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 Chabot Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

Recommendation:

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

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Chabot Elementary

6001648

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Anthony Chabot Elementary School, located in the Rockridge neighborhood of Oakland, is a public elementary school that works! Chabot's Kindergarten through 5th grade provides its approximately 590 students with a strong academic foundation in a nurturing environment. Chabot School enjoys a strong reputation for excellence, as well as support from local businesses and social organizations. The school's administration, faculty and very active parents have succeeded in creating a vital learning community at Chabot. With students from over 20 different zip codes in Oakland, Chabot Elementary is one of the most diverse schools in Oakland; currently, Chabot's student body breaks down as follows: 42% white, 27% mixed race, 19% African American, 7% Asian, and 5% Latino. At Chabot, we provide a rich and varied curriculum designed to give every student the best chance to succeed. The foundation of Chabot Elementary School's program is an unwavering commitment to ensuring the highest possible level of learning for all of our students. This commitment informs the work of every staff member at Chabot, from the principal, to the teachers, to the yard staff. In order to support the beliefs that every child can learn and that every child learns differently, Chabot upholds three core principles that are reflected throughout every aspect of our school program. First of all, we provide consistency and excellence in instruction. At the same time, we recognize that no teacher is an island and that successful teaching can not occur in isolation. Finally, we understand that our students have needs and issues that go beyond the classroom. Additionally, as our district and state transition to Common Core Curriculum, we are implementing Academic Conversations in every classroom; teachers are expected to use sentence frames, cooperative learning structures (Pair-Shair, turn and talks, handing off, small

groups with scaffolding for academic conversations) to support classrooms with Academic Conversations. We have participated in several district initiatives in the 2013-2014 school year and will continue building upon these in 2014-2015. Specifically, we have done: Instructional Rounds, observing all teachers holding academic conversations and done a series of teacher led PD to support these conversations. Balanced Literacy Cohort (BALCO0: 18 of our 22 teachers went to a summer PD in 2013 to be trained in Lucy Caulkins writing and reading programs. We are fully implementing the Running Records, Fountas and Pinnell A-Z literacy model with daily independent reading and guided reading in classrooms. We have trained parents in leading reading groups, we have shifted our homework to be more focussed on students reading independently at their reading level, etc. Math, Common Core: Teachers are receiving district and site training in "Number Talks" and "Three Reads" to support academic discussions and problem solving strategies in math, more aligned with the Common Core curriculum.

VISION

In order to support the beliefs that every child can learn and that every child learns differently, Chabot upholds three core principles that are reflected throughout every aspect of our school program. First of all, we provide consistency and excellence in instruction. At the same time, we recognize that no teacher is an island and that successful teaching can not occur in isolation. Finally, we understand that our students have needs and issues that go beyond the classroom. Equity Work: We continue to train and encourage teachers to engage all students, reduce their amount of teacher talk, and to use our "five step engagement process" to ensure high participation and engagement of all students. Our goal is to ensure all students, especially our African American and Latino students are provided the support and scaffolding to be successful students. Mission Statement It is the mission of Sequoia Elementary School to provide a powerful education to all students, enabling them to become effective, contributing citizens in our democratic society. We will ensure that all students have access to our core program within the context of a heterogeneous classroom. Classes at Sequoia are balanced in terms of gender, ethnicity, and academic achievement. We present a curriculum that addresses different levels of linguistic and cultural orientations, complexity, pace and material to all students, and a variety of enrichment programs. We are committed to fostering a positive school-wide climate, which supports this vision.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet the year's API growth?	Yes	Yes
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	89.1%	Yes	85.9%	No
	Black or African American	76.8%	Yes	59.7%	No
	Asian	93.5%	--	95.5%	--
	Hispanic or Latino	90%	--	86.8%	--
	White	93.2%	Yes	93%	Yes
	Two or More Races	86.1%	--	91.7%	--
	Socioeconomic Disadvantaged	85.4%	--	71.7%	--
	English Learner	81.8%	--	76.9%	--
	Students with Disabilities	79.2%	--	66.7%	--
Mathematics	**Group**	**Proficient Target**	**Met Target? Yes/No**	**Proficient Target**	**Met Target? Yes/No**
	Schoolwide	87.1%	Yes	88%	Yes
	Black or African American	72.5%	No	68.7%	No
	Asian	100%	--	95.5%	--
	Hispanic or Latino	86.7%	--	78.9%	--
	White	90.1%	Yes	94.9%	Yes
	Two or More Races	94.4%	--	91.7%	--
	Socioeconomic Disadvantaged	75%	--	60.9%	--

	English Learner	81.8%	--	84.6%	--
	Students with Disabilities	60.9%	--	62.9%	--

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 - Chabot - 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:Black or African American 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 QUALTIY REVIEW INFORMATION IS REPORTED IF A SCHOOL HAS RECEIVED AN SQR BY FALL 2013.

SQR Summary Report

- 2011-2012 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.)
We had a training for teachers before their two parent/teacher conferences focusing on how to build relationships during conferences, how to listen to family concerns	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☑ ☐ ☐ ☐ ☑ ☐ 1A 1B 1C 1D 1E 1F 2A 2B 2C 2D 3A 4A 5A

We continue to train teachers, observe teachers and have them work in PLC's to focus on looking at data and ways to engage and academically support all students.	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☑ ☐ ☐ ☐ ☐ ☐ 1A 1B 1C 1D 1E 1F 2A 2B 2C 2D 3A 4A 5A
We are in the second year of work with our equity team, looking at institutional bias; school bias and assumptions and supporting teachers to both look at their own practice and work with a	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☑ ☐ ☐ ☐ ☐ ☐ 1A 1B 1C 1D 1E 1F 2A 2B 2C 2D 3A 4A 5A
partner teacher, peer observe to see patterns in their own teaching that could help them better support all students.	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☑ ☐ ☐ ☐ ☐ ☐ 1A 1B 1C 1D 1E 1F 2A 2B 2C 2D 3A 4A 5A
As part of Balanced Literacy Cohort, teachers have been trained in how to do running records and focus on moving all students reading levels by at least a year, with focus on lowest performing stud	☑ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1A 1B 1C 1D 1E 1F 2A 2B 2C 2D 3A 4A 5A

Other School Accountability/Improvement Plans (optional)

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

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

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

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

The principal and the TSA will oversee the overall implementation of this Strategic Site Plan. We will work in coordination with our Leadership and Curriclum team, our Caring Community Team, our SSC, PTA, PCAD and each PLC to ensure that we providing targeted support for all students that need additional support as well as differentiation to make sure that all our learners are challenged at their learning level. Additionally, we created an "Equity Team" which came about from both feedback from the School Quality Review and from the 7 teachers who went to see Sharroky Hollie give a training for Alameda County Office of Education in the spring of 2012. Since then, we have brought in Sharroky Hollie for several trainings, visited his school in Los Angeles, and hired a consultant, Sonal Ramesh to work with our Equity Team (13 staff members) to deepen our understanding of teaching kids of color and creating a more supportive teaching environment for all students. Example 1: Providing More and extended after school care: We are working with our after school provider and our PTA to provide scholarships to AT, and to have academic, enrichment programs for targeted families that need additional child care and students who need additional educational support. Example 2: We are providing educational opportunities for families and children: Educational evenings - Math night with Lawrence Hall of Science and Bay Area Teacher Training Institute, parent forums (Fostering Mind Growth, Race to Nowhere, Math Around the World; Saturday school for 12 weeks in the spring with students and a family member; Example 3: We provide 60-70 SST's with follow ups, looking at support systems for the whole child and build relationships with families; Example 4: We are focussed on literacy. As part of the Balanced literacy cohort (BALCO), we are identifying every students' lexile level and their A-Z Fontas and Pinnell reading level. Teachers are expected to know each students reading level and to support them to choose "just right" books so that they are not reading books that they cannot comprehend. Additionally, we are educating parents about reading levels and training them to make sure students are not choosing books they can't comprehend. Example 5: Through our Equity Team work, we have developed a simple, five step "Engagement Strategies for all Students" which

breaks things into five steps: Think Time; Think-Pair Share; Volunteer Hand; Involunteerism (call on random students); Chorally statements/sentence frames to close. We have added new work to our equity team this year: teachers observing themselves and focusing on their own practices to support all students to be successful. Example 6: We are building a master schedule to support teachers with a second prep time and an on site STIP sub to plan differentiation and intervention so that students below grade level in reading are supported with a small "guided reading" group three times per week.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Chabot Elementary **Principal:** JONATHAN MAYER

From OUSD Strategic Plan:

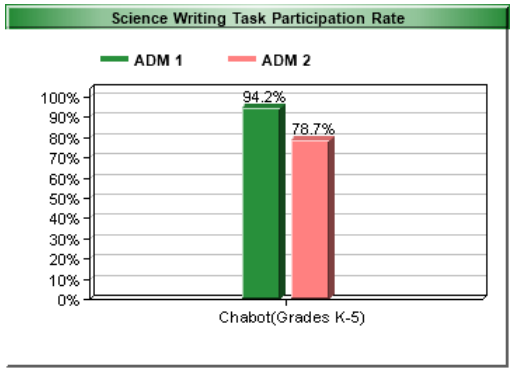
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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) [2011-2012: Sustaining]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [2011-2012: Sustaining]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

Benchmark



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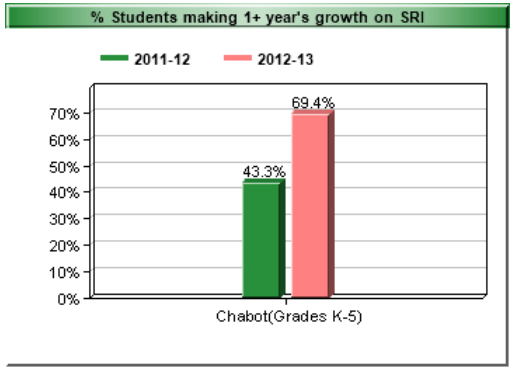
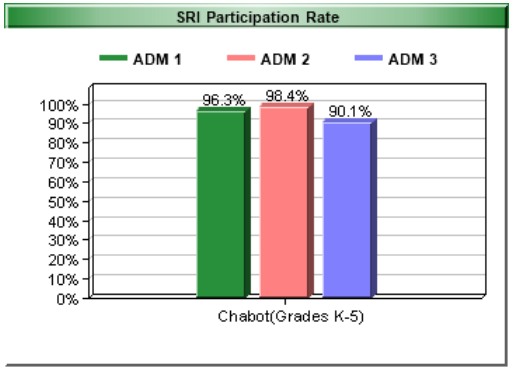




2012-13 Summative Data and 2013-14 Progress Monitoring Data

- Approximately 87.5 percent of our students are proficient or advanced in both ELA.
- Our Dibels scores in First Grade have gone up dramatically, with only 4 percent at risk. All of those students are getting small group tutoring. SRI has improved year over year and the data from the first SRI period to the second SRI testing period has show nearly one full year of growth for four months of school on average, school-wide.

