

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 Brookfield 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.

State Programs

- Quality Education Improvement Act (QEIA)

Federal Programs

- Title I, Part A

Recommendation:

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



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Brookfield Village Elementary

6001663

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Background Brookfield village elementary went through a revisioning process in 2013-14, as a result of 2 years of decreased student achievement and a growing divide between the school staff and the parents. The revisioning process has resulted in a comprehensive and well-thought out school plan that addresses academic, safety and social needs of our students, as well as a renewed vision, with concrete steps to bridge the divide between school and parents. Brookfield engaged in a revision process that included planning meetings held 2X per month with the major stakeholders as participants. The stakeholder group was made up of parents, teachers, classified staff, a District administrator, the principal and several community members. The revision process was composed of three different stages. The first stage was between September -November in which the school engaged in a listening campaign. The second stage was between November - March which included data analysis and collection. The Revision Team visited schools, learned about Common Core, interviewed Brookfield teachers, reviewed achievement data and conducted instructional and safety walkthroughs in Brookfield school. The third stage, from April - June is all about putting the school plan together based on the work done in the first two stages. Our mission: Our students are rooted in their community as leaders, critical thinkers, and problem-solvers. Teaching and learning at our school is guided by rigor and excellence, and promotes inquiry and discovery to encourage our students to reach their full potential as learners and as leaders. We expect all of our students to experience success in college, career, and life. To this

end, we work as a community to ensure every child is cared for and model responsible leadership and high expectations. All adults, as well as students, are engaged in continuous learning and development to promote excellence and growth. We value and learn from the diversity of our community and we prioritize school-family partnerships as a strategy for student achievement. Together, our students, families, staff, and community create a safe, healthy and high quality community school.

VISION

VISION: Together, our community places students at the center of our efforts to create a safe, healthy, high-quality, full-service community school. Our vision for Brookfield Village Elementary School is to ensure our students are rigorously prepared for success in college, career, and life. **GUIDING PRINCIPLES:** Brookfield Village Elementary School is guided by the following principles: **High Expectations:** Our community works together to provide all students with high quality learning experiences guided by rigor and high expectations. We believe all Brookfield students can go to college and realize their full potential in career and life. It is our job to cultivate this potential and prepare our students for success. **Academic Excellence:** Brookfield students are critical thinkers and problem-solvers engaged in learning that promotes inquiry, discovery, and academic discussion. All students are prepared for success in college, career and life, and they are proficient in all subject areas including literacy, STEM, computers, arts, history, culture, social-emotional learning, and character development. **Equity:** We honor and respond to the unique needs of the whole student and we are committed to supporting all students to reach their full potential as leaders and life-long learners. Students know and celebrate where they come from, and their language, culture, and history are acknowledged and embraced in the classroom. Teaching and learning are differentiated, relevant, and responsive to students' lives so that we meet each student where they are and ensure every student is prepared for success in college, career, and life. **Integrity / Responsibility:** Students are taught to take responsibility for their actions and to be honest with themselves and others. They understand the difference between right and wrong and they consider the impact of their actions. Students speak up for themselves and provide a voice for those who cannot find their own. Adults in the community model this principle and guide students to respect themselves and all members of their school community. **Accountability:** Our community holds itself accountable for student success and places students at the center of our work. Students, families, and teachers are informed about the academic progress and social-emotional well-being of each student. Together, we engage in a cycle of continuous learning and improvement to support student achievement and school quality. **Family and Community Partnerships:** We value and learn from the diverse knowledge of our community and we prioritize school-family partnerships as an essential strategy for student achievement and continuous school improvement. Together, families and teachers monitor and support student learning goals at home and school. Families are engaged as partners in the classroom and as collaborators in school governance and improvement.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

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

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	36.6%	No	33.2%	No
	Black or African American	38.2%	No	38.3%	No
	Hispanic or Latino	34.6%	No	28.7%	No
	Socioeconomic Disadvantaged	36.5%	No	30.9%	No
	English Learner	32.6%	No	27.6%	No
	Students with Disabilities	47.6%	--	28.9%	--
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	48.7%	No	36.8%	No
	Black or African American	41.2%	No	26.7%	No
	Hispanic or Latino	52.9%	No	41.3%	No
	Socioeconomic Disadvantaged	47.7%	No	36%	No
	English Learner	50.4%	No	37.2%	No
	Students with Disabilities	50%	--	22.2%	--

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
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OUSD School Balanced Scorecard

- [02 - Brookfield - 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: Schoolwide

Content Area: ELA

School Quality Review (SQR)

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

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

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

SQR Summary Report

- [2012-2013 Summary Report](#)

SQR Improvement Priorities

SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities)	SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.)
Provide students with Balanced Literacy instruction with a focus and set of strategies per content area	<input checked="" type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input checked="" type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Provide a safe and supportive learning environment by implementing SEL strategies such as a) SEL coaches from Higher Ground b) Caring School Community program, including weekly classroom meetings	<input type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input checked="" type="checkbox"/> 2B <input type="checkbox"/> 2C <input checked="" type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Implement science program including science lab and alignment to technology. Hire Science TSA to co-teach, provide release time, plan PD and support FOSS instruction	<input type="checkbox"/> 1A <input checked="" type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input checked="" type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A

Learning community focused on improvement. Teachers work together led by Literacy TSA. Hire TSA to support and help implement Balanced Literacy and lead and plan PD. Weekly walkthroughs with princ	<input checked="" type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input checked="" type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Meaningful family partnerships - monthly parent meetings, Family Reading, Science, and Math Nights, report card conferences, highly functional SSC, ELAC and Revision groups. Staff, parents and stude	<input type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input checked="" type="checkbox"/> 2B <input checked="" type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input checked="" type="checkbox"/> 4A <input type="checkbox"/> 5A

Other School Accountability/Improvement Plans (optional)

