and psychologist	Survey data (CHKS, etc.)	Low to Middle-Performing	Every Marking Period	Other	3/29/2014	178SQI2B1764	Social/Emotional Support	790-Unrestricted EIA-SCE Support		PSYCHL0056	0.3	\$30,918.63
COST meetings once a week to discuss ongoing services for students, to schedule SSTs and to review student data.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Monthly	Principal	3/29/2014	178SQI2B1873	COS Team meetings	N/A			0	\$0.00
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks in with them throughout the day. Maintains ongoing communication with parents thru the SST process and onitors attendance as well.	Survey data (CHKS, etc.)	Low to Middle-Performing	Weekly	Other	3/29/2014	178SQI2B1761	Academic/Social/Emotional Support as well as attendance monitoring	790-Unrestricted EIA-SCE Support		ORCNST0010	0.4	\$23,958.72
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks in with them throughout the day. Maintains ongoing communication with parents thru the SST process and onitors attendance as well.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Weekly	Other	3/29/2014	178SQI2B6585	Academic and social-emotional as well as behaviral support	6-LCFF Concentration		ORCNST0010	0.6	\$35,938.08

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

Strategic Priority C. Health & Wellness

School: Bridges Academy

Principal: CLARA TARANGO

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)

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

- Office referrals, behavior screening and CHKS.

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

- Office referrals for aggressive or violent behavior are minimal. Most office referrals are for defiance or disruptive behavior during class.
- At least 85% of students are actively engaged in organized games during recess as well as during class game time.
- About 90% of students enjoy eating fruits and vegetables from the Salad Bar, healthy snack 3 times a week and harvest of the month.
- Bullying incidents are reported to teachers during classroom meetings, to Outreach Consultant and to the principal.

Theory of Action

- Create and maintain a calm and safe learning environment by articulating and enforcing behavior expectations schoolwide.
- Promote scholarly behaviors by recognizing students who exhibit the Learner Characteristics of respect, responsibility, reflection, cooperation, persistence.
- Identify students who need social- emotional support and coordinate services and monitor intervention.
- Implement the Caring School Community Program to establish safe and inclusive learning conditions as well as to foster caring and trusting relationships between students and adults.

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
Teacher to reduce class size as an intervention strategy and to support all learners.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Grade leve/Department Team	3/29/2014	178SQI2C1730	Targeted intervention and support	3010-Title I		TCHBIL0081	0.9	\$73,374.10
Teacher to reduce class size as an intervention	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Grade leve/Department Team	3/29/2014	178SQI2C6583	Targeted intervention and support	7400-QEIA		TCHBIL0081	0.1	\$8,152.68

strategy and to support all learners.												
Teacher to reduce class size as an intervention strategy to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade leve/Department Team	3/29/2014	178SQI2C5252	Targeted instruction based on students' needs	5-LCFF Supplemental		TCHBIL0100	0.4	\$36,984.69
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade/Department Team	3/29/2014	178SQI2C1731	Targeted intervention and support	7400-QEIA		TCSHLT0359	1	\$70,730.12
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Department/Team Lead	3/29/2014	178SQI2C6579	Targeted Intervention and support	7400-QEIA		TCSHLT0224	1	\$78,721.24
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Every Marking Period	Grade leve/Department Team	3/29/2014	178SQI2C6580	Targeted intervention and support	7400-QEIA		TCHBIL0100	0.6	\$55,477.03
Review Bridges Discipline Policy and consequences					5/6/2012	178SQI2C4235	Clear articulation and implementation of Discipline	N/A			0	\$0.00

at the beginning of the year, at SSC meetings, and as needed.							Policy					
Use the daily report system to provide support to students with academic as well as social-emotional challenges by checking in with the Outreach Consultant at each instructional break.					5/6/2012	178SQ12C4236	Provide support to at risk students.	N/A			0	\$0.00
The COST team will meet weekly to monitor the effectiveness of the behavior interventions, to review and analyze academic and behavior data, and to discuss schoolwide behavior or academic concerns.					5/6/2012	178SQ12C4237	Provide student support	N/A			0	\$0.00
Use the SST structure to review students' daily goals, to monitor progress. and/or to identify other supports.					5/6/2012	178SQ12C4238	Provide student support	N/A			0	\$0.00
The Outreach consultant will conduct focus groups meetings to problem solve issues of					5/6/2012	178SQ12C4239	Reduce bullying behaviors	N/A			0	\$0.00

bullying. The teachers will continue holding classroom meetings to help surface concerns. A team of teachers, after school coordinator and psychologist will attend a workshop to learn how to address bullying.													
Seek donations and do fundraisers to secure Playworks to help maintain a healthy, safe, and organized physical activity throughout the day including before and after school.					5/6/2012	178SQI2C4240	Maintain a safe, calm playground	N/A				0	\$0.00
Budgetary decision based on academic and social-emotional needs of students.					4/5/2013	178SQI2C3494	Budgetary decisions	N/A				0	\$0.00

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Bridges Academy

Principal: CLARA TARANGO

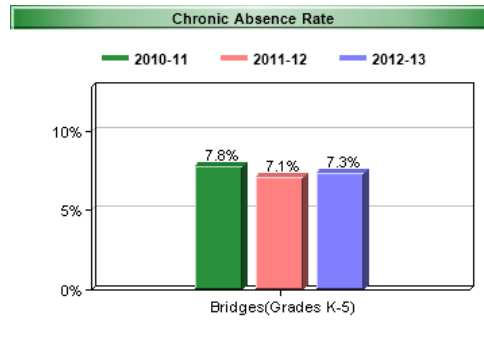
From OUSD Strategic Plan:

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)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5)



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

- 79% of students are attending 95% of the time, need to be increased by 6%
- Chronic absent rate is 7.75%, 2.75% over the required 5%.
- Daily average attendance is 96.65% , need to increase by 1.35% to reach 98%
- 29 students are in the Chronic Absence List. 2 students show Sever Chronic Absence.

Theory of Action

- If Bridges: Uses the SART process to monitor attendance early in the year. Hold meetings with parents of students with chronic absences and at risk to develop a plan. Schedule follow up meetings and refer to SARB as needed.
- Shares attendance data with SSC parents to raise awareness. Engage kindergarten parents in conversations about importance of good attendance to advance academically and socially.
- Celebrates and promote daily attendance by recognizing the classroom with best attendance weekly. Recognize students with perfect attendance every trimester. Then Bridges will surpass attendance goals.

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
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks in with them throughout the day. Maintains ongoing communication with parents thru the SST process and monitors attendance as well.	Survey data (CHKS, etc.)	Low to Middle-Performing	Weekly	Other	3/29/2014	178SQI2D1761	Academic/Social/Emotional Support as well as attendance monitoring	790-Unrestricted EIA-SCE Support		ORCNST0010	0.4	\$23,958.72
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks in with them throughout the day. Maintains ongoing communication with parents thru the SST	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Weekly	Other	3/29/2014	178SQI2D6585	Academic and social-emotional as well as behavioral support	6-LCFF Concentration		ORCNST0010	0.6	\$35,938.08

process and onitors attendance as well.												
Reward classroom with the best attendance weekly.				4/2/2012	178SQI2D1798	Improve ADA	N/A				0	\$0.00
Hold SARTs with parents and students to discuss problem and brainstorm solutions.				4/2/2012	178SQI2D3477	Improve attendance	N/A				0	\$0.00
Ongoing SSTs to monitor attendance and to review SART plan.				4/2/2012	178SQI2D3492	Improve attendance	N/A				0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Bridges Academy

Principal: CLARA TARANGO

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)
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning (Standard 3.2)
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice (Standard 3.4)

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

- Only 14 of 20 classroom teachers participated in the CHKS.
- Over 80% of teachers strongly believe PD opportunities enhance their teaching practice.