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

- Our challenges include providing support wtih students at risk as well as challenging our students who are at or above grade level with meaningful work. We focus on intervention and using rubrics to challenge students above and beyond.
- We continue to work with teachers to support teachers as the district moves to common core standards. Our current plan is to have teachers participate in district wide ELA "Writer's Workshop" trainings over the summer; purchase literature - non-fi
- Support PLC time to develop ongoing curriculum and rubrics to help facilitate tranistion to the commmon core; This includes some PD time to use high engagement strategies, such as Rally Coach, and ongoing Pair-Shares; Think-Ink =-Pair shares;

Theory of Action

- We noticed that our Proficient and Advanced African American students dropped performance levels at a higher rate than our whtie and Asian students during the 2011-12 school year. Therefore, we have brought in high quality PD on CR teaching strate
- We create an equity team to address discrepency in AfA performance, then provide targeted and sustainable support to address our acheivement gap. We are still early in the process so we haven't been able to identify effectiveness.
- If we bring in Dr. Sharroky Hollie and we continue to use Kagan strategies (High Quality PD!) to support teachers using high engagement strategies, then all of our students will be more engaged, and AA students, in particular, will benefit
- If we continue to have reading intervention before, during and after school, providing additional support to our struggling readers and extend their day, then our student who fall outside the sphere of influence will be more successful.
- If we continue to have strategic Reading RTI for K-2 and cotinue building intervention for upper grades, focussing on small, targeted reading gouprs, then the number of students entering third grade at grade level will increase.

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
Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension	CELDT		Every Marking Period	Principal	5/9/2013	106SQI1A638	Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension	N/A			0	$0.00
Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension					5/9/2013	106SQI1A3748		N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Chabot Elementary **Principal:** JONATHAN MAYER

From OUSD Strategic Plan:

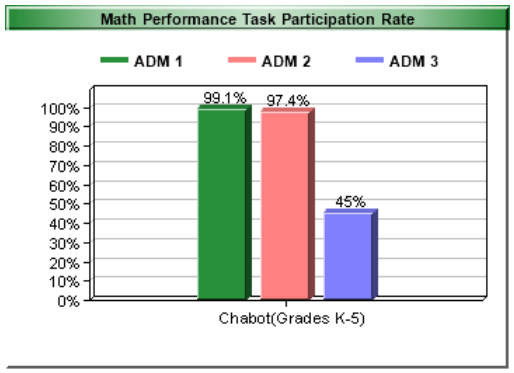
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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) [2011-2012: Sustaining]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [2011-2012: Sustaining]
- 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

- 87 % of stduents are prof. or advanced in math; 94 % are proficient in science.
- Teachers provide100 minutes science weekly the curriculum. Every Class does science twice a week. Once with a science teacher, and once when the classroom teacher follows up the lesson with journal writing, science journals.

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

- After three years of PD teachers are consistently using note-booking and writing in science. We use sentence frames, have teachers front load new science concepts for 10 minutes prior to science teacher coming into room to do the experiments
- Teachers are using the short answer and long answer questions for district assessments; we use Rally Coach as a consistent teaching strategy to have kids think out loud and explain their thinking
- Consequently, conversationis toward core curriculum and the idea of teaching for deeper understanding of key power standards (and covering less standards overall) is getting teachers excited about the shift to common core in math.
- Teachers are reading more non-fiction; they are extending math and literacty connections to science, and their is an overall increase in enthusiasm for science at ours school.
- We have created a science room where all students go once a week to do hands on experiments and where we also model academic conversations to support all teachers using these strategies to help students make meaning of their learning.

Theory of Action

- Because not all classes were doing 100 minutes of science (in 2010), we created a position for a STIP sub to teach Science with the classroom teacher providing additional support.
- If we provide a STIP sub to support science, and the adminstrative team mandates and implements a plan for an additional science weekly, all classes will receive a minimum of 100 minutes of science.
- If we bring in Sharroky Hollie to increase engage. strategies/focus on Achieve gap, and provided targeted math intervention by grade , expand our before/after school program to include math, then more AA students will make progress year over year
- If we have an annual assembly modeling science projects, then there will be an increase in enthusiasm for science and the school wide science fair. We have modified the instruction to include frontloading
- We have now had three district PD's on FOSS and notebooking. If we provide our site with continued notebooking PD from the district and will build upon this, then our teachers will integrate science accross the curriculum.

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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Chabot Elementary **Principal:** JONATHAN MAYER

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) [2011-2012: Sustaining]
- 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

- We have a K orientation as well as an initial K welcoming. The past several years we have had over 80 perecent of families participate in a welcoming summer play date or barbecque prior to first day of school
- About 30-35 percent of our students choose Claremont Middle school. About 20 percent choose Montera, about 15% choose Edna Brewer. About 25 percent of our students go to private middle school.

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

- We are the number one feeder of Claremont Middles school. About 2/3rds of our students choose Oakland Public schools for middel schools. About 25 percent of our students go to private middle school.
- The more families publicly share that they are heading to Claremont, the more support families feel and the more that choose to go to Claremont. Principal has worked with the district to bring in Breakthrough Collaborative program to support
- rising 6th graders with an intesive, academic summer program for summer school and to help middle schoolers with transition to middle school.
- K TRANSITION: We invite all incoming Kindergarteners for our "Kinterviewes"and visit our school and meet with one or two K teachers in May and June to be welcomed and for us to create four balanced classes.
- K Transition: We set up play dates over the summer, have special orientation three days before school where incoming K students and families meet with teacher for two hours to review the year and expectations, etc.

Theory of Action

- Both Kindergarteners and exiting fifth graders need support and feel part of their community to transition to their new schools.

- If we extend K teachers days (extended contract) to do K orientation with families, the we can support families transition to Kindergarten. If we organize play dates over the summer with parent volunteer support through PTA
- Roughly 50% of our 5th Graders transition to Claremont Middle School. If we work with Peralta, Kaiser, Piedmont Ave and Emerson families to bring together fifth grade families to discuss participating in a intensive Summer Program - Breakthrough Co
- We will work with principals at feeder elementary schools to Claremont; Principal will work with Reggie and Ronnie Richardson and make sure to identify 40-50 students to participate in Breakthrough Collaborative
- If we continue to create multiple opportunities to visit the Claremont campus and observe the program and meet with the staff, then more families will choose Claremont.

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
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out	Every Semester	Principal	6/2/2014	106SQI1C7904	We invite all incoming Kindergarteners for our "Kinterviewes"and visit our school and meet with one or two K teachers in May and June to be welcome them and for us to create four balanced classes.	N/A			0	$0.00
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out		Leadership Team	6/2/2014	106SQI1C7905	We set up play dates over the summer, have special orientation three days before school where incoming K students and families meet with teacher for two hours to review the year and expectations, etc.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Chabot Elementary **Principal:** JONATHAN MAYER

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [2011-2012: Sustaining]
- ensures that students know what they're learning, why they're learning it and how it can be applied (Standard 1.7) [2011-2012: Developing]
- 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

- We have 93 percent of students show interest in going to college according to the Healthy Kids survey.
- Almost 100 percent of students surveyed absolutely loved the "Career Day" and are looking forwar to this year's career day.

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

- Students see college as a fundamental route to success in their lives. We know that being at or above grade level in reading is a primary indicator of students who will graduate from college.
- Therefore, we talk with families and students about what it means to be at grade level in reading, what good readers do, and hav a big reada-thon to encourage and create life long readers.

Theory of Action

- College is dependent on students being at or above grade level, especially with reading comprehension in the lower grades.
- If we hold all students to a high level of accountability and provide structured intervention and support, then students are more likely to go to sixth grade at or above grade level and be in a solid position to one day go to college if they choose.
- If we hold a career day each spring and bring in over 25 professionals who discuss their careers then students will better understand some of the career options they will have when they grow up.
- If we bring together families of our lowest readers and create an incentive program called "Dryer's Flyers" with small reading groups, than our struggling readers will begin completing books on a regular basis.
- If we educate families about earned income, reading levels, success in college and create a summer reading program with strong incentives, then we can prevent "Summer Setback" for many of our most at risk 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: High School Cohort Graduation	Increase the cohort graduation rate by 2% annually	
School Scorecard: High School Cohort Dropout	Decrease the cohort dropout rate by 3% annually	
School Scorecard: High School A-G Completion	Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for African American Students	Increase the percent of 11th grade African American students who pass both ELA & Math by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for Latino Students	Increase the percent of 11th grade Latino students who pass both Math & ELA by 10 percent annually	
School Scorecard: High School Advanced Placement Course Completion	Increase the percent of 10th, 11th, & 12th grade students completing AP courses by 20% annually	
School Scorecard: High School Advanced Placement Test Scoring	Increase the percent of AP test takers earning a score of 3 or better by 20% annually	
School Scorecard: High School PSAT Participation Rate	Increase the percent of all 11th graders taking the PSAT to 100% annually	
School Scorecard: MS & HS College-Career Plans	Ensure 100% of 6th & 9th graders have developed a college-career readiness plan by the end of the 1st semester	

Strategic Priority Improvement Strategies

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Chabot Elementary **Principal:** JONATHAN MAYER

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) [2011-2012: Refining]

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

- We have about 2 percent of our students at FBB or BB and another 10 percent at Basic. 4-5% of AA students are BB/FBB; 1% white are BB/FBB
- Roughly 12-16 percent of students per class - 2-5 students are either BB or more often fall in low basic and need additional support to master the next grade level standards.