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

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

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

- [103_WASC Action Plan or School Improvement Plan.docx](#)

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

Principal will Communicate the strategic plan for accelerated achievement with SSC and larger community via weekly newsletters. Professional Learning Communities (PLC) for each grade level meet twice a month to review student data and adjust lesson plans to meet needs of various ability levels. A focus on differentiating curriculum and standards will drive the discussion about student performance on weekly, teacher made tests, and other district assessments to closely monitor student progress. Assessment results sent home to families in letter form to provide information regarding academic progress. Parent-teacher communication is maintained by way of conferences, weekly newsletters, and after school conferences.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Brookfield Village Elementary

Principal: MARCO FRANCO

From OUSD Strategic Plan:

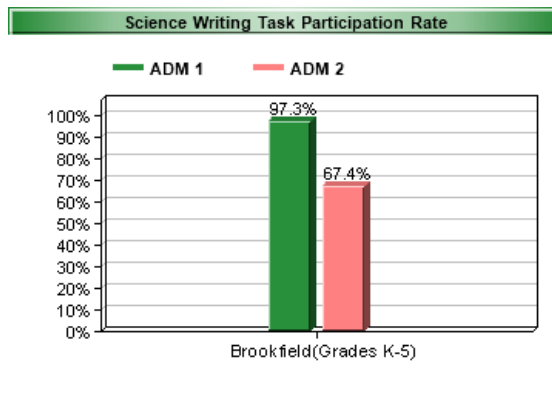
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

School Quality Standards relevant to this Strategic Priority

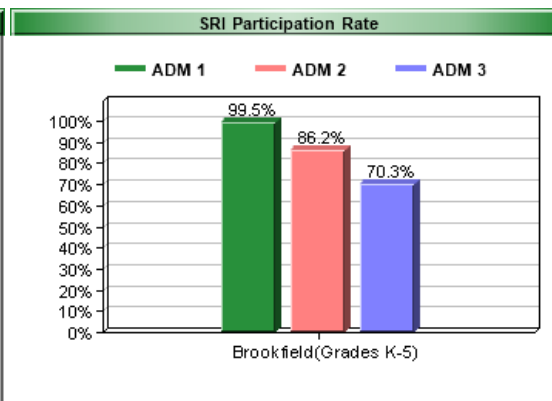
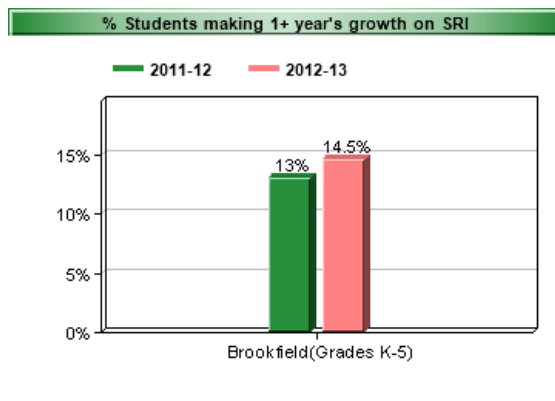
A quality school...

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

Benchmark



SRI



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

- o 56% of students performed at or above proficiency on Reading comprehension/mid year BMark; CST scores dropped from 42% to 24% on CST/ELA- The % of students at FBB/BB increased from 22% to 27% and the % of students in Prof/Adv decreased from 52% to 30%
- o Dibels scores indicate a slight increase in K from 72% to 75% and oral real DIBELS score for grade 1 indicate a growth from 69% to 71% SRI % of students at/above grade level decreased from 62% to 59%

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

- o Drop in grade level proficiency in ELA indicates a need to focus on balance literacy program. Comprehension skills need to be addressed with all students, but particularly with English Language learners.
- o Instruction of basic reading skills in K and 1st are strong and show strength in exposure and learning of reading.
- o Provide intervention to support students below basic using RTI model approach

Theory of Action

- o Brookfield will make accelerated student achievement by designing and implementing differentiated instruction by grade level in our general education classrooms.
- o Continuous growth for every student by name, as measured by district benchmark assessments as well as state tests; (B) accelerating achievement of students not demonstrating proficiency through PLC meetings.
- o Administering standards based grade-level assessments, analyze data, and develop specific intervention plans for students on a 5-6 week basis.
- o Mapping standards by identifying prof/adv students in the grade level and planning appropriate leveled activities. During PLC's there will be collaborative planning of lessons, sharing best practices, and identifying opportunities for integration of
- o Timely intervention for students who need special/ extra support to meet grade-level standards

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	Ensure 100% of students participate in the relevant	100%

2-12); Performance Writing Task (grades 6-12); History Writing Task (grades 6-12); Science Writing Task (grades 3-5)	assessments	
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
Weekly instructional walkthrough - principal and TSA	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	4/2/2014	103SQ11A185	Visit classrooms and give teachers immediate feedback to inform instruction	N/A			0	\$0.00
Provide teachers with 2 staffed prep periods (and thus eliminate the universal prep) to allow dedicated 2 hour weekly block for PD and PLC	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Principal	4/2/2014	103SQ11A361	Increase Prep teacher fte from .6 to 1.0	790-Unrestricted EIA-SCE Support		TCEEIP0131	0.4	\$31,771.40
Hire Teacher for Smaller class size to meet QEIA requirements	Grades/GPA		Every Marking Period	Principal	4/2/2014	103SQ11A3562	Teacher to reduce class size	7400-QEIA		K12TCH9999	1	\$78,230.12
Implement Balanced Literacy, transition to Common Core and provide ELD support	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	Principal	4/3/2014	103SQ11A4914	Hire 1.0 TSA to lead implementation of Balanced Literacy, transition to Common Core, ELD support, and planning and coordinating PDs and PLCs	7400-QEIA		C10TSA9999	0.8	\$61,599.81