Theory of Action

- Providing weekly extended time for teacher collaboration, reflection based on student learning is essential to strengthen teaching and learning and facilitate transition to the CCSS.
- Provide time to examine student work and analyze benchmark data in grade level and across grades to make sure all students are making progress towards grade level standards.
- The Instructional Leadership team meets twice a month to reflect, plan and facilitates weekly PD and data analysis.

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
The library staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	Other (OCR, etc)	English Learners & Redesignated	Weekly	Other	5/6/2014	178SQ3A6591	Weekly visits to school library	791- Unrestricted EIA-LEP Support		TCSTIP0368	0.2	\$10,491.23
The library	Other (OCR,	Low to	Weekly	Other	5/6/2014	178SQ3A6592	Weekly visits	790-		TCSTIP0368	0	\$0.00

staff will provide literacy enrichment and computer literacy for all 3rd thru 5th grade students.	etc)	Middle-Performing					to the school library	Unrestricted EIA-SCE Support				
Provide opportunities to develop computer literacy to all 2nd thru 5th grade students.	Other (OCR, etc)	Free/Reduced Price Lunch	End of Year	Other	3/29/2014	178SQ3A6590	Technology support	6-LCFF Concentration		TCEEIP0047	0.1	\$9,800.36
Weekly extended contract for one hour to provide time for collaboration and planning based on student data.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade level/Department Team	3/29/2014	178SQ3A6594	Collaborative planning	N/A			0	\$0.00
Extended contract for collaborative planning math instruction based on the Common Core Math Standards in August.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch		Grade level/Department Team	3/29/2014	178SQ3A1736	Collaborative Planning	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$2,450.00
Extended contract for collaborative planning math instruction based on the Common Core Math Standards in August.	Local assessments (benchmarks, PWA)	English Learners & Redesignated		Grade level/Department Team	3/29/2014	178SQ3A6586	Collaborative Planning	791-Unrestricted EIA-LEP Support	1120-TEACHERS SALARIES STIPENDS		0	\$2,075.00
Extended contract for collaborative planning math instruction based on the Common Core Math Standards in August.	Local assessments (benchmarks, PWA)	Low to Middle-Performing		Grade level/Department Team	3/29/2014	178SQ3A6587	Collaborative Planning	790-Unrestricted EIA-SCE Support	1120-TEACHERS SALARIES STIPENDS		0	\$3,050.00

August.												
Members of the Instructional Leadership Team meet regularly to plan Professional Development and facilitate grade level dialogue about student learning and teacher practice.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch	Monthly	Leadership Team	3/29/2014	178SQ3A1733	Teacher Leadership and Collaboration	N/A			0	\$0.00
Substitute Teachers release classroom teachers for collaborative planning math and integrating language arts and science.	Local assessments (benchmarks, PWA)	Low to Middle-Performing		Grade level/Department Team	3/29/2014	178SQ3A1734	Collaborative Planning	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	\$915.00
Substitute Teachers release classroom teachers for collaborative planning math and integrating language arts and science.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch		Grade level/Department Team	3/29/2014	178SQ3A6588	Collaborative Planning	5-LCFF Supplemental	1150-TEACHERS SUBSTITUTES		0	\$2,000.00
Substitute Teachers release classroom teachers for collaborative planning math and integrating language arts and science.	Local assessments (benchmarks, PWA)	Free/Reduced Price Lunch		Grade level/Department Team	3/29/2014	178SQ3A6589	Collaborative Planning	Non-SSC approved			0	\$0.00
Buy Back days will be used for school-wide scoring of					5/6/2012	178SQ3A4241	Create awareness of students' writing performance	N/A			0	\$0.00

students' writing using the 6+1 traits and for furthering our understanding of the Common Core Standards in Writing.							across the grades						
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School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Bridges Academy

Principal: CLARA TARANGO

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)
- 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)
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7)

Theory of Action

- If parents and educators are partners the outcome for children improves. By scheduling minimum days the first week of school, the teacher, student and parent will be able to meet to discuss expectations and support for the student.
- Use the known structures such as SSC, Back to School Night, Science Workshop for Parents, Authors' reception, Parent/Student/teacher conferences, Nutrition classes, Salad Bar to involve parents.
- Provide leadership opportunities to students such as Junior Coaches, and Reading Buddies, Safety Patrol members.

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
Promote parent participation by offering workshops in the areas of math, reading, writing and technology led by teachers to show parents how to support their children at home.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Monthly	Principal	3/29/2014	178SQ4A1796	Parent Involvement	9901-Title I - Parent Participation			0	\$0.00
Data Share Events with parents three	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Every Marking	Grade level/Department	3/29/2014	178SQ4A2854	Parent Involvement	9901-Title I - Parent	1120-TEACHERS SALARIES		0	\$1,100.00

			Period	Team				Participation	STIPENDS			
times a year to clarify grade level standards and to discuss academic progress in the areas of Reading/Language Arts, math, and ELD, as well as to discuss ways parents help their child at home.												
Provide opportunities to develop computer literacy to all 2nd thru 5th grade students.	Other (OCR, etc)	Free/Reduced Price Lunch	End of Year	Other	3/29/2014	178SQ4A6590	Technology support	6-LCFF Concentration		TCEEIP0047	0.1	\$9,800.36
Weekly extended contract for one hour to provide time for collaboration and planning based on student data.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade level/Department Team	3/29/2014	178SQ4A6594	Collaborative planning	N/A			0	\$0.00
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks in with them throughout the day. Maintains ongoing communication with parents thru the SST process and onitors attendance as well.	Survey data (CHKS, etc.)	Low to Middle-Performing	Weekly	Other	3/29/2014	178SQ4A1761	Academic/Social/Emotional Support as well as attendance monitoring	790-Unrestricted EIA-SCE Support		ORCNST0010	0.4	\$23,958.72
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks in with them throughout the day. Maintains ongoing communication with parents thru the SST process and onitors attendance as well.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Weekly	Other	3/29/2014	178SQ4A6585	Academic and social-emotional as well as behavioral support	6-LCFF Concentration		ORCNST0010	0.6	\$35,938.08

Promote parent participation in decision making by providing information about academic achievement and resources at the monthly SSC meetings.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch	Monthly	Principal	3/29/2014	178SQ4A1797	Parent Involvement	9901-Title I-Parent Participation	4311-MEETING REFRESHMENTS	0	\$500.00
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School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Bridges Academy

Principal: CLARA TARANGO

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)
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities (Standard 5.5)
- guides and supports the development of quality instruction across the school (Standard 5.6)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability (Standard 5.9)
- develops systems and allocates resources in support of the school's vision (Standard 5.10)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals (Standard 5.11)

Theory of Action

- All stakeholders are encourage to participate in the school governance to ensure the school's vision and program is leading to steady schoolwide improvement.
- Leadership structures (COST, Math Leadership, Management Team) enable us to hold each other accountable to our vision and to systematically engage in meaningful discussions about teacher practice and student learning.

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
Budgetary decision based on academic and social-emotional needs of students.					4/5/2013	178SQI5A3494	Budgetary decisions	N/A			0	\$0.00
Manage weekly schedule to include time for daily walkthroughs to monitor implementation of					4/2/2012	178SQI5A2486	Instructional Leadership Practice	N/A			0	\$0.00

agreed upon instructional strategies, and to carry out other organizational responsibilities.												
Schedule weekly COST meetings to coordinate social emotional services, to analyze benchmark data to monitor students' academic progress.				4/2/2012	178SQI5A2941	Coordination of services	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:

State Program	Projected Budget	Final Budget
 Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$213,905.50	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$213,905.50	
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	\$76,241.80	
 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	\$1,809.17	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$78,050.97	

Appendices

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

School Year: 2014-2015

Comprehensive School Safety Plan

(Education Code Section 32280-32288)

CLARA TARANGO
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.