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

- Each teacher and PLC looks at ways to support every child who is not at proficient leves; we have been able to provide targeted intervention to about 60 students;
- Several of our students who are struggling were not at Chabot or in Oakland during first grade and did not get a quality core phonics reading program.
- Many students transferred from other schools in second, third and fourth grade are significantly below grade level when they arrived. We immediately have provided intervention and are seeing huge growth in fluency levels as well as comprehension.
- About 75 % of our students who are below grade level also need additional support with day care and homework after school. We continue to provide both a homework club and after school adademic support in computer lab
- Our new Bal Literacy program supports us to target all students, especially those reading below gr. level to read books that are at their instructional level. We have seen tremendous growth of students who are reading below level

Theory of Action

- If we hold a Saturday School with 18-20 students/families identified by teachers/assessments we provide parent education and have students work in small targeted groups, then we will see an average growth of one quintile in math for these students.
- If we continue to use our iReady computer program (Curriculum Associates) to provide targeted ELA and Math intervetion in our computer lab, (Before school 7:45/8:30; after school 2:50-4:00, then we will see sig. growth in our at risk student
- For sutdents who fall outside sphere of success: PLC's identify and target additional support for students who do not master Power Standards. We have a Focal 12-15 students at each grade level who we work to support to master standards.

- FOR GATE STUDENTS: If we provide differentiation, clear rubrics with options for different learning styles and tasks, more challenging activites and differentiated tasks, as well a PD around Gate, then we will support all our GATE learners
- If we hold 60-70 IEP's and follow up IEP's with students who we are concerned about, then we prevent many students from slipping through the cracks and falling below grade level. We will also support the emotional health of our student body.

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
Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension	CELDT		Every Marking Period	Principal	5/9/2013	106SQI1E638	Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension	N/A			0	$0.00
Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension					5/9/2013	106SQI1E3748		N/A			0	$0.00
Supporting GATE students	State tests	High Performing/GATE	Weekly	Leadership Team	6/2/2014	106SQI1E7906	we will provide differentiation, clear rubrics with options for different learning styles and tasks, more challenging	N/A			0	$0.00

							activites and differentiated tasks,					
Supporting GATE students	Grades/GPA	High Performing/GATE	Monthly	Leadership Team	6/2/2014	106SQI1E7909	We will provide PD for teachers around Gate for all teachers, then we will have PLC's discuss their early finisher and GATE activities	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Chabot Elementary **Principal:** JONATHAN MAYER

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) [2011-2012: Refining]

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

- We have approximately 50-80 students who need additional after school care that our current schedule does not provide for; of these, roughly 75 % need additional academic support.
- Of the students who are struggling and below grade level and participate in after school program, less than 40% can sustain silent reading when they finish their homework

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

- We have about 15 percent of our students are at basic or below and can use some additional support beyond the classroom. We try to identify students and families who need additional day care support and academci support.
- WE will invite them to our homework club or to the computer lab to do our "Let's Go Learn" reading support program. We also have an intensive Saturday School program for 8 weeks where students learn with their parents - math and ELA
- We have simplified homework to include reading books at students instructional level, 4-7 nights a week, or to have families read with student if the book is above grade level.

Theory of Action

- We use our computer lab, with 31 computers to provide before school tutoring with a targeted reading program called IReady by Curriculum Associates. Take roll, use emergency cards, and have an organized system for pick up.
- We use computer lab and the libary to provide 40-45 students with after school tutoring, and 15 with before school support and homework support, as well as additional day care.
- We have many families who cannot afford our after school program (Adventure Time) but need both day care and have children who need additional academic support. We hire teachers and our Recess coach to staff the library and create the necessary
- support so students can complete homework. We extend the school day before and after school and use our library and computer lab, then we can provide a high quality extended day learning experience for 60 additional students.
- If we continue with our own "After School Intervention/Learning for All" program to support students who are academically at risk and extend their day with IReady and math support, then we will continue to close the acheivement gap.

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

Strategic Priority A. School Safety Plan

School: Chabot Elementary **Principal:** JONATHAN MAYER

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) [2011-2012: Refining]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2011-2012: Refining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [2011-2012: Refining]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [2011-2012: Sustaining]

School Safety Plan Goals

Goal I: Goal has been met, and we will continue the same program with contractor and junior coaches program.

- Strategy 1.1: Train 30 students in Junior Coaching model to rotate on lunch recess duty.
- Strategy 1.2: Implement Caring School Community class meetings and buddy classes

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

- Strategy 2.1: Implement Caring School Community, class meetings and buddy classes for reading.
- Strategy 2.2: Have regular assemblies discussing how to support peers. ''Don't be an ATOR''--instigator, spectator etc.

Strategic Priority Improvement Strategies

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

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

School: Chabot Elementary **Principal:** JONATHAN MAYER

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) [2011-2012: Refining]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2011-2012: Refining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [2011-2012: Refining]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [2011-2012: Sustaining]

School Safety Plan Goals

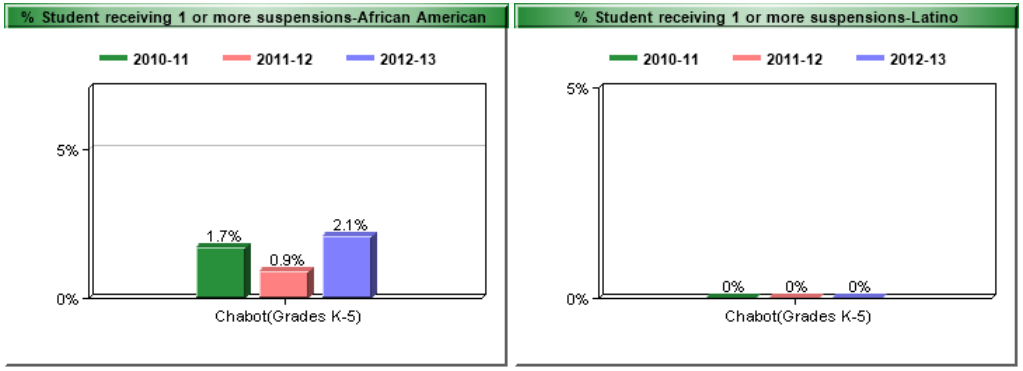
Goal I: Goal has been met, and we will continue the same program with contractor and junior coaches program.

- Strategy 1.1: Train 30 students in Junior Coaching model to rotate on lunch recess duty.
- Strategy 1.2: Implement Caring School Community class meetings and buddy classes

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

- Strategy 2.1: Implement Caring School Community, class meetings and buddy classes for reading.
- Strategy 2.2: Have regular assemblies discussing how to support peers. ''Don't be an ATOR''--instigator, spectator etc.

Suspensions



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

- We have 11 assemblies teaching how to be an ally, friend, and to support climate at school; we teach all 570 students lessons about family diversity using Welcoming Schools curriculum. 30 famiies in PCAD; 20 in Chabot Q
- 50 students do safety patrol; 30 do student council; 60 percent of our students feel safe at school all the time. Only 52 percent feel that they have an adult they can talk to on site. We need to look at this.

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

- We have a Junior Coaches Program, Student Council, Good Cents program, and Safety Patrol to help build leadership and support all students at recess, lunch and in the classroom.
- Our students are craving leadership opportunities: Student council this year expanded to 4 committees - leadership, spirit, fundraising and an executive committee to raise money, increase spirit and after shool activities, etc.
- Our Safetly patrol just expanded to include third graders after spring break and over 20 third graders have joined the more than 25 fourth and fifth graders on safety patrol.

Theory of Action

- If we continue to work with newer teachers and veterans to keep engagement startegies high, using Kagan best practices and through Peer Observation, then teachers will use high engagement strategies more often.
- We brought in Sharoky Hollie - to ensure we are engaging all our cultures in August and again in October. We also developed our Equity Team - looking at our own issues on race and developing teaching strategies to increase engagement.
- If we hold Monthly assemblies to discuss being an ally, overall reducing teasing and bullying, and being a good person, citizen and friend, and we have multiple leadership opportunies, we will continue to have very few incidences of bullying.
- Multi-cult pot luck, AA Read-in, Kwanzaa celebration, PCAD welcoming bbq, work with Our Family Coalition and work with PCAD , to increase the number of families/ students feel safe. Make pers calls to invite fams to an Equity Night discussion
- If we focus our PD time on engagement strategies, think-ink-pair shair, seating arrangements, Kagan and Sh. Hollie best practices, then a higher percentage of all students will be enaged all day long.

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
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out	Every Semester	Principal	6/2/2014	106SQI2B7904	We invite all incoming Kindergarteners for our "Kinterviewes"and visit our school and meet with one or two K teachers in May and June to be welcome them and for us to create four balanced classes.	N/A			0	$0.00
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out		Leadership Team	6/2/2014	106SQI2B7905	We set up play dates over the summer, have special orientation three days before school where incoming K students and families meet with teacher for two hours to review the year and expectations, etc.	N/A			0	$0.00
Supporting GATE students	State tests	High Performing/GATE	Weekly	Leadership Team	6/2/2014	106SQI2B7906	we will provide differentiation, clear rubrics with options for different learning styles and tasks, more challenging activites and	N/A			0	$0.00

							differentiated tasks,					
Supporting GATE students	Grades/GPA	High Performing/GATE	Monthly	Leadership Team	6/2/2014	106SQI2B7909	We will provide PD for teachers around Gate for all teachers, then we will have PLC's discuss their early finisher and GATE activities	N/A			0	$0.00
Sharrocky Hollie, Culturally Relevant Pedagogy					4/18/2012	106SQI2B3747		N/A			0	$0.00

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

Strategic Priority C. Health & Wellness

School: Chabot Elementary **Principal:** JONATHAN MAYER

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) [2011-2012: Refining]

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

- We have less students than district average doing excercise at expected levels (42 % vs. 45%); only 9 % qualify for free lunch and only 13 Percent are eating our lunches. About 25 Percent of students eat less than 1/2 their lunch.
- 7% of students participate in social groups with School Pschy. 15% have had SST's; our school has 53% of fifth graders meeting health standards vs. 50% for district

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

- 80 percent of students are active at recess, playing ball-in, two square, four square, cooperative games on the big court, playing on the grass mound, and play structure.
- Over 50 students particpate in the junior coaches program from grades 3, 4 and 5 and help facilitate games at recess so that students continue playing all recess long.
- Students do 100 minutes weekly of PE. Our students participate in PE weekly with credentialed teacher; fifth graders run a mile 1-2 times weekly, in addition, for the year; k-4 participate in 30-50 additional organized minutes of excercises.
- We are now in our second year of having a salad bar. All students eating our hot lunch put three different color vegetables and fruits on their plates each day.
- In 2013-2014 we have added a farmer's market on Wednesdays from 1:30-5:00 that sells farm fresh produce. It is very popular and we sell out of produce each week.