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Brookfield Village Elementary

Principal: MARCO FRANCO

From OUSD Strategic Plan:

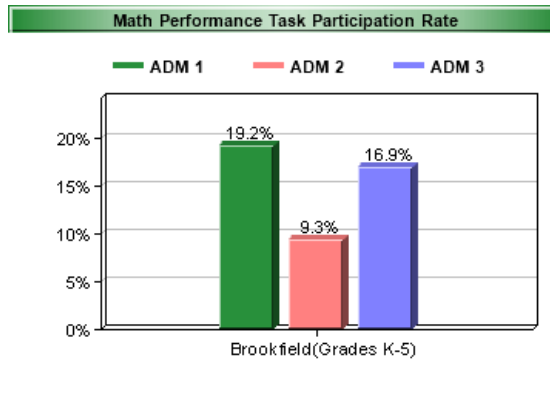
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Benchmark



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

- o 5% of 5th grade students scored proficient or advanced on 2013 CST; 52% of 5th grade students scored Basic on 2013 CST; 43% of 5th grade students scored at BB/FBB on 2013 CST
- o
- o In 2013-14 SWT 2nd benchmark: 3rd grade - 19% Approaching or at grade level; 4th grade 36% Approaching or at grade level; 5th grade 42% Approaching or at grade level

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

- o Instructional schedules modified to include science/FOSS instruction
- o Walkthroughs in the winter and spring with ILT science lead teachers to determine quality and viability of science instruction.
- o Science instruction not consistent; Need training on note-booking and on the use and management of FOSS kits.

Theory of Action

- o Brookfield will adopt a focus on science instruction. It will hire a Science TSA to lead this new focus
- o TSA will design and implement PD, co-teach science and thus help increase capacity in teachers. Each class, including the special Ed classes will rotate once per week through lab
- o Teachers will be responsible for teaching FOSS kits on their own (K-2 60 minutes per week minimum; 3-5 90 minutes per week minimum) and for meeting District expectations around weekly science instructional time.
- o School will provide funds to purchase materials for new science lab; also for PD for science teacher. TSA and science ILT will work with District's science department to support instruction at Brookfield

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

Provide for smooth transition for pre-K students into kindergarten to ensure regular attendance.	Attendance		End of Year	Principal	4/3/2014	103SQ1C402	Work with Brookfield CDC and Kindergarten teachers to identify transitioning activities to be held at the end of the school year.	N/A			0	\$0.00
Provide SEL support to targeted students	Health data	SQIS Target Group	End of Year	Principal	4/3/2014	103SQ1C6808	Hire consultant (Higher Ground) to provide 2 coaches to provide targeted students with strategies to improve behavior, and build positive relations with teacher and students. coaches will also provide structured physical activities during recess and work with targeted students on social and gamesmanship skills	N/A			0	\$0.00
Provide SEL support to targeted students					4/3/2014	103SQ1C6811		N/A			0	\$0.00
ELA Focus Areas: -Reading Comprehension - Writing - Vocabulary Development	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	TSA/Coach	4/3/2014	103SQ1C6813	ELA common strategies: Academic Discussions -Close Reading -Features of Academic Discussion -Anchor charts -Apply acquisition, context clues and word analysis -Hand signals (agree, disagree)	N/A			0	\$0.00
Math Focus: - Solving word problems -Error analysis	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	4/3/2014	103SQ1C6819	Math common strategies: Academic Discussions - Number Talks -3 Reads -	N/A			0	\$0.00

							Participation quiz - Hand signals (agree, disagree) - Problem of the month					
Science focus: - Provide regular science instruction to students that is hands on and allows students to discover and experiment in a dedicated science room and dedicated instructor - Incorporate more reading and writing into science - Coaching for teachers to improve capacity to teach NGSS - transition to NGSS	Local assessments (benchmarks, PWA)	Low to Middle- Performing	Weekly	Principal	5/6/2014	103SQ1C6824	Common science strategies: - Academic Discussions -Hire a science teacher - Science journals - Participate in the science fair - Incorporate more STEM strategies	N/A			0	\$0.00
ELD Focus: - Leveled ELD with bilingual classes - Transition to systematic ELD - Transitioning bilingual 2nd graders to SEI 3rd grade	CELDT	English Learners & Redesignated	Weekly	Principal	4/3/2014	103SQ1C6825	Common ELD strategies (for bil. classes): Teachers get trained in systematic ELD - Administration of ADEPT assessment to form ELD groups - Possible summer bridge program - Morning intervention	N/A			0	\$0.00
Professional Development & Professional Learning Communities for staff - provide consistent weekly (Wed), 2-hour block of PD/PLC in math, ELA/ELD, Science and	Local assessments (benchmarks, PWA)	Low to Middle- Performing	Monthly	Principal	4/3/2014	103SQ1C6831	ILT, TSAs and principal meet 2x per month to plan content and develop calendar	N/A			0	\$0.00

technology												
Professional Development & Professional Learning Communities for staff - provide consistent weekly (Wed), 2-hour block of PD/PLC in math, ELA/ELD, Science and technology	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ1C6832	Provide teachers with 2nd staffed prep period by increasing Prep Tchr's fte from .6 to 1.0 and by hiring sub to provide additional preps needed to cover all teachers.	N/A			0	\$0.00
Reading and math Intervention for targeted students before school	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	4/3/2014	103SQ1C6836	Extended contracts for teachers to provide intervention before school	N/A			0	\$0.00
Consistent and coherent instructional expectations across the school	Survey data (CHKS, etc.)	Low to Middle-Performing	Monthly	Leadership Team	4/3/2014	103SQ1C6839	- Clearly posted agendas with objectives for each content area in each classroom - Develop grade level and school-wide norms for key instructional strategies in academic discourse, engagement, and writing -Weekly walkthrough with Lit Coach and Principal -Coaching and support for individual teachers with Lit Coach	N/A			0	\$0.00
Norms and structures for regular and consistent parent communication	Survey data (CHKS, etc.)	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ1C6841	Monthly parent workshops hosted by teachers that support both academic and SEL development in classroom and at home - 2x yearly Family Reading Night to develop home/school connection and	N/A			0	\$0.00