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

Index

SECTION 1

[School Safety / Climate Team](#)

[Emergency Telephone Number Directory](#)

SECTION 2

[School Safety Plan Goals](#)

SECTION 3

[Safety Policies & Procedures](#)

[Child Abuse Policy & Procedure](#)

[Sexual Harassment Policy & Procedure](#)

[Suspension and Expulsion / Due Process](#)

[Dress and Groom Policy](#)

[Employee Security Policy](#)

[School site emergency supplies](#)

[Emergency Radio](#)

SECTION 4

[Emergency Disaster Procedures & Drills](#)

[Emergency Lockdown](#)

[Fire and Earthquake Drill Schedule](#)

SECTION 5

Chain of Command

School Site Chain-of-Command Organization Chart

SECTION 6

Safe Ingress and Egress

Special Needs Students

Emergency Evacuation: Principal's check list

Emergency Evacuation: Teacher's check list

On Campus Evacuation Map

Off Campus Evacuation Map

SECTION 7

OUSD Emergency Response and Notification Protocol

SECTION 8

Afterschool Program

Special Needs Students

Fire and Earthquake Drill Schedule

School Site Chain-of-Command Organization Chart

APPENDIX

Planning for Special Needs Students

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:** CLARA TARANGO - PRINCIPAL ELEMENTARY SMALL

• **Teacher:** MAXIMINO VELEZ - TCHR BILINGUAL

• **Classified:** NIMAT SHAHEED - OUTREACH CONSULTANT

• **Parent Representative:** Alejandra Jaime - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
• Principal:	CLARA TARANGO - PRINCIPAL ELEMENTARY SMALL	510-530-3524	510-535-3876	510-290-2632
• Assistant Principal:	NA			
• Custodian:	AQUILLA ROBINSON - CUSTODIAN	510-234-4567	510-535-3876	510-395-5120

• **Secretary/Other:**

MARIA LASCON - CLERK
BILINGUAL

510-471-1027

510-535-3876

510-826-4511

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: Promote a safe and caring learning community

- Strategy Implement Caring School Community Program to teach empathy and compassion.
1.1:
- Strategy Teach and practice conflict resolution strategies such as "I-Messages and Mindfulness to help students learn ways of solving problems.
1.2:

Goal 2: Consistent rules and policies for all classrooms and all areas of the school as well as explicit articulation of consequences Fire & Earthquake positive and negative are critical to maintain a calm and safe learning environment.

-

Strategy 2.1: Introduce all student to whole school rules and consequences at the beginning of the year and at key times through the year (after every long break). Also introduce the Learner Characteristics of Respect, Responsibility, Reflection, Cooperation and Persi

- **Strategy 2.2:** Identify students who might need additional support through the daily report system.

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. Bridges, please come to the principal's office!

Section 4: Fire and Earthquake Drill Schedule

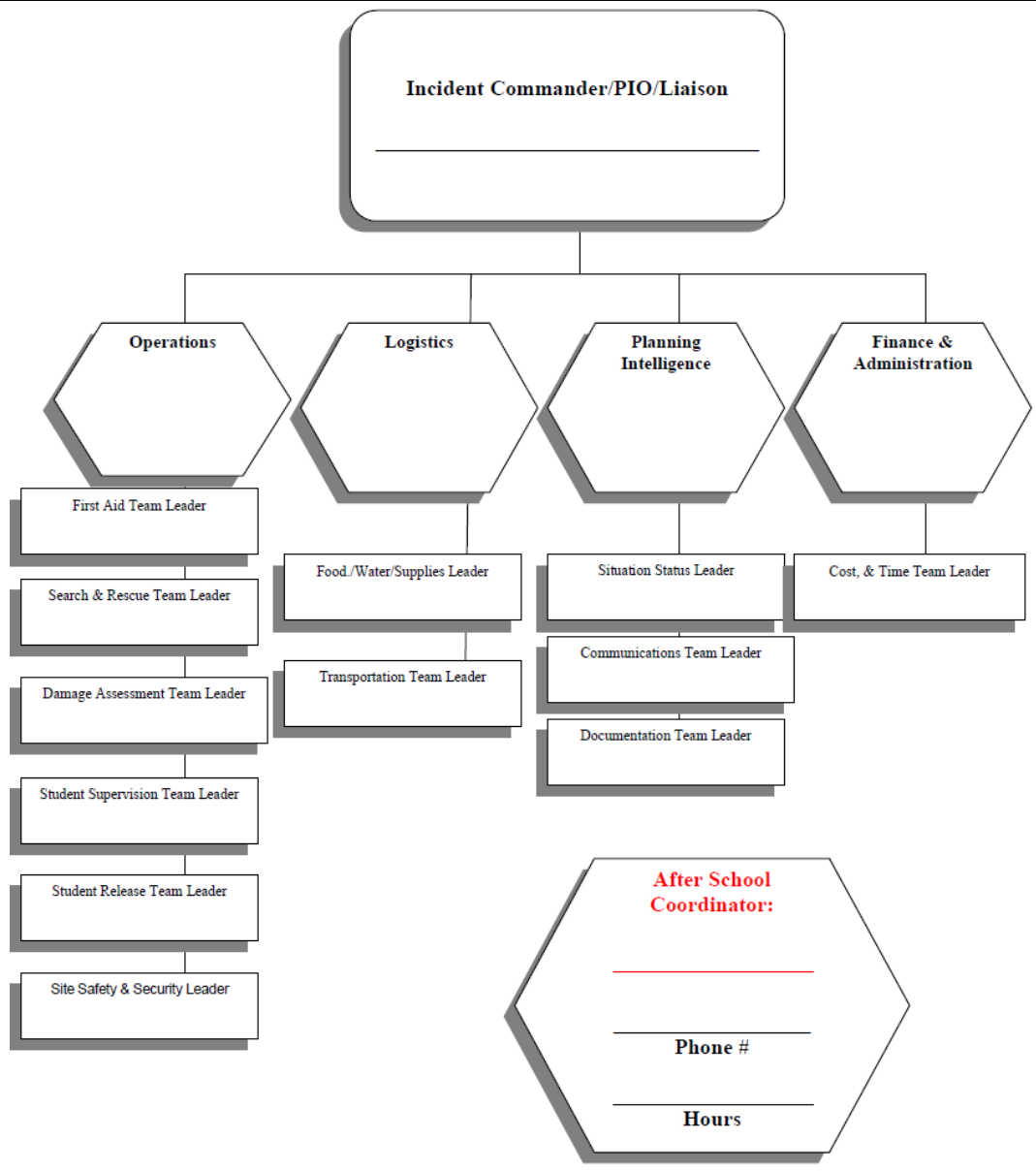
Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/26/2014	10:30 AM	Fire
October	10/6/2014	9:45 AM	EQ
October	10/23/2014	1:35 PM	Fire
November	11/21/2014	11:15 AM	Fire
December	12/4/2014	2:00 AM	EQ
December	12/18/2014	10:00 AM	Fire
January	1/29/2015	9:00 AM	Fire
February	2/6/2015	11:01 AM	EQ
February	2/23/2015	2:30 PM	Fire
March	3/19/2015	9:15 AM	Fire
March	3/2/2015	9:30 AM	EQ
April	4/28/2015	1:35 AM	Fire
May	5/21/2015	2:00 AM	Fire
June	6/8/2015	10:10 AM	Fire

Lockdown Drill Schedule

Date	Time
Fall 12/12/2014	10:35 AM
Spring 4/3/2015	1:35 PM

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number.

CLARA TARANGO

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.)