Theory of Action

- If we have a PE teacher on site who provides pe weekly and we also lead whole grade level excercies 3-5 times weekly, then students will play more at school and learn more sports and games and want to excercise and play more.
- If we have a school psychologist who runs social skills groups and an Marriage and Family Therapy intern who will provide individual counseling, then more students will receive the social services they need.
- If we have a TSA who can case manage families and students in teh SST process and make referrals to community services and resources, then students will be better able to succeed in school.
- If we have a school nurse on site 3 days/wk, then students will feel safer and get better health service. If we work with

families to have a salad bar three times a week, more students will be invested in finishing their lunch.

- If we provide puberty education for our fifth graders will a highly qualified health professional, then our fifth graders will be better prepared for middle school, understanding issues around puberty and health and cleanliness.

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
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out	Every Semester	Principal	6/2/2014	106SQI2C7904	We invite all incoming Kindergarteners for our "Kinterviewes"and visit our school and meet with one or two K teachers in May and June to be welcome them and for us to create four balanced classes.	N/A			0	$0.00
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out		Leadership Team	6/2/2014	106SQI2C7905	We set up play dates over the summer, have special orientation three days before school where incoming K students and families meet with teacher for two hours to review the year and expectations, etc.	N/A			0	$0.00
Supporting GATE students	State tests	High Performing/GATE	Weekly	Leadership Team	6/2/2014	106SQI2C7906	we will provide differentiation, clear rubrics with options for different learning styles and tasks, more challenging activites and differentiated tasks,	N/A			0	$0.00

Supporting GATE students	Grades/GPA	High Performing/GATE	Monthly	Leadership Team	6/2/2014	106SQI2C7909	We will provide PD for teachers around Gate for all teachers, then we will have PLC's discuss their early finisher and GATE activities	N/A			0	$0.00

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Chabot Elementary **Principal:** JONATHAN MAYER

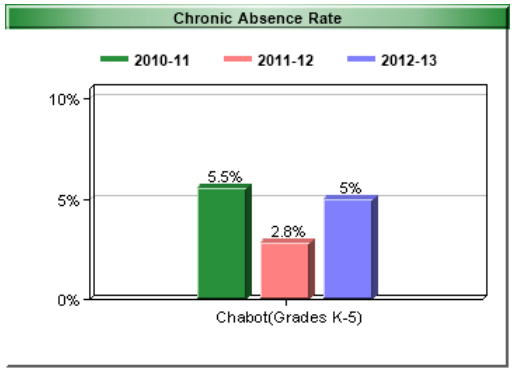
From OUSD Strategic Plan:

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) [2011-2012: Refining]
- 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 and 2013-14 Progress Monitoring Data

- We had reduced chronic absence from five percent to three percent, and then last year we had an influx of new families that had some attendance issues. We held SST"s, SART's and built relationships with families and this year we are seeing a reduction in Chronic absenses this time
- We have seen a decrease in chronic absences the past 12 months.

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

- The majority of the families who are late by more than 30 minutes, have more than one child, come from outside the

neighborhood, and have a child in K or first grade

- We have had numerous SST's for each of these families and SART's for these families as necessary.
- The SARB process works and gets a family's attention - at least for a while and we do see long term marked improvement, the SART process (at our site) only works with about 40-50 percent of families.

Theory of Action

- We hold SST's for all students who have attendence issues and we also do follow up SST's with these families and make personal contact by teacher and principal to encourage families to be on time.
- If we hold official SART meetings often as part of SST's to support families in crisis and we also the multitude of strategies mentioned above, then we will have an increase of students attending school on time.
- If we use a multitude of strategies to support and communicate to families the importance of being on time, then chronic attendance will go down.
- If we also use Initial SST's as a SART meeting, then we can work with families and educate them about the importance of being on time.
-

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
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out	Every Semester	Principal	6/2/2014	106SQI2D7904	We invite all incoming Kindergarteners for our "Kinterviewes"and visit our school and meet with one or two K teachers in May and June to be welcome them and for us to create four balanced classes.	N/A			0	$0.00
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out		Leadership Team	6/2/2014	106SQI2D7905	We set up play dates over the summer, have special orientation three days before school where incoming K	N/A			0	$0.00

							students and families meet with teacher for two hours to review the year and expectations, etc.					

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Chabot Elementary **Principal:** JONATHAN MAYER

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) [2011-2012: Sustaining]
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning (Standard 3.2) [2011-2012: Sustaining]
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice (Standard 3.4) [2011-2012: Sustaining]

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

- About 80% of teachers feel we have time to collaborate, numbers are increasing as to whole grade levels that see collaboration time is fundamental.
- We have 6 teachers enrolled in BTSA and meet weekly with master teacher; Principal meets with new teachers monthly with specific PD; Principal and TSA hold trainings on engagement strategies. Great opportunity for PD with Sonol and Equity Team - looking at more inclusive engagement strategies.

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

- Their is a slight disconnect between some teacahers about PLC time and PD supporting their ability to help kids. We need more specific PD, and we need to support PLC time so it is used and seen as PD - not sure if always possible.
- Teachers wanted ongoing specific PD related to their own interest and their grade level needs; teachers love quality PD, such as Sharroky Hollie or specific strategies/best practices.
- PD Staff meetings weekly for approximately 75 minutes; we sent 7 staff members to Sharroki Hollie; both principal and TSA are attending the coaching training with Laura Lipton.
- teachers need a balance between PLC time, with specific goals but not too much paperwork; they need faciliation and accountability with specfic next steps

Theory of Action

- If we have a retreat with leadership this summer and reveiw all the strengths and weeknesses found in the School Quality Review report, and we if we look at past practices and prioritize, then we will support teachers to implement best practices

- If we have 100 minutes every week for PD PLC time weekly and provide training in running effective PLC's, PLC will be able to work collaboratively, identify key power standards, and which students need addition support to meet all students needs
- If we use strong teachers and our TSA as BTSA coaches, and the Principal focusses on student engagement and behavior management systems for new teachers, then new teachers will have the support to get 90% engagement and retain 90% of staff
- If we bring in Sharroky Hollie and continue to focus on Kagan strategies and have teachers model and give PD around engagement, then all teachers will be supported and invested in increasing engagement for all learners.
- If we continue to provide mini-PD's on best practices including the priorities outlined by our equity team and traner - five step engagement process; use pair-share and academic conversations to reduce ratio of teacher talk/student talk

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
Supporting GATE students	State tests	High Performing/GATE	Weekly	Leadership Team	6/2/2014	106SQI3A7906	we will provide differentiation, clear rubrics with options for different learning styles and tasks, more challenging activites and differentiated tasks,	N/A			0	$0.00
Supporting GATE students	Grades/GPA	High Performing/GATE	Monthly	Leadership Team	6/2/2014	106SQI3A7909	We will provide PD for teachers around Gate for all teachers, then we will have PLC's discuss their early finisher and GATE activities	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Chabot Elementary **Principal:** JONATHAN MAYER

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) [2011-2012: Sustaining]
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well (Standard 4.6) [2011-2012: Sustaining]
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7)

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

- We have over 500 members of PTA; 200 people came to Race to Nowhere movie; 30 members of PCAD; 20 members of Chabot Q; 93 % of families attended a Parent Teacher conference; all teachers have weekly or monthly newsletter and a room parent
- We have had 200 people attended game night; 120 the sphagetti night; 125 pancake breakfast; 220 Lawrence Hall "Build It"; 25 parents attended Fostering Mind Growth; 20 families Saturday school; 400 our on our Bobcat Blast; 130 parents volunteer

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

- We have numerous opportunities for parents to get involved, receive education around issues, participate in school activites.
- Our after school homework club allows for check in with families whose students often fall outside the sphere of success. And yet, we still have a significant issues will supporting our families who come from outstide the neighborhood
- to feel welcome and included in all that we do. So we will be continuing to reach out to all families, through PCAD, through multi-cultural pot lucks, through school dances, pancake and sphagetti feeds and through education nights.
- This has been an ongoing issue for 6 years - It is very challenging to support everyone to feel welcome and to break the feeling of "clicks" that may or may not exist at our site. the first step is to acknowedge that not all feel welcomed
- and then to create as many opportuniteis outside of school - such as our Fall carnival, spring auction and education nights, and then in school through use of Cult. Resp. teaching strategies

Theory of Action

- We work with our PTA to include art, music, library and technology in to the curriculum.
- PTA, SSC and PCAD co-sponsor educational evenings. Wework with site leadership to identify topics for parent ed nights: Lawrence Hall, Race to Nowhere; Fostering Mind Growth, Homework support, positive parenting
- If we have a series of Parent Education evenings - targeting math and language arts, and parenting, then parents will feel more

connected, safe and supported by the school as shown by Healthy Kids survey.

- If we work with teachers and parents to encourage volunteerism both inside and outside the classroom, then we can use centers, 1-1 tutoring support, math stars, to better differentiate instruction and to engage both parents and students.
- Have an Equity Night to look at issues around race. Open form, discuss strenghts and areas for growth - as noted in SQR. Personal calls to increase turnout to equity night.