							<p>communicate CCSS expectations</p> <ul style="list-style-type: none"> -2x yearly Family Math Night to develop home/school connection and communicate CCSS expectations - clarify and update job description for community Relations Assistant that aligned to school-wide parent involvement goals - 1x monthly Principal's Café - Monthly SSC/ELAC meetings -Parent Representative structure/Homeroom parents to coordinate parent volunteers in classrooms -Parent Volunteer structure for support in cafeteria, yard, morning traffic, afternoon dismissal 				
Implementation of Balanced Literacy Reading and Writing Workshop including aligned PD, walkthroughs, and collaborations	Survey data (CHKS, etc.)	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ1C6843	<p>- 2 hour weekly block of uninterrupted PD time - Weekly PLC collaboration time - Modified daily schedule that includes late start time for students and early start for teachers; built in daily intervention time - Aligned PD calendar with monthly Writer's Workshop focus - School-wide and grade level agreements for</p>	N/A		0	\$0.00

							instructional strategies - Reading and Writing goal-setting using formative data and district assessments - Accelerated Reader					
Science/Tech Literacy focus for increased engagement and CCSS/SBAC readiness	Survey data (CHKS, etc.)	Low to Middle-Performing		Principal	4/3/2014	103SQ11C6845	- Science Literacy teacher to team teach with teachers in order to build capacity and engagement with NGSS - Align computer lab services to support SBAC readiness - Develop norms and training for tech support and instruction in the lab - Norms for instruction in Science that integrates Literacy in Reading/Writing workshop - Leveled Non-fiction/Informational Science texts to supplement classroom leveled libraries	N/A			0	\$0.00
Aligned School Vision/SEL/School Culture	Survey data (CHKS, etc.)	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ11C6846	- Visual articulation of Brookfield Vision posted in each class - Public posting of Brookfield Vision in hallways and public spaces - First 2 weeks of school focus on teaching 3 Core Values and Brookfield Vision - Weekly CSC morning meeting to reinforce 3 School	N/A			0	\$0.00

Values and address class SEL needs -
School-wide expectations for behavior and engagement that are taught, posted and reinforced in each classroom -
5th grade student University Project focused on college readiness -
4th grade student High School Project focused on high school readiness -
College Fridays -
Staff bios posted publicly in hallway celebrating almas maters of staff members -
Academic and Attendance assemblies 3x to celebrate student progress -
Monthly Lion Card drawing to reinforce 3 School Values -
Weekly COST meeting and follow up SSTs that support intervention and needs of highest priority students -
Organized activities, supervision and support on yard to develop SEL strategies -
2x weekly student support groups that support SEL development -
Increased School Pscyh time to support student

							intervention					
Closely support and monitor Special Education programs and classrooms to ensure quality instruction and quality care for our students with disabilities	Survey data (CHKS, etc.)	Students with Disabilities	Weekly	Principal	4/4/2014	103SQ1C6906	Weekly walkthroughs of all Special Ed classrooms - principal and central staff	N/A			0	\$0.00
Closely support and monitor Special Education programs and classrooms to ensure quality instruction and quality care for our students with disabilities	Survey data (CHKS, etc.)	Students with Disabilities	Monthly	Principal	4/4/2014	103SQ1C6907	Monthly meetings between parents and principal. Central staff attends as necessary	N/A			0	\$0.00
Closely support and monitor Special Education programs and classrooms to ensure quality instruction and quality care for our students with disabilities	Survey data (CHKS, etc.)	Students with Disabilities	Monthly	Principal	4/4/2014	103SQ1C6908	Principal ensures all IEPs are compliant - attends IEP meetings and reviews IEP deadlines	N/A			0	\$0.00
Monitor student progress in ELA, writing and math and inform families of student progress	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	TSA/Coach	4/4/2014	103SQ1C6909	Maintain Data Wall in central place to represent all students	N/A			0	\$0.00
Monitor student progress in ELA, writing and math and inform families of student progress	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	TSA/Coach	4/4/2014	103SQ1C6910	All teachers maintain their own data wall	N/A			0	\$0.00
Monitor student progress in ELA, writing and math and inform families	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	TSA/Coach	4/4/2014	103SQ1C6911	All teachers set achievement objectives for each student in reading	N/A			0	\$0.00

of student progress							and math					
Monitor student progress in ELA, writing and math and inform families of student progress	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Principal	4/4/2014	103SQ1C6912	All teachers set instructional objectives based on benchmark data	N/A			0	\$0.00
Monitor student progress in ELA, writing and math and inform families of student progress					4/4/2014	103SQ1C6913		N/A			0	\$0.00
Monitor student progress in ELA, writing and math and inform families of student progress					4/4/2014	103SQ1C6914		N/A			0	\$0.00
Provide intervention for students not at grade level in English and Math.	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly	Principal	4/3/2014	103SQ1C5675	Extended contracts to teachers to provide intervention before or after school to struggling students.	5-LCFF Supplemental	1120-TEACHERS SALARIES STIPENDS		0	\$13,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Brookfield Village Elementary

Principal: MARCO FRANCO

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)
- ensures that students know what they're learning, why they're learning it and how it can be applied (Standard 1.7)
- 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

- Students aspire to attend college Staff encourage students to plan ahead beyond high school Parents support their children learning beyond classroom

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

- Staff to organize events related to college attendance Promote Friday College tee shirt days Career/College Fair at end of year