TIMOTHY MARSHALL

ANN PARK

MARLA KAMIYA

JESSICA JUNG

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

SUSAN JONES

MAXIMINO VELEZ

LORNA BAIRD

GLORIA GARCIA

PATRICIA KAPLAN

BERNADETTE ZERMENO

(Max Length: 500)

LINH NGUYEN

SOO HYUN HAN

Special Needs Population In Detail. List the specific number of each special needs type on site.

Special Needs Type	Abbreviation	Total	Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	<input style="width: 30px;" type="text" value="0"/>	Hard of Hearing	HH	<input style="width: 30px;" type="text" value="0"/>
Deaf	DEA	<input style="width: 30px;" type="text" value="0"/>	Speech & Language Impairment	SLI	<input style="width: 30px;" type="text" value="0"/>
Visually Impaired	VI	<input style="width: 30px;" type="text" value="0"/>	Emotionally Disturbed	ED	<input style="width: 30px;" type="text" value="0"/>
Orthopedically Impaired	OI	<input style="width: 30px;" type="text" value="0"/>	Other Health Impaired	OHI	<input style="width: 30px;" type="text" value="0"/>
Specific Learning Disability	SLD	<input style="width: 30px;" type="text" value="0"/>	Deaf / Blind	DB	<input style="width: 30px;" type="text" value="0"/>
Multipally Disabled	MD	<input style="width: 30px;" type="text" value="0"/>	Traumatic Brain Injury	TBI	<input style="width: 30px;" type="text" value="0"/>
Est Medical Disability	EMD	<input style="width: 30px;" type="text" value="0"/>			

10:00 AM to 6:00PM

Determine proper signage and equipment.

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

Ramp in the front of the school to facilitate access.

(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name: Title:

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

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 6: On Campus Evacuation Map

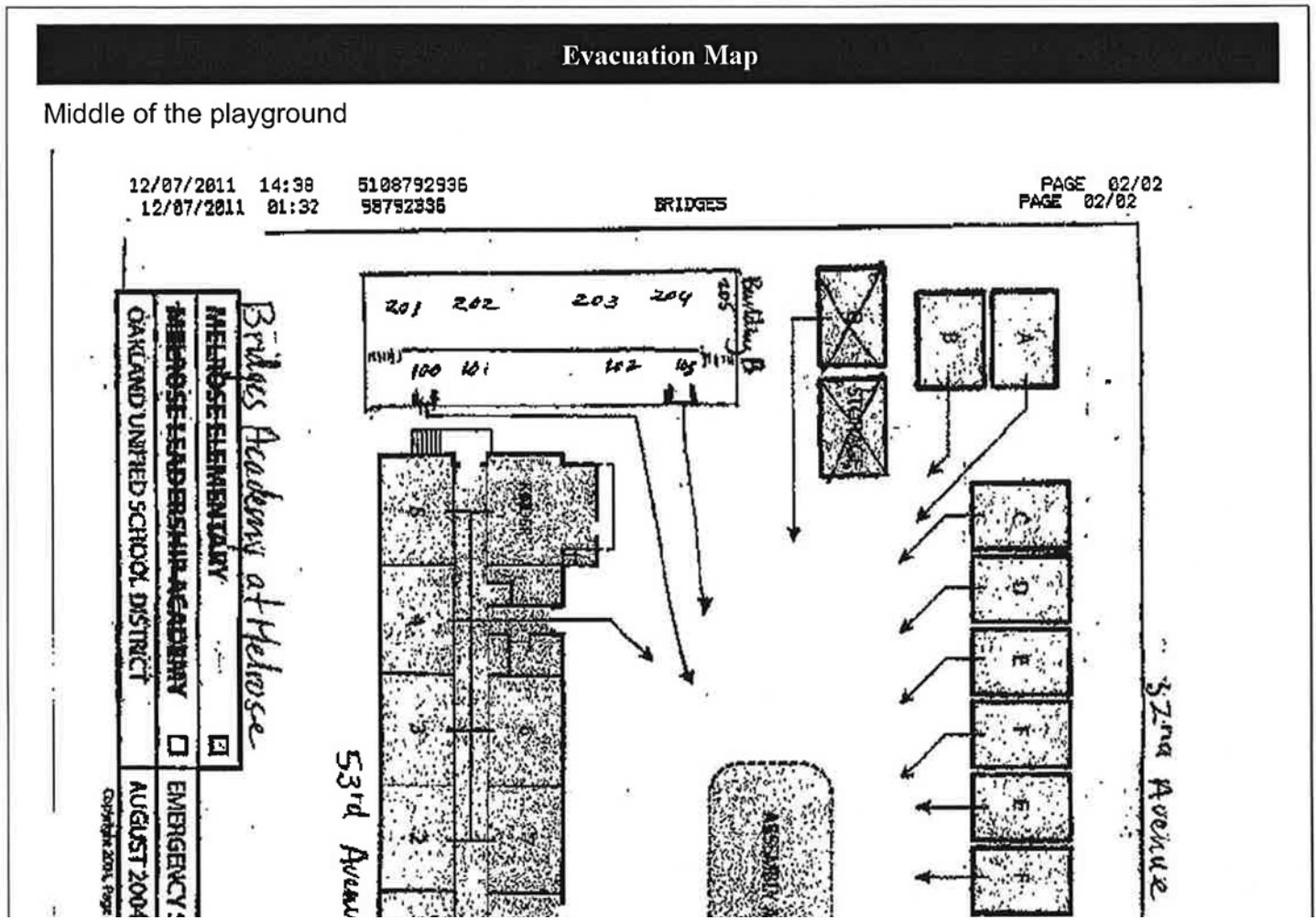
Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