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

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Chabot Elementary **Principal:** JONATHAN MAYER

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) [2011-2012: Developing]
- guides and supports the development of quality instruction across the school (Standard 5.6) [2011-2012: Refining]
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability (Standard 5.9) [2011-2012: Refining]
- 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) [2011-2012: Refining]

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

- We use all the site monies possible. the data shows us using 100 percent of site monies and we do use 100 of ELL monie this year, though data shows differently. Including use of PTA funds, site uses 5% more than the total provided by district;
- We have an extremely high sub fill rate - 99%+; we hold SST's for 95%+ of students who are at risk of retention and more than 90% of students who show learning gaps

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

- We only have about $5,000 each year and use it to pay to hire a STIP sub to front load the ELL learners.
- Principal checks IFAS weekly, and works closely with Financial Analyst.
- Principal works closely with PTA and makes sure they understand the whole OUSD budget and then help to "Backfill" areas of need based on PTA/SSC/Staff priorities for what will make Chabot a Full Service Community School.

Theory of Action

- If the principal works with HR to hire quality people and Principal works with financial services to use all budget monies, If Principal/TSA plan PD and PLC'sw/leadership, effective meetings. Hold weekly organizational staff meetings with support
- If The Stip Sub on site does pull out/small group intervention with students at risk, identified by teachers then this intervention, used consistently will ensure that more of our K, 1st and 2nd graders will be proficient readers.
- If Principal works closely with faculty council, administrative assistant, PTA, SSC, and leadership to adjust for different communities' needs on an ongoing basis (weekly or monthly), then whole community will feel supported
- If we have happy employees, and strong relationships with people in the district, and highly competent employees, then our operational practices will be sound and we will be able to hire people, spend what is in the budget and support our staff

- If we have a STIP sub on site, and each PLC prioritizes students outside the sphere of success and the power standard that needs to be taught, then we can have a Response to Intervtion that is effective.

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
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out	Every Semester	Principal	6/2/2014	106SQI5A7904	We invite all incoming Kindergarteners for our "Kinterviewes"and visit our school and meet with one or two K teachers in May and June to be welcome them and for us to create four balanced classes.	N/A			0	$0.00
K TRANSITION: To support kindergartners with their transition to elementary school	Attendance	Students Transitioning In/Out		Leadership Team	6/2/2014	106SQI5A7905	We set up play dates over the summer, have special orientation three days before school where incoming K students and families meet with teacher for two hours to review the year and expectations, etc.	N/A			0	$0.00
Supporting GATE students	State tests	High Performing/GATE	Weekly	Leadership Team	6/2/2014	106SQI5A7906	we will provide differentiation, clear rubrics with options for different learning styles and tasks, more	N/A			0	$0.00

							challenging activites and differentiated tasks,					
Supporting GATE students	Grades/GPA	High Performing/GATE	Monthly	Leadership Team	6/2/2014	106SQI5A7909	We will provide PD for teachers around Gate for all teachers, then we will have PLC's discuss their early finisher and GATE activities	N/A			0	$0.00

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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:

Appendices

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

Chabot Elementary School
CDS Code [6001648]
Phone: (510) 654-4884
Fax: (510) 654-4135
6686 Chabot Rd
Oakland, CA 94618

School Year: 2014-2015
Comprehensive School Safety Plan

(Education Code Section 32280-32288)

JONATHAN MAYER
Principal

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

Introduction

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

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APPENDIX

Planning for Special Needs Students

School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1) [2011-2012: Refining]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2011-2012: Refining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [2011-2012: Refining]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [2011-2012: Sustaining]

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:	JONATHAN MAYER - PRINCIPAL ELEMENTARY LARGE
Teacher:	MIRANDA CARROW - TEACHER STRUCTURED ENG IMMERSN
Classified:	MARGARET THORP - ADMINISTRATIVE ASSISTANT III
Parent Representative:	Catherine Mitchell - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal:	JONATHAN MAYER - PRINCIPAL ELEMENTARY LARGE	510-685-6173	510-654-4884	510-685-6173
Assistant Principal:	JESSICA ISRAEL-CANNON - 12 MONTH CLASSROOM TSA	510-282-8968	510-654-4884	510-282-8968
Custodian:	CALVIN DICKING - CUSTODIAN	510-904-7433	510-654-4884	510-904-7433
Secretary/Other:	MARGARET THORP - ADMINISTRATIVE ASSISTANT III	510-685-1755	510-654-4884	510-685-1755

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 I: Goal has been met, and we will continue the same program with contractor and junior coaches program.

- Strategy 1.1: Train 30 students in Junior Coaching model to rotate on lunch recess duty.
- Strategy 1.2: Implement Caring School Community class meetings and buddy classes

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

- Strategy 2.1: Implement Caring School Community, class meetings and buddy classes for reading.
- Strategy 2.2: Have regular assemblies discussing how to support peers. "Don't be an ATOR"-- instigator, spectator etc.

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 Code48900(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 Code48900(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 Code48900)

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 Code626.9 and626.10. (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 Code48900.8, 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. Chabot please come to the Office

Section 4: Fire and Earthquake Drill Schedule

Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/19/2013	9:30 AM	Both
October	10/17/2013	2:30 PM	Both
November	11/14/2013	10:15 AM	Both
December	12/19/2013	1:45 PM	Both
January	1/16/2014	8:55 AM	Both
February	2/20/2014	2:00 PM	Both
March	3/13/2014	9:55 AM	Both
April	4/24/2014	2:15 PM	Both
May	5/15/2014	11:05 AM	Both
June	6/5/2014	1:45 PM	Both

Lockdown Drill Schedule

	Date	Time
Fall	9/3/2013	8:50 AM
Spring	5/20/2014	12:00 AM

Emergency Evacuation: Principal's checklist

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

Activate key personnel to:

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

Emergency Evacuation: Employees checklist

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

Emergency Evacuation: Teachers checklist

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

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

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

Emergency Student Release Procedures

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.

2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.

3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).

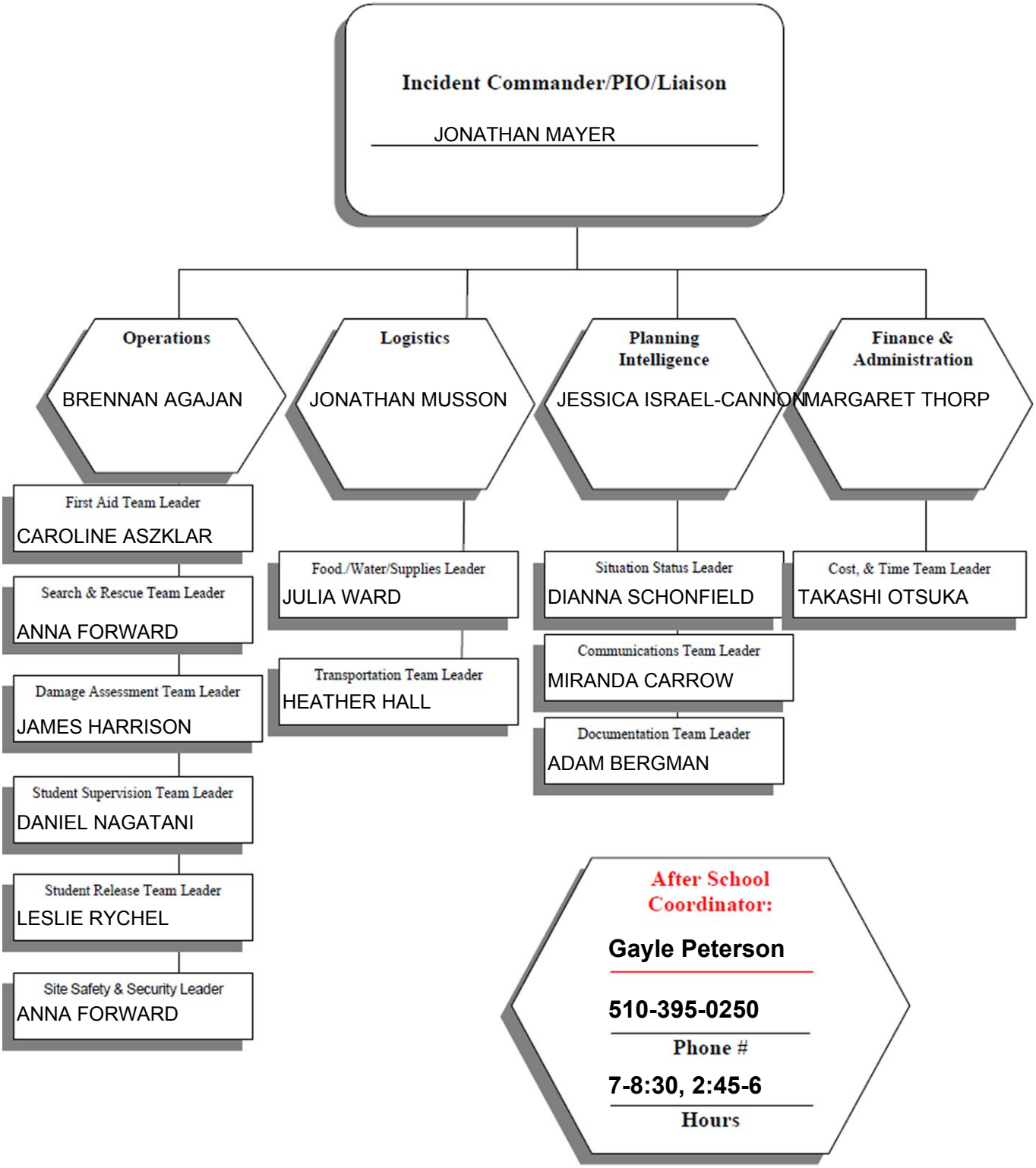
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.

5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.

6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whole the student is being released and address or destination.

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

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number. 4768

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

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

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

We will have about 12-15 students who are on the Autism spectrum. There will be two students in each grade, in one class.

Special Needs Population In Detail.

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

Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	15
Hard of Hearing	HH	1
Deaf	DEA	0
Speech & Language Impairement	SLI	0
Visually Impaired	VI	0
Emotionally Disturbed	ED	0
Orthopedically Impaired	OI	0
Other Health Impaired	OHI	0
Specific Learning Disability	SLD	0
Deaf / Blind	DB	0
Multipally Disabled	MD	0
Traumatic Brain Injury	TBI	0
Est Medical Disability	EMD	0

Determine proper signage and equipment.