Theory of Action

- Hold annual career fair. Career Fair ideally will consist of adult speakers who share their path in current career (education requirements, etc.),
- Host 2-3 college awareness events
- Take students on field trips to local colleges in 5th grade

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

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for students to build awareness of college and college requirements	Grades/GPA	Low to Middle-Performing	End of Year	Principal	4/3/2014	103SQI1D375	Each teacher will post in classroom visual of where he/she went to college	N/A			0	\$0.00
Provide opportunities for students to build awareness of college and college requirements	Grades/GPA	Low to Middle-Performing	End of Year	Principal	4/3/2014	103SQI1D6687	College Fridays - staff wears college attire on Fridays	N/A			0	\$0.00
Provide opportunities for students to build awareness of college and college requirements	Grades/GPA	Low to Middle-Performing	End of Year	Principal	4/3/2014	103SQI1D6688	5th grade students do research project on a university or college: history, focus of school (engineering, liberal arts,) famous alumni, entrance requirements, etc. students will type and make oral presentation	N/A			0	\$0.00
Provide opportunities for students to build awareness of college and	Grades/GPA	Low to Middle-Performing	End of Year	Principal	4/3/2014	103SQI1D6689	Teachers use Classroom Meeting time (as part of CSC) to talk about college	N/A			0	\$0.00

college requirements							and career					
Provide opportunities for students to build awareness of college and college requirements					4/3/2014	103SQI1D6690		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Brookfield Village Elementary

Principal: MARCO FRANCO

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8)

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

- Teachers met each Wednesday and twice each month (for PLCs) to plan for targeted students
- COST and SST as primary vehicles to identify students needing extra help

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

- CSSSP addresses needs of ELLs, AA students and students with disabilities
- School utilized assessments and surveys to identify student academic and social needs

Theory of Action

- Identify the targeted student group based on assessments
- Teachers attend summer training in Balanced Literacy
- Bilingual teachers get trained in systematic ELD; plan for leveled ELD program next year starting with bilingual classes; SEI teachers will get trained in Systematic ELD next year.
- Assess all of our 3rd grade students for GATE
- Intervention program before school to address identified students working at FBB and BB in either ELA or math

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
Provide teachers with	Local assessments	Low to Middle-	Every Marking	Principal	4/2/2014	103SQI1E361	Increase Prep teacher fte from	790-Unrestricted		TCEEIP0131	0.4	\$31,771.40

2 staffed prep periods (and thus eliminate the universal prep) to allow dedicated 2 hour weekly block for PD and PLC	(benchmarks, PWA)	Performing	Period				.6 to 1.0	EIA-SCE Support				
Hire Teacher for Smaller class size to meet QEIA requirements	Grades/GPA		Every Marking Period	Principal	4/2/2014	103SQI1E3562	Teacher to reduce class size	7400-QEIA		K12TCH9999	1	\$78,230.12
Implement Balanced Literacy, transition to Common Core and provide ELD support	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	Principal	4/3/2014	103SQI1E4914	Hire 1.0 TSA to lead implementation of Balanced Literacy, transition to Common Core, ELD support, and planning and coordinating PDs and PLCs	7400-QEIA		C10TSA9999	0.8	\$61,599.81
Provide extra curricular activities for identified GATE students.	Local assessments (benchmarks, PWA)		Every Semester		4/3/2014	103SQI1E3920	Identified GATE students will receive additional instructional materials and resources to supplement classroom instruction.	N/A			0	\$0.00
Recognize students when measurable outcomes are met in each classroom and promote 3 core values - Safe, Responsible and Helpful - for entire school via Lion Cards	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Leadership Team	4/3/2014	103SQI1E388	Each classroom will recognize academic achievement each month by posting students who met benchmarks and objectives using criteria and measuring tools established by ILT	N/A			0	\$0.00

Recognize students when measurable outcomes are met in each classroom and promote 3 core values - Safe, Responsible and Helpful - for entire school via Lion Cards	Discipline/CSC	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ1E6691	Principal will hold monthly Lion Card drawings for students who uphold our core values	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Brookfield Village Elementary

Principal: MARCO FRANCO

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8)

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

- The gap in achievement for ELLs is initially captured when transitioning to SEI in third grade. These students come to third with deficient levels of English to experience success at third grade.
- CELDT are seldom utilized to inform instruction

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

- Brookfield serves about 80 students during after school. Data from the service providers show students making progress, but not quite reaching grade level given the large gap they have to cover.

Theory of Action

- Partner with Higher Ground, reading Partners and superstars to provide reading and math intervention during after school program
- Provide professional development for afterschool staff around reading intervention, math intervention and student management
-

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide SEL support to targeted students	Health data	SQIS Target Group	End of Year	Principal	4/3/2014	103SQI1F6808	Hire consultant (Higher Ground) to provide 2 coaches to provide targeted students with strategies to	N/A			0	\$0.00

							improve behavior, and build positive relations with teacher and students. coaches will also provide structured physical activities during recess and work with targeted students on social and gamesmanship skills					
Provide SEL support to targeted students					4/3/2014	103SQ1F6811		N/A			0	\$0.00
ELA Focus Areas: -Reading Comprehension - Writing - Vocabulary Development	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	TSA/Coach	4/3/2014	103SQ1F6813	ELA common strategies: Academic Discussions -Close Reading -Features of Academic Discussion -Anchor charts -Apply acquisition, context clues and word analysis -Hand signals (agree, disagree)	N/A			0	\$0.00
Math Focus: - Solving word problems -Error analysis	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	4/3/2014	103SQ1F6819	Math common strategies: Academic Discussions - Number Talks -3 Reads - Participation quiz - Hand signals (agree, disagree) - Problem of the month	N/A			0	\$0.00
Science focus: - Provide regular science instruction to students that is hands on and allows students to discover and experiment in a dedicated science	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	5/6/2014	103SQ1F6824	Common science strategies: - Academic Discussions -Hire a science teacher - Science journals - Participate in the science fair - Incorporate more	N/A			0	\$0.00