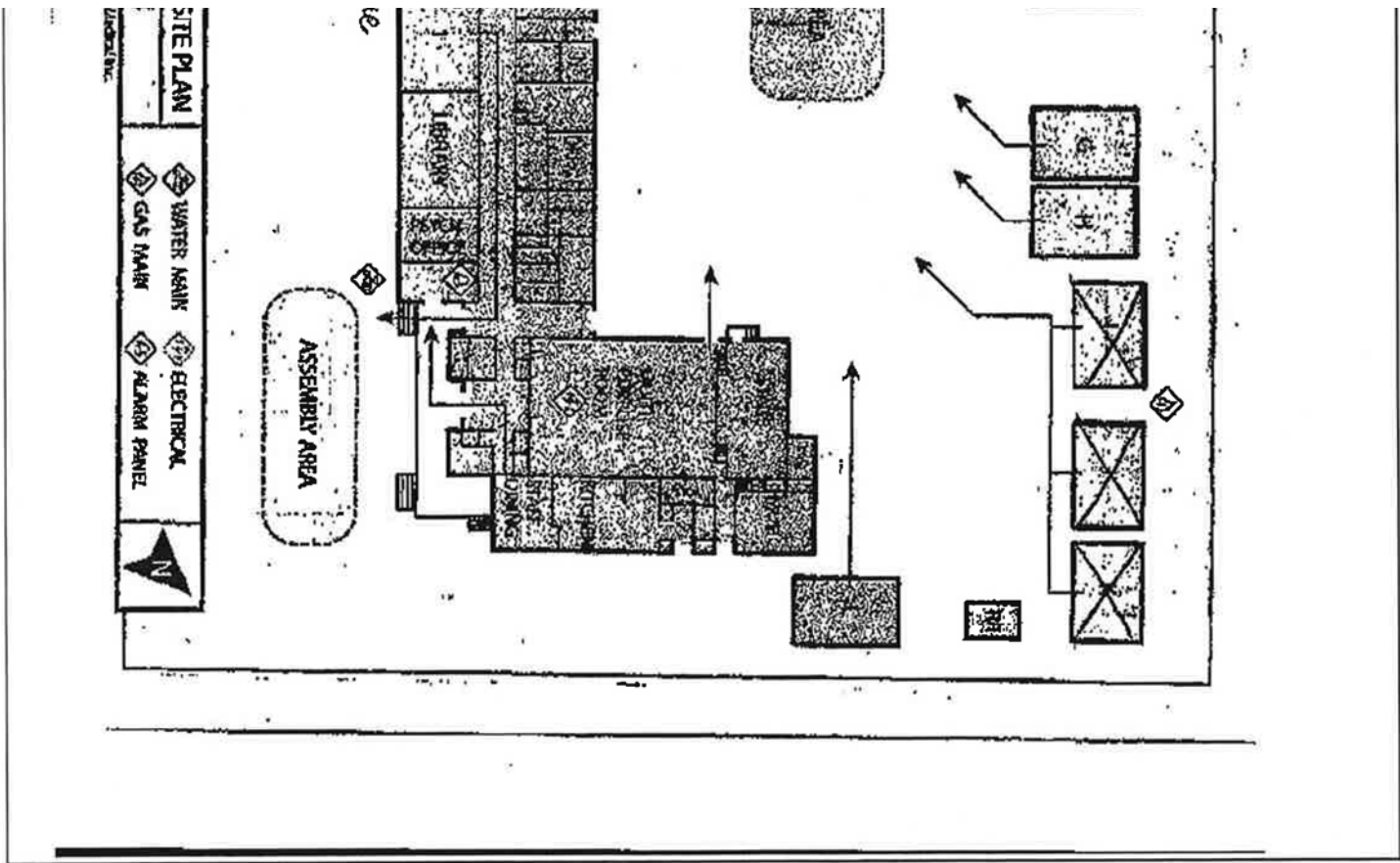
On-Campus Assembly Location

Describe on-campus evacuation/assembly location.

Middle of the playground

- Upload Copy of Map
- Use Last Years Map





SITE PLAN
 WATER MAINS
 GAS MAIN
 ELECTRICAL
 ALARM PANEL
 North Arrow
 Universal Inc.

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

Rainbow Recreation Center--this facility is located about 5 blocks from the school. Indoor gym as well as access to restrooms and water are

Establish a memorandum of agreement with the evacuation site.

Name of person or organization memorandum was established with

City of Oakland

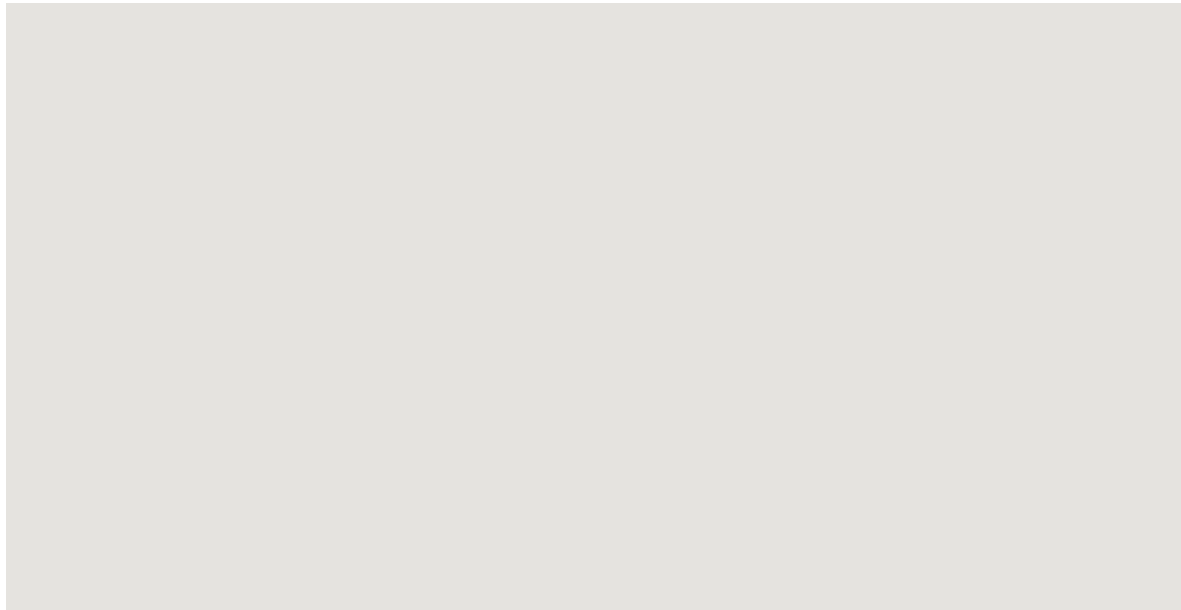
C. Enter Date of Agreement

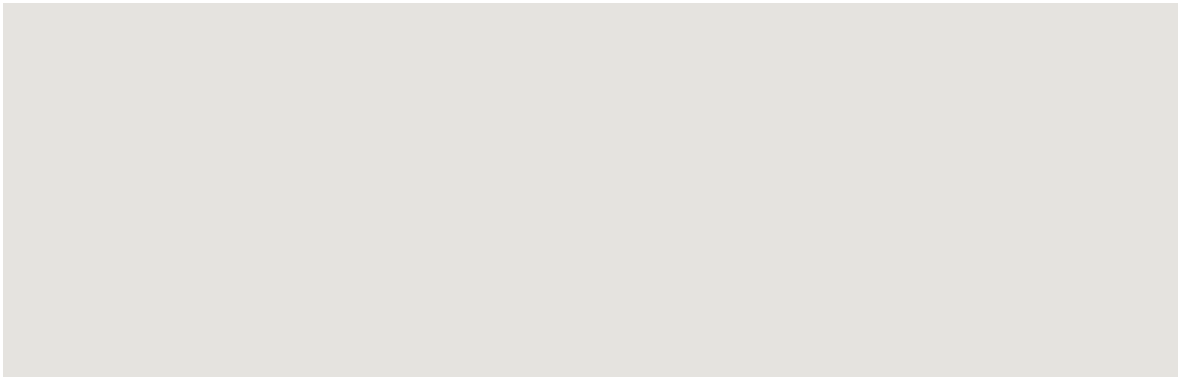
5/30/2013

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: 1325 53rd Avenue, Oakland, CA