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

We have maps located a the front desk. We have ramps into and out of the main builing and the library. Additionally, we have an elevator in building D, so all students can acess all classroooms. Each class with an ASIP student has an Aide to help stude

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name: Zoe Sherman	Title: ASIP Coordinator
Name: Natalie Weinberger	Title: ASIP Aide
Name: Diana So	Title: ASIPAide

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.

Each class has their own spot on the upper or lower yard to evacuate to.

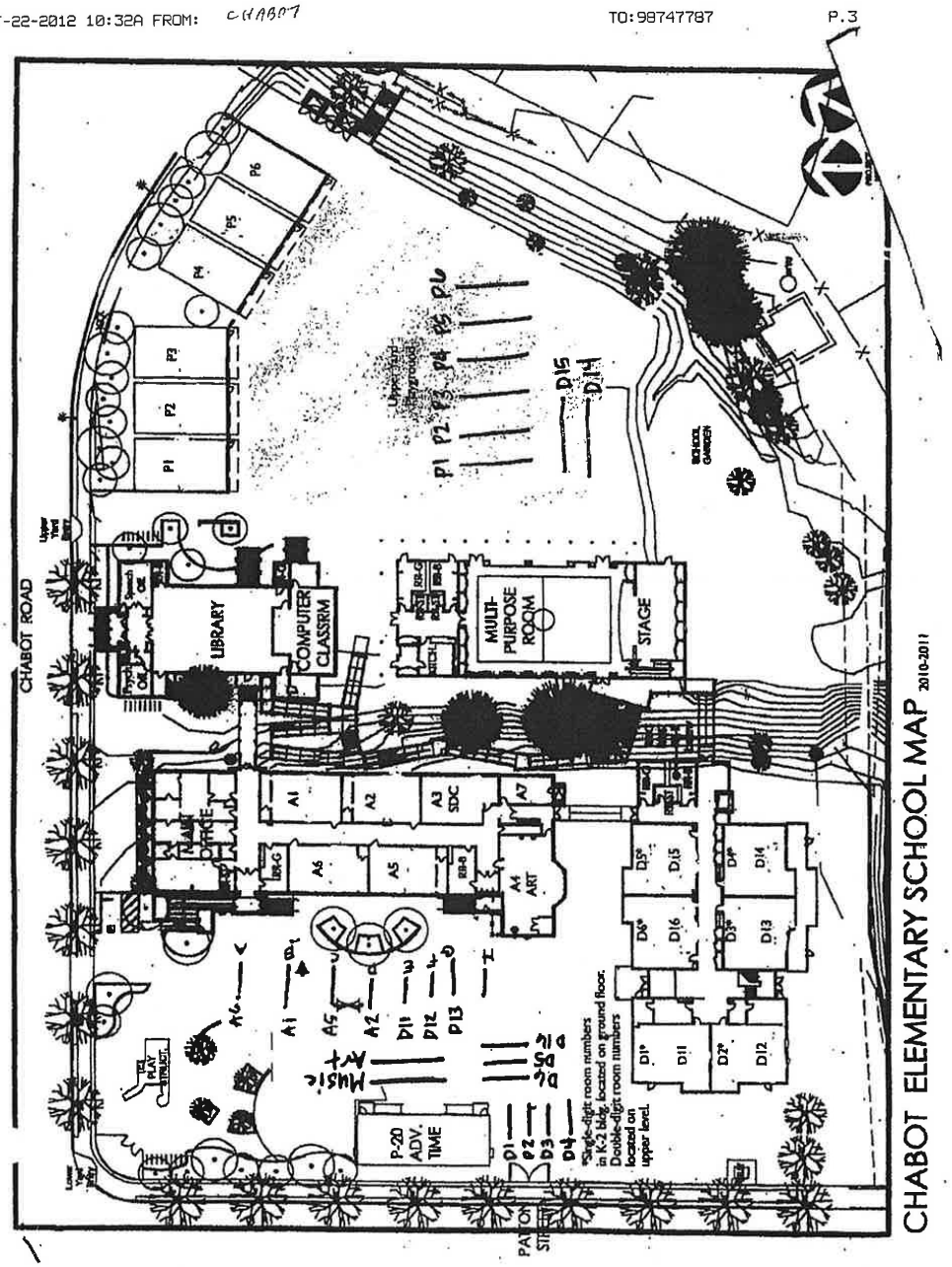
○ Upload Copy of Map ◉ Use Last Years Map

Evacuation Map

Each class has their own spot on the upper or lower yard to evacuate to.

OCT-22-2012 10:32A FROM: CHABOT TO:98747787 P.3

FIRE DRILL



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: Chabot Park (near school site)

Establish a memorandum of agreement with the evacuation site.
Name of person or organization memorandum was established with:

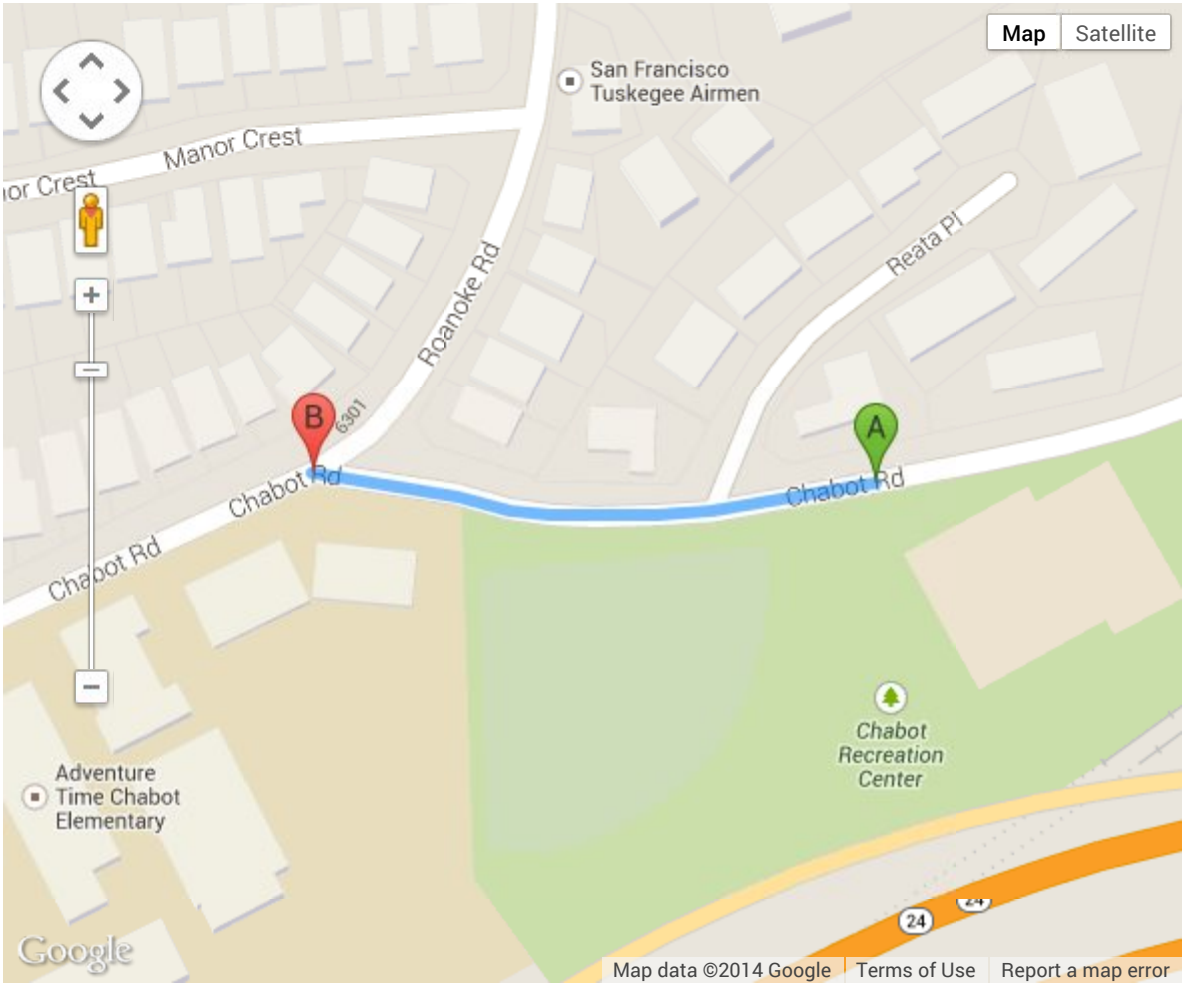
City of Oakland

C. 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: 6686 Chabot Rd , Oakland, CA

B. Evacuation Street Address: chabot rd and roanoke rd , Oakland, CA

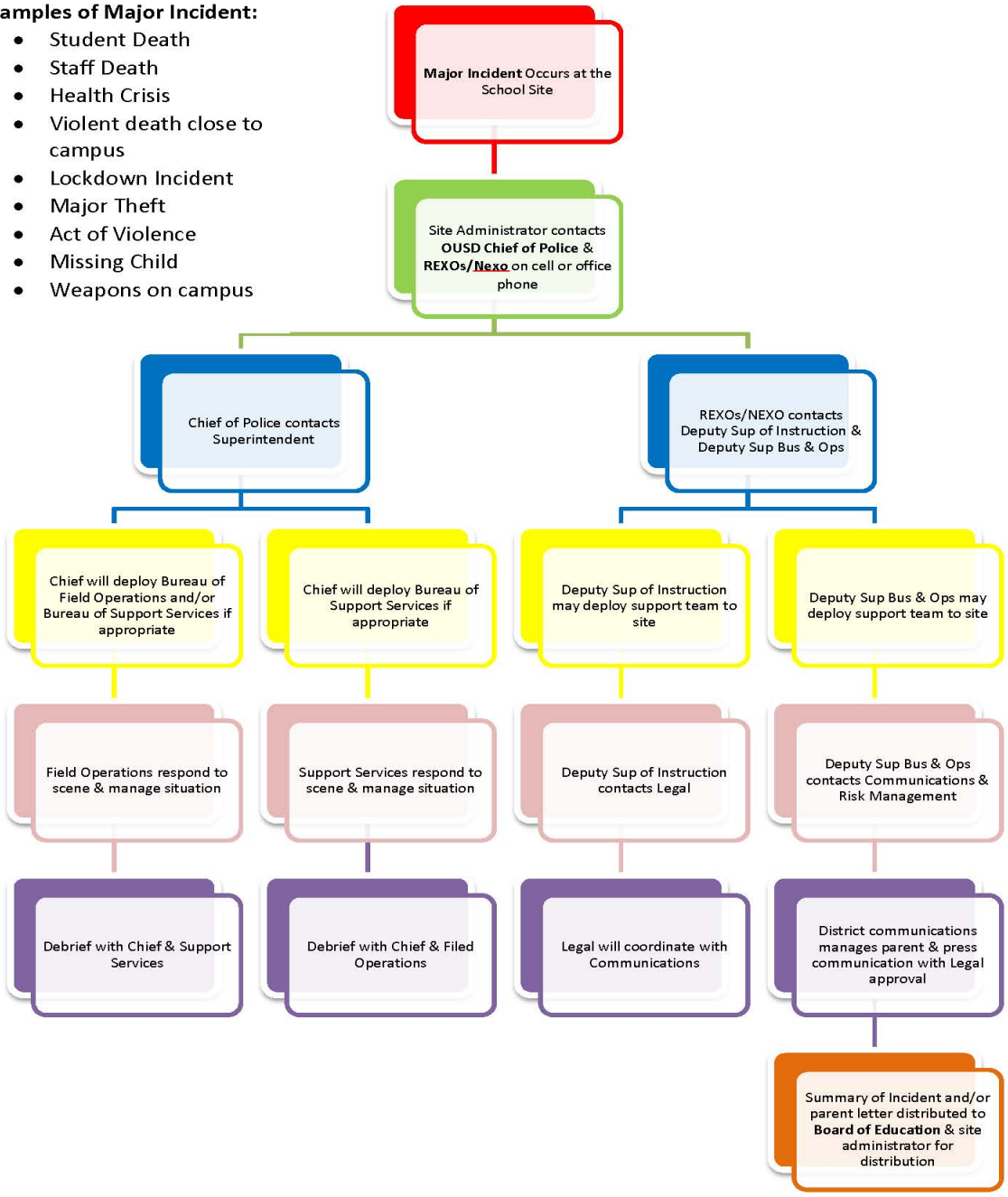


Section 7: OUSD Emergency Response and Notification Protocol

Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

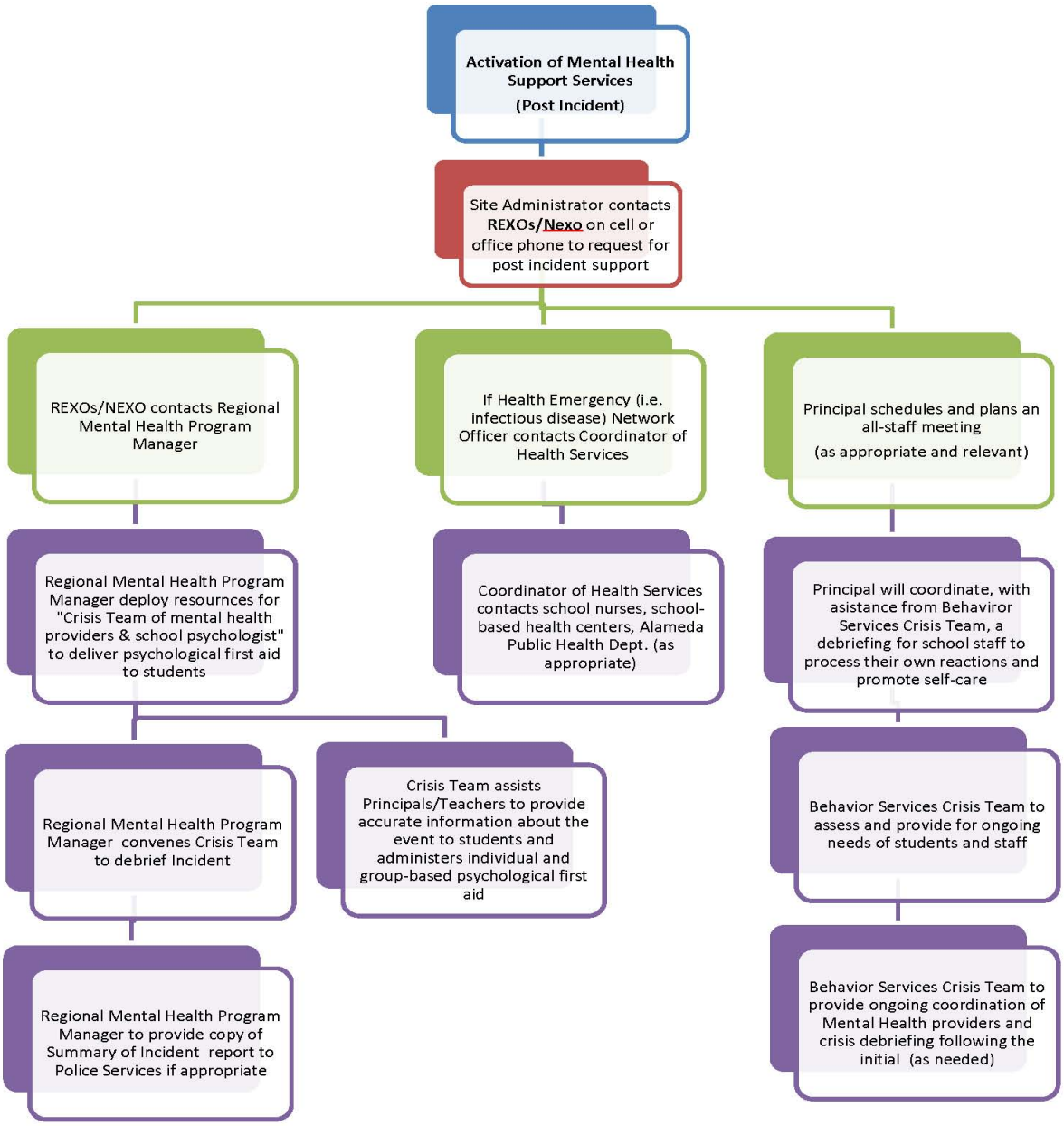
Examples of Major Incident:

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



Last edited by Oakland School Police Department, July 2013

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



Last edited by Oakland School Police Department, July 2013

Section 8: Afterschool Program

AFTER SCHOOL PROGRAM

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

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

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

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

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form

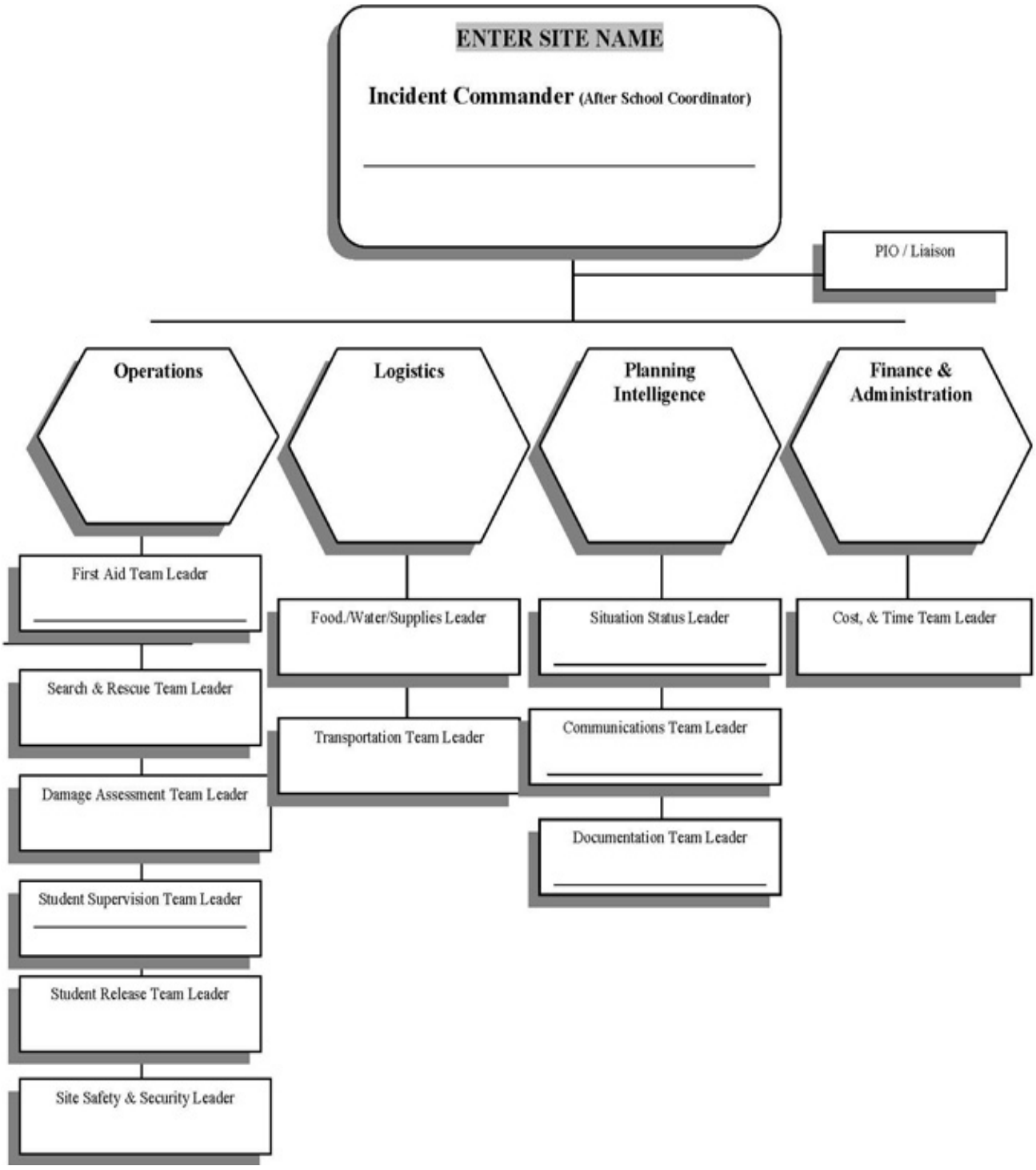
Month _____

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

After School Coordinator Signature:_____ Date:_____

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

AFTER SCHOOL PROGRAM



School Safety Plan

APPENDIX: Safety for Special Needs Populations

Safety for Special Needs Populations

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American with Disabilities Act

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

Roles and Responsibilities

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

Planning

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

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

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

Notification

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

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.