room and dedicated instructor - Incorporate more reading and writing into science - Coaching for teachers to improve capacity to teach NGSS - transition to NGSS							STEM strategies					
ELD Focus: - Leveled ELD with bilingual classes - Transition to systematic ELD - Transitioning bilingual 2nd graders to SEI 3rd grade	CELDT	English Learners & Redesignated	Weekly	Principal	4/3/2014	103SQ1F6825	Common ELD strategies (for bil. classes): Teachers get trained in systematic ELD - Administration of ADEPT assessment to form ELD groups - Possible summer bridge program - Morning intervention	N/A			0	\$0.00
Professional Development & Professional Learning Communities for staff - provide consistent weekly (Wed), 2-hour block of PD/PLC in math, ELA/ELD, Science and technology	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ1F6831	ILT, TSAs and principal meet 2x per month to plan content and develop calendar	N/A			0	\$0.00
Professional Development & Professional Learning Communities for staff - provide consistent weekly (Wed), 2-hour block of PD/PLC in math, ELA/ELD, Science and technology	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ1F6832	Provide teachers with 2nd staffed prep period by increasing Prep Tchr's fte from .6 to 1.0 and by hiring sub to provide additional preps needed to cover all teachers.	N/A			0	\$0.00
Reading and math	Local	Low to	Weekly	Principal	4/3/2014	103SQ1F6836	Extended contracts	N/A			0	\$0.00

Intervention for targeted students before school	assessments (benchmarks, PWA)	Middle-Performing					for teachers to provide intervention before school					
Consistent and coherent instructional expectations across the school	Survey data (CHKS, etc.)	Low to Middle-Performing	Monthly	Leadership Team	4/3/2014	103SQ1F6839	- Clearly posted agendas with objectives for each content area in each classroom - Develop grade level and school-wide norms for key instructional strategies in academic discourse, engagement, and writing -Weekly walkthrough with Lit Coach and Principal -Coaching and support for individual teachers with Lit Coach	N/A			0	\$0.00
Norms and structures for regular and consistent parent communication	Survey data (CHKS, etc.)	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ1F6841	Monthly parent workshops hosted by teachers that support both academic and SEL development in classroom and at home - 2x yearly Family Reading Night to develop home/school connection and communicate CCSS expectations -2x yearly Family Math Night to develop home/school connection and communicate CCSS expectations - clarify and update job description for community Relations Assistant that aligned to school-wide parent	N/A			0	\$0.00

							involvement goals - 1x monthly Principal's Café - Monthly SSC/ELAC meetings -Parent Representative structure/Homeroom parents to coordinate parent volunteers in classrooms -Parent Volunteer structure for support in cafeteria, yard, morning traffic, afternoon dismissal					
Implementation of Balanced Literacy Reading and Writing Workshop including aligned PD, walkthroughs, and collaborations	Survey data (CHKS, etc.)	Low to Middle- Performing	Monthly	Principal	4/3/2014	103SQ1F6843	- 2 hour weekly block of uninterrupted PD time - Weekly PLC collaboration time - Modified daily schedule that includes late start time for students and early start for teachers; built in daily intervention time - Aligned PD calendar with monthly Writer's Workshop focus - School-wide and grade level agreements for instructional strategies - Reading and Writing goal- setting using formative data and district assessments - Accelerated Reader	N/A			0	\$0.00
Science/Tech Literacy focus for increased engagement and CCSS/SBAC	Survey data (CHKS, etc.)	Low to Middle- Performing		Principal	4/3/2014	103SQ1F6845	- Science Literacy teacher to team teach with teachers in order to build capacity and	N/A			0	\$0.00

readiness							engagement with NGSS - Align computer lab services to support SBAC readiness - Develop norms and training for tech support and instruction in the lab - Norms for instruction in Science that integrates Literacy in Reading/Writing workshop - Leveled Non-fiction/Informational Science texts to supplement classroom leveled libraries					
Aligned School Vision/SEL/School Culture	Survey data (CHKS, etc.)	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ1F6846	- Visual articulation of Brookfield Vision posted in each class - Public posting of Brookfield Vision in hallways and public spaces - First 2 weeks of school focus on teaching 3 Core Values and Brookfield Vision - Weekly CSC morning meeting to reinforce 3 School Values and address class SEL needs - School-wide expectations for behavior and engagement that are taught, posted and reinforced in each classroom - 5th grade student University Project focused on college readiness - 4th	N/A			0	\$0.00

							grade student High School Project focused on high school readiness - College Fridays - Staff bios posted publicly in hallway celebrating alma maters of staff members - Academic and Attendance assemblies 3x to celebrate student progress - Monthly Lion Card drawing to reinforce 3 School Values - Weekly COST meeting and follow up SSTs that support intervention and needs of highest priority students - Organized activities, supervision and support on yard to develop SEL strategies - 2x weekly student support groups that support SEL development - Increased School Pscyh time to support student intervention					
Closely support and monitor Special Education programs and classrooms to ensure quality instruction and quality care for our students with disabilities	Survey data (CHKS, etc.)	Students with Disabilities	Weekly	Principal	4/4/2014	103SQ1F6906	Weekly walkthroughs of all Special Ed classrooms - principal and central staff	N/A			0	\$0.00
Closely support and monitor	Survey data (CHKS, etc.)	Students with Disabilities	Monthly	Principal	4/4/2014	103SQ1F6907	Monthly meetings between parents	N/A			0	\$0.00