B. Evacuation Street Address: 5800 International Blvd., Oakland, CA

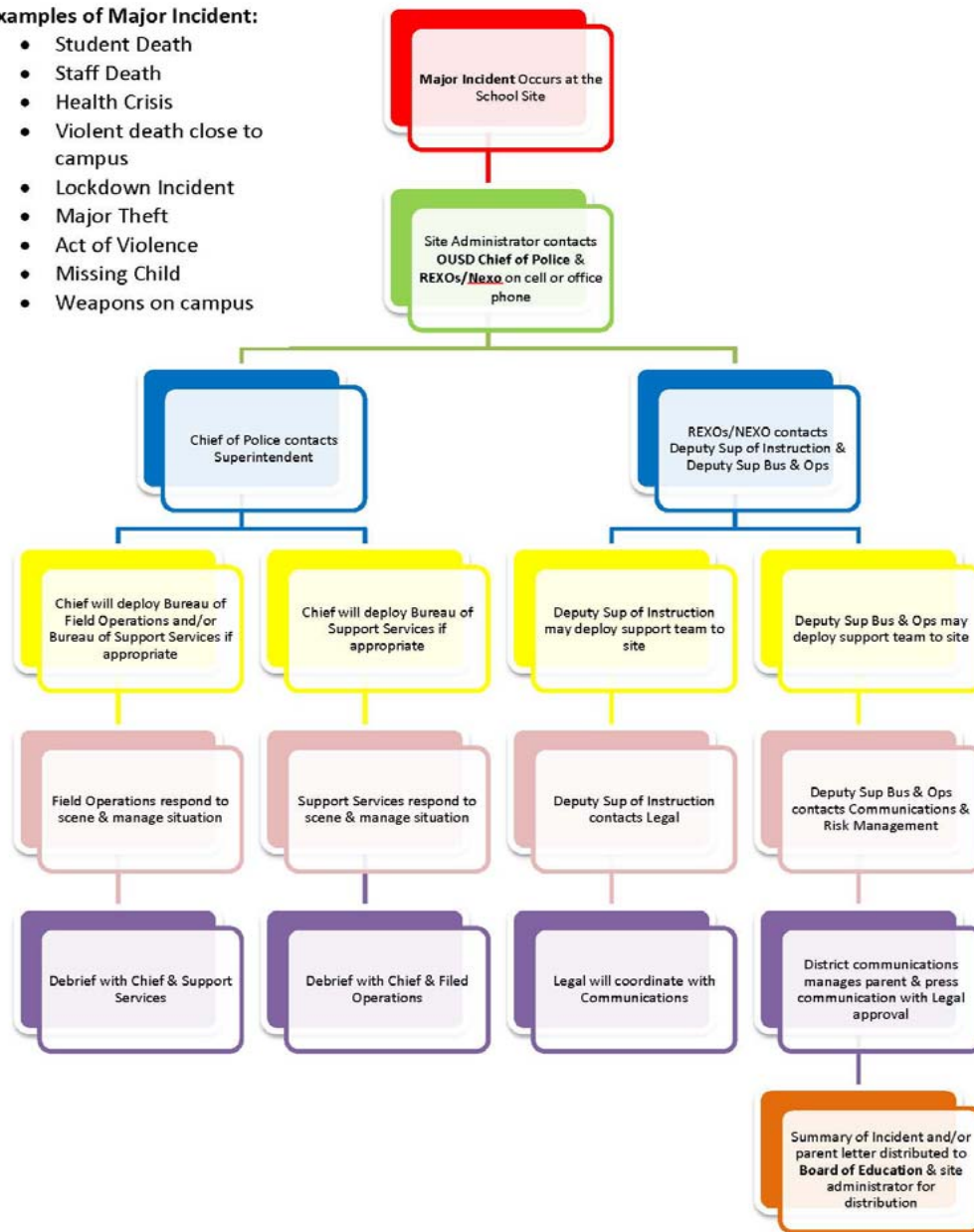




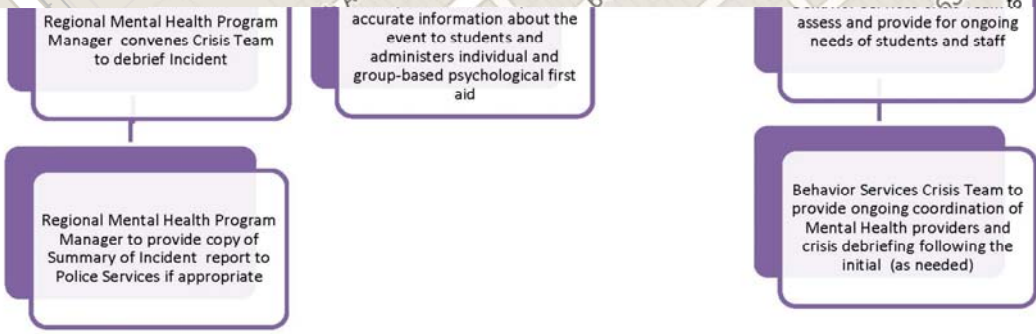
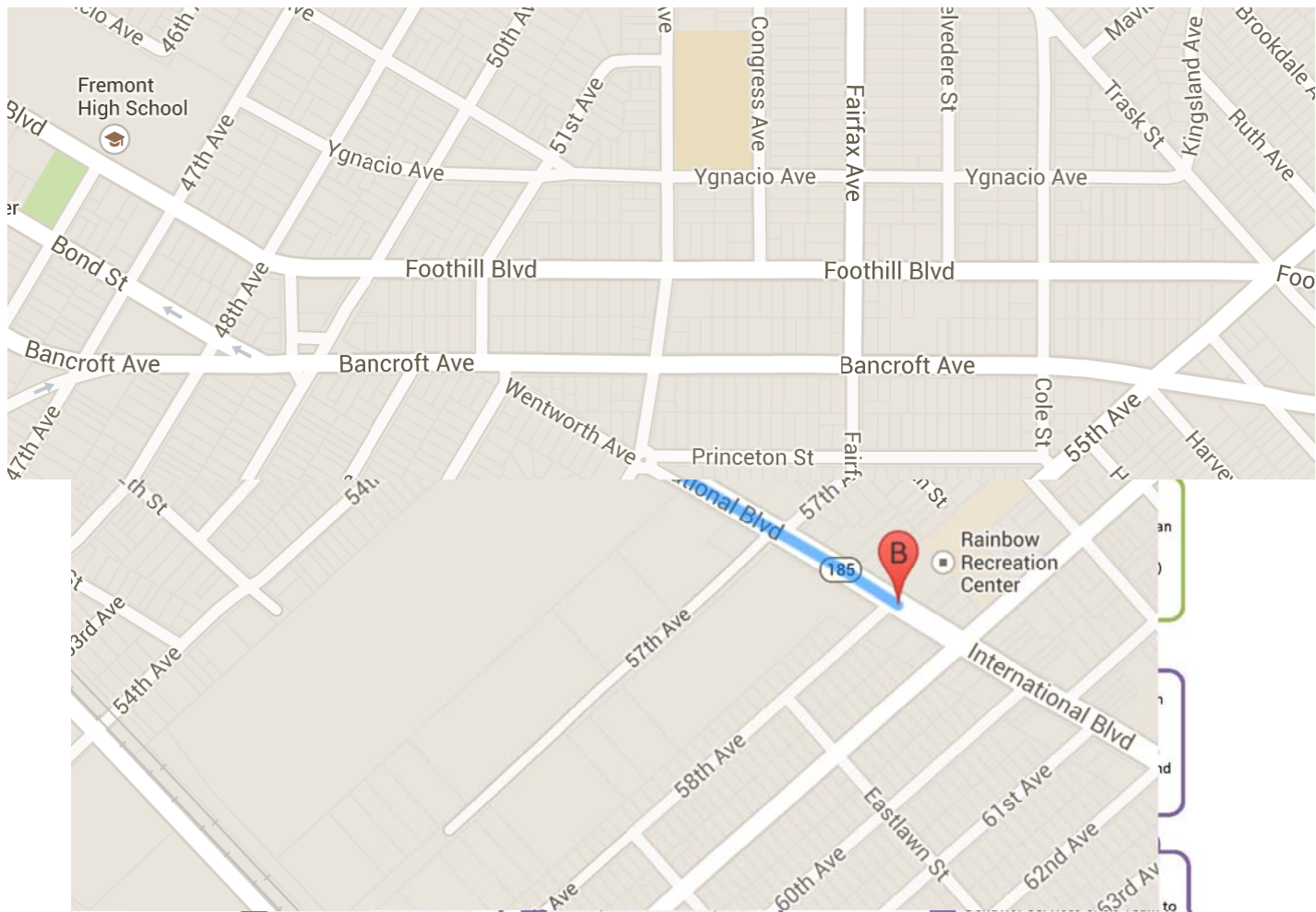
Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

Examples of Major Incident:

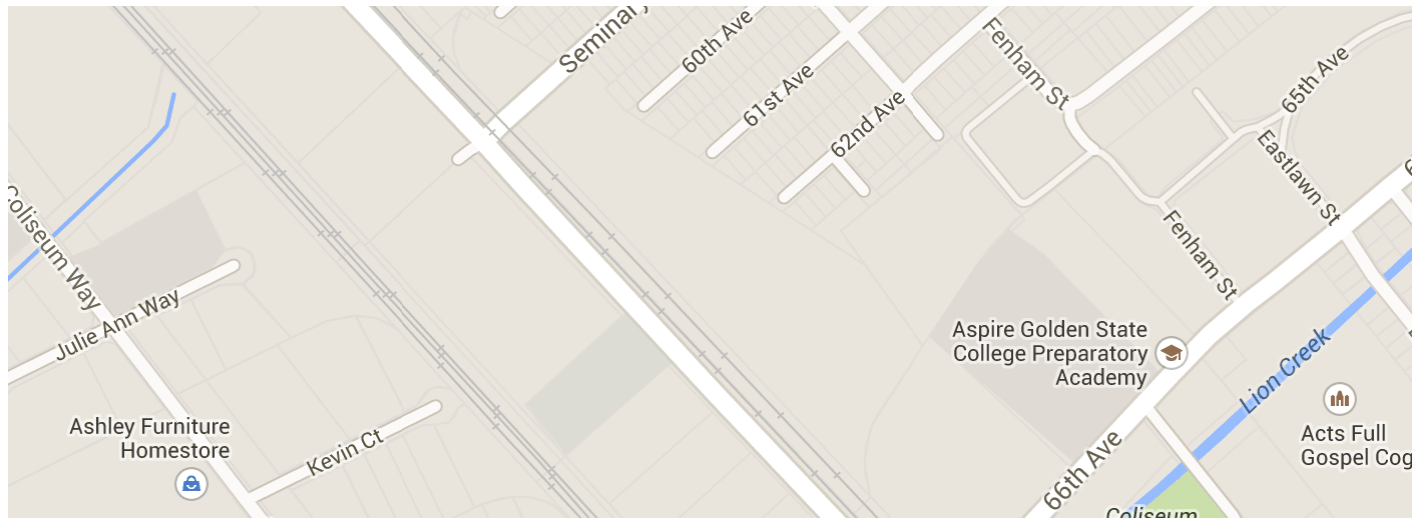
- Student Death
- Staff Death
- Health Crisis
- Violent death close to campus
- Lockdown Incident
- Major Theft
- Act of Violence
- Missing Child
- Weapons on campus



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te during
se work with
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)
	Yes / No (if no, please follow these 2 links to complete online: IS-100.SCa Introduction to the

<p>Has 'after school staff on safety team' completed the mandatory ICS 100/200 training?</p>	<p>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</p>
<p>After School Safety team established?</p>	<p>Yes / No</p>
<p>List safety team members name:</p>	<p>Safety team member 1: _____ Safety team member 2: _____ Safety team member 3: _____ Safety team member 4: _____ Safety team member 5: _____</p>

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 _____

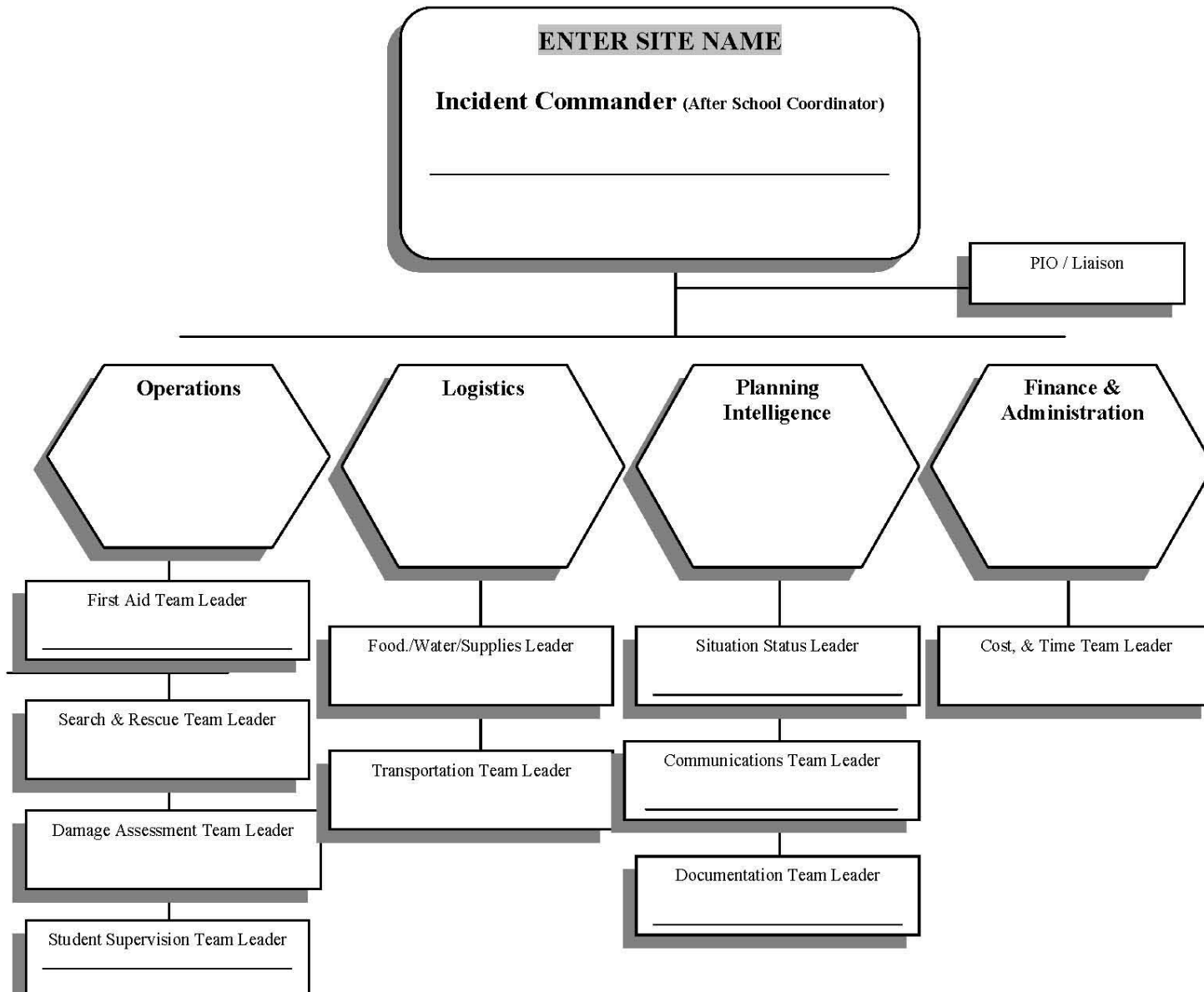
Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			

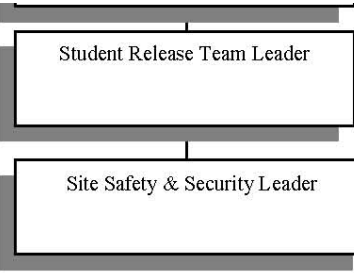
Earthquake			
Fire			
Lockdown			
Name of School: _____			

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

Table of Contents

TABLE OF CONTENTS 1

AMERICAN WITH DISABILITIES ACT 2

ROLES AND RESPONSIBILITIES 2

PLANNING..... 2

NOTIFICATION..... 2

EVACUATION..... 3

SHELTERING 4

RETURNING HOME 6

EARTHQUAKE 7

 BEFORE A DISASTER 8

 DURING THE EARTHQUAKE..... 9

 AFTER THE EARTHQUAKE..... 9

TRAINING FOR RESCUE SERVICE DURING AN EMERGENCY..... 10

EVACUATING WHEELCHAIR USERS 10

 ALL WHEELCHAIR USERS..... 10

 MANUAL (NON-MOTORIZED) WHEELCHAIRS..... 11

 MOTORIZED WHEELCHAIRS..... 11

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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.

Safety for Special Needs Populations

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.

Safety for Special Needs Populations

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.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

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.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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 2 gallons and more for those people who need extra water. And still more if you

store at least 5 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.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

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.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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.