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.

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

Action Step:

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

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

Action Step:

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

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

Action Step:

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

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.

Prepare For What Will Happen

Earthquake

1. Not only do breakable things break, the broken pieces and other objects fly off walls and shelves. So, during the shaking move away from windows, mirrors, shelves, and bookcases. Watch out for pictures flying off walls, and loose objects from the top of file cabinets. Cabinet doors may open and stored items spill out; bookcases may topple over if not anchored to a wall or the floor.

2. Large, heavy furniture gets moved. This means file cabinets, desks, televisions, couches, beds and other items you may not be able to move by yourself will shift position by a foot or more. Out-of-position furniture may actually block the pathway out of your office or residence.

3. Many offices have acoustical tile ceilings, and a major quake may shake some out of the ceiling. Fortunately, tiles are not very heavy when they fall. But usually a lot of dust has accumulated above the tiles and this dust will come down as well.

4. Telephone service may be interrupted.

5. Electricity may be lost. This means no lights, air conditioning, electric heating, and elevators. Refrigerators and electric stoves will not work and you may have no hot water. Also, because of lost water pressure toilets may not flush. Without electricity you cannot run mechanical breathing aids; you will not be able to recharge a power wheelchair. Only battery operated clocks, radios, televisions, and other appliances will help you. AT WORK AND AT HOME -KEEP A FLASHLIGHT, BATTERY OPERATED RADIO AND FRESH BATTERIES HANDY.

6. A fire is much more possible than under normal conditions. In or near any building or residence, there may be a ruptured gas line, torn electrical wiring, or spilled flammable fluids. AT HOME, HAVE A FIRE EXTINGUISHER HANDY. AT WORK, KNOW WHERE THE NEAREST TWO EXTINGUISHERS ARE LOCATED. KNOW HOW TO DIRECT SOMEONE TO TURN OFF YOUR GAS IF YOU CANNOT DO SO YOURSELF.

7. Don't expect help from fire and police personnel for at least 72 hours: they will be busy with the most crucial situations. Some emergency shelters are up and running within hours of a major disaster; others take two or three days to become operational. BE MENTALLY PREPARED TO RELY ON YOUR OWN RESOURCES AND THE HELP OF NEIGHBORS AND WORK COLLEAGUES DURING THE FIRST 72 HOURS AFTER A MAJOR EARTHQUAKE.

8. It can take up to three days for emergency water to get to your area. Every person should store at least 3 gallons, and more for those people who need extra water. And still more if you have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)

9. In the days following a major quake, many people find themselves easily distracted, strangely absent-minded, and occasionally losing track of keys, phone numbers, and other things. If you experience this, dont worry greatly; it is a normal reaction to the stress of a being in a major disaster.

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

Before a Disaster

1. Evacuation plans must provide for problems involved in students with mobility, visual and hearing impairments. Special evacuation transportation provisions may be necessary - both from the school building to the assembly area(s) and away from the school area. And plans must also address assistance that will be provided to mentally retarded students during and after the earthquake.

2. Special needs students should have a back-up supply of vital medication, equipment or supplies with them, at school or enroute. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.

3. Parents or guardians of these students should be consulted concerning care considerations if the student is isolated at school for both a short term or long term basis.

4. These students should have in their possession an individual emergency card describing their special needs. The cards should list information such as; disability, medications and their application frequencies, mobility constraints, attendant needs allergies, primary physician, etc.

5. Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered.

6. Special Needs Teachers and Aids should be kept with their students.

7. Allow for individual self sufficiency of these students as much as possible by getting them involved in preparedness and response activities. Include in response planning obvious ways in which special needs students can assist others in response to disastrous conditions -include them in your drill. As an example, in the dark (due to power loss and no outside light), sighted people could depend on the blind students to navigate through debris laden evacuation routes. Blind people are experienced at being placed in new, unfamiliar environments and finding their way.

8. Also communicate preparedness and response information and instructions (according to need) to these students with braille, audio cassette, visual aids, large print, etc. Don't let them out of the process.

9. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired and deaf students would be best alerted by flashing light alarms.

10. Emergency back-up lighting systems, especially in stairwells and other dark areas would benefit those students with limited visual acuity.

11. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety.

12. Hearing impaired students should practice some basic hand signals with the teachers and other students for emergency communication.

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.

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.

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

Manual (non-motorized) Wheelchairs

1. Manual chairs weigh between 20 and 60 pounds. Two people are required to lift a manual wheelchair when occupied by the user.

2. Generally, the best way to lift the chair and user together is to position one helper behind the chair and the other helper in front. The helper behind the wheelchair tips it backwards to a balance angle that is tolerable to the user. The other helper grasps the front of the wheelchair and guides its movement. The two helpers lower or raise the wheelchair one step at a time, making sure both rear tires hit step edges evenly.

Motorized Wheelchairs

1. Motorized wheelchairs can weigh up to 100 pounds (un-occupied), and may be longer and heavier to push than manual wheelchairs. Some motorized chairs have additional electrical equipment such as a respirator or a communications device.

2. Lifting a motorized chair and user up or down stairs requires two to four helpers. Before lifting, discuss with the user if some heavy parts of the chair can be detached temporarily, how to position the helpers, where they should grab hold, and at what if any angle to tip the chair backward. Turn the chair's power off before lifting the chair.

3. If the chair's power drive is temporarily detached, the chair becomes "free wheeling". Helpers must realize they are entirely responsible for the safety of the user since the user of a motorized wheelchair generally lacks the arm function to control the chair's movement.

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

School Site Name/Site Number: CHABOT ELEMENTARY

☐ Title 1 School Wide Program ☐ SIG

☐ Title 1 Targeted Assistance Program ☐ QEIA

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the CSSSP requiring board approval.
3. The school plan and safety plan is based upon a thorough analysis of student academic and safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, social emotional goals and to meet all safety planning procedures and improve student achievement.
4. The School Site Council reviewed the content requirements of the CSSSP and Site Safety Plan and assures all requirements have been met, including those found in district governing board policies and in the local education agency plan (LEAP).
5. The safety plan was communicated to the public, per Education Code section 35294.2 (e): "*...an updated file of all safety related plans and materials shall be readily available for inspection by the public.*"
6. Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on: April 9, 2014
7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages (date) April 4, 2014
   Announcement at the public meeting (date)
   Other (Notices and Media Announcements) (date) Bobcat CALENDAR/BLAST April 3rd

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

Signatures: JONATHAN Mayes	Jn May	5/9/14
Print name of school principal: Catherine Mitchell	Signature: Cat Mitchell	Date: 5/9/14
Print name of SSC chairperson: Jenny WING	Signature	Date: 5/21/14
Print name of Chief of Police or Designee: Sondra Aguilera	Signature: Sondra Aguilera	Date: 5/9/14
Print name of Regional Executive Officer: Suzne Ramirez	Signature: Suzanne Ras	Date: 6/11/14
Print name of Director, State & Federal Compliance	Signature	Date

School Site Council Membership Roster – Elementary School

School Name: Chabot Elementary School **School Year**: 2013-2014

Chairperson: Catherine Michell	**Vice Chairperson: Leslie Rychel**
Secretary: James Harrison and Doshia Battiest	**DAC Representative:**

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
James Harrison			X		
Catherine Mitchell					X
Jamie Eder					X
Helen Hyun					X
Latisha Berrelly					X
Leslie Rychel			X		
Kasey Kaufman				X	
Theodoshia Battiest			X		
Jonathan Mayer		X			
Jessica Cannon					X
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	**Every first Thursday of the month**

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.

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community

School Parental Involvement Policy 2013 - 2014

Involvement of Parents in the our school program

Chabot agrees to implement the following statutory requirements:

- Will convene an annual parent meeting, convened by the SSC to perform the following:

- Offer a flexible number of meetings for parents: The SSC meets monthly and the PTA meets monthly and parents can raise issues and concerns at either of these meetings, which are also educational, as well as a couple of Evenings about Equity.

- Provides parents of students with timely information about all of our educational programs at Back to School Night, through our weekly Bobcat Blast and through room parent emails, phone trees, and weekly or monthly teacher newsletters to families.

- Provides parents of all students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet: During two parent teacher conferences, at Back to School night and through teacher written weekly newsletters.
-

- Provides all parents of students, if requested, with opportunities for input at our monthly, SSC meetings to participate in decisions relating to the education of their children. We post these meetings with flyers around the school, online, and do broadcast and room parent emails.

School-Parent Compact

Chabot has jointly developed with and distributed to all parents 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. We have a Chabot Parent handbook that all parents review and teachers review the anti-bullying pledge with the class.

Building Parent Capacity for Involvement

Chabot 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 all 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

We do this through PTA, SSC meetings, parent teacher conferences and educational evenings.

- Provides materials and training to help Parents work with their children to improve their children's academic achievement. – *We have SST's, educational evenings, and use parent teacher conferences.*

- Educates staff, with the assistance of all families, on the value of parent contributions and how to work with parents as equal partners. We did a training regarding "Growth Mind Set", and Building partnerships with families.

- Coordinates and integrates the Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. See above.

- Distributes to all 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. See above: web site, robo calls, flyers, SSC meetings etc.

- Provides support, during regularly meetings, for parental activities requested by parents.

Accessibility

- Provide opportunities for all 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. Chabot Broadcast, Robocalls for SSC meetings, Equity Evenings, PTA meetings, and educational evenings; Posted on Chabot Website also.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of all parents on the SSC with additional feedback from larger community on an ongoing basis.

This policy was adopted by the Chabot School Site Council on 04/09/14 and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Chabot'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.

John Mayer — 6/3/14

(Principal's Signature) (Date)

Chabot Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

_____
Student

_____
Teacher

_____
Parent/Guardian