Monitor student progress in ELA, writing and math and inform families of student progress					4/4/2014	103SQ1F6914		N/A			0	\$0.00
Provide quality, hands on and exciting science instruction for all students and improve teacher capacity to teach science	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	Principal	4/3/2014	103SQ1F6694	Hire Science TSA .8 fte to implement science program and coach teachers to build capacity to teach science	7400-QEIA		C10TSA9999	0.8	\$61,599.81
Provide quality, hands on and exciting science instruction for all students and improve teacher capacity to teach science	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	Principal	4/3/2014	103SQ1F6695	Hire Science TSA .2 fte to implement science program and coach teachers to build	5-LCFF Supplemental		C10TSA9999	0.2	\$15,399.95
Improve attendance patterns	Attendance	Low to Middle-Performing	Every Marking Period	Principal	4/3/2014	103SQ1F6696	Hold SART meetings at the end of each trimester and coordinated by Comm Relations Asst.	N/A			0	\$0.00

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

Strategic Priority A. School Safety Plan

School: Brookfield Village Elementary

Principal: MARCO FRANCO

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Safety Plan Goals

Goal 1: School is a clean, healthy, safe learning environment

- Strategy 1.1: Implement a school-wide positive school climate and a caring school Community by implementing weekly Classroom Meetings aligned to CSC program
- Strategy 1.2: All staff speak with children in a manner that maintains their dignity and is consistent with our values of Respect, Responsibility and Helping

Goal 2: School will go through 3 deep cleanings per year. One in the fall, one in the winter and one in spring. This will be coordinated with custodial services and with a group of parent volunteers

- Strategy 2.1: Maintain recycling program
- Strategy 2.2: Keep a locked campus - Doors will be locked 5 minutes after the beginning of school and doors will open right at dismissal. Doors will be locked again 10 minutes after dismissal. Students sent out of class in pairs and with a pass. All visitors check into the office to get a pass. All staff sign in and out daily in the office. All staff are responsible for directing any visitor without a pass to the office.

Strategic Priority Improvement Strategies

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

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

School: Brookfield Village Elementary

Principal: MARCO FRANCO

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Safety Plan Goals

Goal 1: School is a clean, healthy, safe learning environment

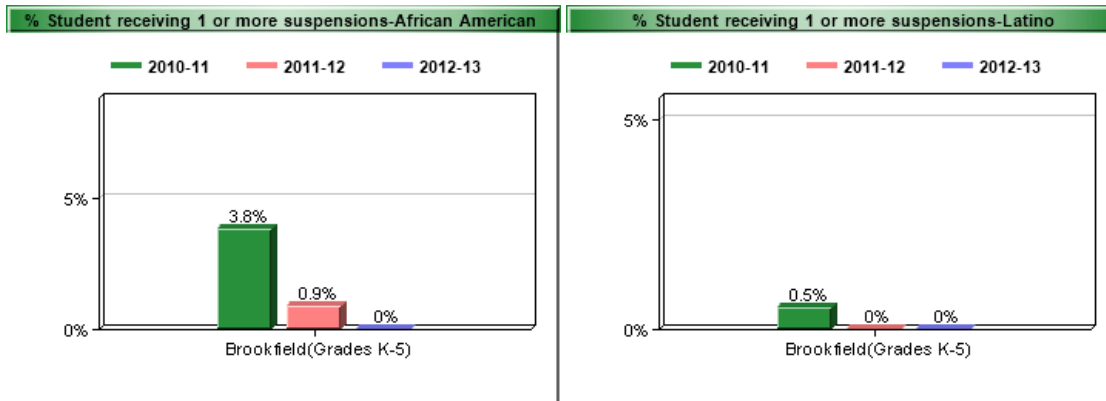
- Strategy 1.1: Implement a school-wide positive school climate and a caring school Community by implementing weekly Classroom Meetings aligned to CSC program
- Strategy 1.2: All staff speak with children in a manner that maintains their dignity and is consistent with our values of Respect, Responsibility and Helping

Goal 2: School will go through 3 deep cleanings per year. One in the fall, one in the winter and one in spring. This will be coordinated with custodial services and with a group of parent volunteers

- Strategy 2.1: Maintain recycling program
- Strategy 2.2: Keep a locked campus - Doors will be locked 5 minutes after the beginning of school and doors will open right at dismissal. Doors will be locked again 10 minutes after dismissal. Students sent out of class in pairs and with a pass. All

visitors check into the office to get a pass. All staff sign in and out daily in the office. All staff are responsible for directing any visitor without a pass to the office.

Suspensions



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

- o The school did not have a defined discipline plan and this year the school is completing work on a comprehensive discipline plan. The plan will include a strong Tier 1 intervention program to address the SEL needs of students and resolve most problems in the classroom. The plan will also include a sound referral process and an intake system as well.

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

- o There were less than 10 suspensions in 2013-14
- o Office had no system for processing referred students; disciplinary interventions were inconsistent thus a need for a comprehensive discipline plan
- o No students referred for expulsion hearing (DHP)

Theory of Action

- o Classroom settings that are student centered. Classrooms that are neat, clean and free of unnecessary clutter. Daily schedule and daily student outcomes clearly visible. Area for teacher to work with small group.
- o Form a school safety & climate team to facilitate positive school climate initiatives
- o Hold regular Coordination of Service Team Meetings led by school psychologist
- o Continue partnership with Ann Martin Center
- o Each classroom posts Accelerated Readers names; student work is posted and changed at least once every two weeks; student data posted but NOT by name; each teacher posts his/her alma matter; all Brookfield staff, children and parents talk to each other