Safety for Special Needs Populations

School Site Council Membership Roster – Elementary School

School Name: Bridges Academy at Melrose **School Year** 2013-2014

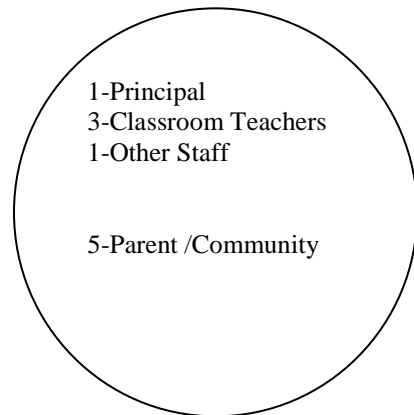
Chairperson: Alejandra Jaime	Vice Chairperson:
Secretary: Jesus Arrizon	<u>DAC Representative:</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Alejandra Jaime					X
Angelina Lazo					X
Laura Romo					X
Martha Lopez					X
Dilcia Santamaria					X
Ni'Mat Shaheed				X	
Stephanie Pool			X		
Jose Arredondo			X		
Jesus Arrizon			X		
Clara Tarango		X			
ALTERNATES:					
Roxana Barahona					
Gloria Rangel					
Natividad Ramos					
Max Velez					
Rosa Kurshan					

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 employees at the site.



Title I School Parental Involvement Policy 2014 - 2015

Bridges Academy at Melrose has developed a written Title I parental involvement policy with input from Title I parents. (Describe how the school developed the policy with parent input.) It has distributed the policy to parents of Title I students. (Describe how the school distributes the policy.) The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Bridges Academy at Melrose agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.

Bridges holds a meeting at the beginning of the year to inform parents about the Title 1 Program.

- Offer a flexible number of meetings for parents.

Monthly SSC Meetings are focused on reviewing assessment data and implementation of priorities

Through the SST process parents participate in setting goals for their children

Parent Data Share Events three times a year to review student progress

Parent/Student Teacher Conferences two times a year

Ongoing meeting for student needing more support

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

Monthly SSC meetings are used to inform and revise Title 1 programs

- Provides parents of Title I students with timely information about Title I programs. (*Briefly describe or bullet how this happens at your school.*)

SSC monthly meetings

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet

During Back to School Night grade level standards and instructional program are presented to parents.

During Grade level Data Share Events three times a year student progress is shared as well as how to support their children at home

Parent/Student/Teacher conferences two times a year

Parent Workshop offered by the student services

Parent Workshops offered by the teachers

SST process for students with academic or social challenges

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

All parents are invited to participate in the SSC monthly meetings. The SST process provides opportunities to actively participate. Parent/Student/Teacher conferences are held twice a year to discuss student academic progress

School-Parent Compact

Bridges Academy at Melrose 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 the 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.

Building Parent Capacity for Involvement

Bridges Academy at Melrose 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:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

During Back to School Night grade level standards and instructional program are presented to parents.
During Grade level Data Share Events three times a year student progress is shared as well as how support their children at home

Parent/Student/Teacher conferences two times a year

Parent Workshop offered by the student services

Parent Workshops offered by the teaches

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

The teachers share instructional materials as well as strategies at all Data Share Events as well as regularly through homework packets. Kindergarten teachers post the homework and samples of student work as well.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

Data Share Events are forums where parents and teachers exchange information about the children. Monthly SSC meetings are another venue where parents and teachers partner up to make decision about academic and social needs of all children.

- 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.

The parents are invited to read with the children at Read-a- thon once a year.

1st grade parents are encouraged to stay to read with their child every morning.

Parents are invited to play math games during the 100th Day of school event

The 5th grade teachers have a heritage celebration at the end of a unit of study.

School-wide authors' reception at least once a year once a year

Science Fair workshop for parents and their children once a year

Awards assemblies every trimester

- 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.

The monthly or bimonthly Parent Newsletter and monthly calendar are sent home. Information is also shared at the SSC monthly meetings as well as through the SST process.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *(Briefly describe or bullet how this happens at your school.)*

All meetings are conducted in two languages—English and Spanish-- and notices and other documents are in both languages as well. All school activities are conducted in two languages, including SSTs.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

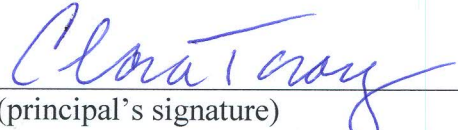
All information is sent home in English and Spanish and all activities and meetings are conducted in Spanish and English. Plus the location of all meeting is accessible to all.

Adoption

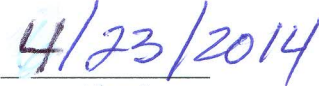
This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

A meeting was held April 23rd, 2013

This policy was adopted by the Bridges Academy at Melrose School Site Council on 04/23/14 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on April 23rd, 2014. It will be made available to the local community on or before April 23rd, 2014. The *Bridges Academy*'s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(principal's signature)



(date)

Bridges Academy at Melrose
Linking Hearts and Minds
School – Parent Compact

Bridges Academy at Melrose 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.

Our vision: Our students are scholars, resilient, and culturally competent

Our Theory of Action: We believe that a strong partnership between the home and the school allows our students to have success. Our students feel supported when they see the adults in their lives working together on their behalf.

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

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

Bridges Academy will:

- Set high academic and social expectations for all and utilize standards –based curriculum and specific strategies to help all students meet or exceed grade level standards
 - Partner with the home to ensure academic and social success for all
 - Schedule 3 events to share academic progress
 - Use grade level content standards to provide meaningful learning experiences and to build background knowledge
 - Utilize the home language and culture to facilitate access to grade level standards and to develop academic language
 - Assign meaningful homework every day
 - Secure and maintain a safe and positive learning environment
 - Home visits to establish a closer connection with families and students
 - Provide support in seeking the information necessary to address the academic, social and emotional needs of students
- 2) Hold parent-teacher conferences to discuss each child's individual achievement.**
- Parent-Student-Teacher conferences will be held at the end of the first trimester and in the spring at the end of the 2nd trimester
 - Teachers will schedule other conferences as necessary
 - SST process the academic and social needs of students
- 3) Provide parents with frequent reports on their children's progress.**
- Parents will receive progress reports after each trimester
 - The SST (Student Success Team) process will provide support to special needs students
- 4) Provide parents reasonable access to staff.**
- Teachers will develop a schedule to include time to meet with parents once a month.
 - Teachers will send their conference schedule at the beginning of the year.
 - The principal will schedule time to meet with parents

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

- Parents can observe their child’s classroom by contacting the teacher in advance.
- Volunteer to supervise learning activities in the classroom
- Volunteer to supervise during lunch and recess
- Volunteer for the Salad Bar.

Parent Responsibilities –

We, as parents will support our child’s learning by:

- Insuring my child attends school every day and on time
- Monitoring my child’s homework daily
- Insuring my child’s gets adequate sleep and has a healthy diet
- Providing a quiet place and time for my child to do homework
- Reviewing and sign homework and ensure it is returned to school
- Insuring my child reads at least 30 minutes everyday, including weekends
- Attending Back to School Night, Parent/Teacher/Students Conferences, Open House and other school events
- Attending three data share events to review reading, math and academic English development
- Participating in home visit
- Insuring my child wears the school uniform including appropriate foot wear every day

Student Responsibilities –

I, as student, will share the responsibility to improve my academic achievement and achieve the State of California’s academic standards by:

- Attending school every day and on time
- Wearing my uniform and appropriate foot wear ever day
- Coming to school ready to take responsibility for my learning by actively participating in class
- Asking for help when I need it
- Following the rules and take responsibility for my actions
- Practicing the Learner Characteristics—**Respect, Responsibility, Persistence, Reflection, Cooperation, Organized/Planner**
- Completing and returning my homework on time
- Reading at least 30 minutes daily including weekends
- Carrying information between school and home

Principal’s Signature

Parent Signature

Student Signature