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
Implement school based behavioral health services					4/3/2014	103SQI2B409	Continue partnership with Ann Martin Center to provide counseling services and support positive student behavior.	N/A			0	\$0.00
Parent Support, education and opportunities for participation	Survey data (CHKS, etc.)		Every Marking Period	Principal	4/3/2014	103SQI2B408	Provide parent workshops and training to improve student achievement and school climate.	N/A			0	\$0.00
Parent Support, education and opportunities for participation	Survey data (CHKS, etc.)	Low to Middle-Performing	End of Year	Principal	4/3/2014	103SQI2B5676	Hire Community Relations Asst to work with parents and community members to increase involvement in their children's education and facilitate adult learning.	791-Unrestricted EIA-LEP Support		CMRAIB0018	0.8	\$46,052.95
Provide 1 part-time staff member (Shani Douglas) 160			Weekly	Principal	6/11/2014	103SQI2B7321	Provide 1 part-time staff member (Shani Douglas)	3010-Title I	5825-CONSULTANTS		0	\$21,000.00

hours of direct services, 40 hours of indirect services Support students and teachers with individualized instruction within their classrooms. Ensure healthy and safe interactions among students, and support the development of increasingly positive school and classroom culture.							Deliver 160 hours of direct services. Deliver 40 hours of indirect services (training, professional development, supervision, observation) Support students and teachers by providing individualized instruction in the context of their classrooms Facilitate Reading with Relevance small group interventions (pull out model) Provide ongoing and focused mentoring support to identified target students Ensure healthy and safe interactions among students, and support the development of increasingly positive school and classroom culture.				
Deliver 560 hours of direct services and	Other (OCR, etc)			Principal	6/11/2014	103SQI2B7327	The Social & Emotional Learning Project will	3010-Title I	5825-CONSULTANTS	0	\$30,000.00

140 hours of indirect services (training, professional development, supervision, observation) Support students and teachers by providing individualized instruction within their classrooms. Ensure healthy and safe interactions among students, and support the development of increasingly positive school and classroom culture						provide Brookfield Elementary with a trained and experienced SEL Coordinator, dedicated to supporting the most critical social, emotional, and academic needs of this school community.					
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Health & Wellness

School: Brookfield Village Elementary

Principal: MARCO FRANCO

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)

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

- Students eat breakfast at home or school 70% qualify for free/reduced lunch
- In 2013 only 43% of 5th graders returned surveys. In 2014 about90% returned surveys. The issue of most concern for students in 2013-14 was bullying

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

- Breakfast in the classroom was discontinued this year and breakfast is now served in the cafeteria. We have recycling program.
- Volunteer program for cafeteria established this year.

Theory of Action

- Ensure that ALL site staff implement CSC, with Classroom Meetings as a weekly activity with a focus on bullying awareness and prevention
- Provide Higher Ground coaches to implement part of SEL strategies, including developing positive student interactions with each other and with their teachers.
- All staff implements discipline plan with the utmost care to maintain the students' dignity and self worth. No yelling, put downs or public displays of disciplinary action allowed.

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide 1 part-time staff member (Shani Douglas) 160			Weekly	Principal	6/11/2014	103SQI2C7321	Provide 1 part-time staff member (Shani Douglas)	3010-Title I	5825-CONSULTANTS		0	\$21,000.00

hours of direct services, 40 hours of indirect services Support students and teachers with individualized instruction within their classrooms. Ensure healthy and safe interactions among students, and support the development of increasingly positive school and classroom culture.						Deliver 160 hours of direct services. Deliver 40 hours of indirect services (training, professional development, supervision, observation) Support students and teachers by providing individualized instruction in the context of their classrooms Facilitate Reading with Relevance small group interventions (pull out model) Provide ongoing and focused mentoring support to identified target students Ensure healthy and safe interactions among students, and support the development of increasingly positive school and classroom culture.						
Deliver 560 hours of direct services and	Other (OCR, etc)			Principal	6/11/2014	103SQI2C7327	The Social & Emotional Learning Project will	3010-Title I	5825-CONSULTANTS		0	\$30,000.00

140 hours of indirect services (training, professional development, supervision, observation) Support students and teachers by providing individualized instruction within their classrooms. Ensure healthy and safe interactions among students, and support the development of increasingly positive school and classroom culture							provide Brookfield Elementary with a trained and experienced SEL Coordinator, dedicated to supporting the most critical social, emotional, and academic needs of this school community.					
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services					4/3/2014	103SQI2C417	Hold regular Coordination of Service Team Meetings	N/A			0	\$0.00
Provide robust school-wide referral/case management system (e.g.,	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	4/3/2014	103SQI2C6692	Hire .20 Psychology services to coordinate and lead COST and	790-Unrestricted EIA-SCE Support		PSYCHL0057	0.2	\$22,408.44

COST, SST) to both on- site and community- based student support services							SST meetings						
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Brookfield Village Elementary

Principal: MARCO FRANCO

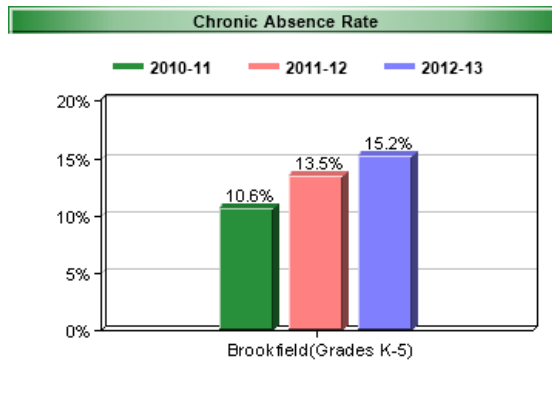
From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5)



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

- o Many students arriving late beyond 30 minutes after start of day
- o SARTS inconsistently held, addressed only at SSTs and COST meetings

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

- o Less than 10% of students with chronic absences
- o Over 50% of absences involved Kinder and 1st grade students
- o about 30% of chronic absent students identified as Special Education with handicapping conditions related to absentee rates

Theory of Action

- o Conduct regular SART meetings for chronic absences with psychologist and community Assistant
- o Quarterly attendance assemblies
- o Attendance clerk calls home for kids who are absent; teachers complete daily attendance by the required 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
Celebrate attendance	Attendance	Low to Middle-Performing	Monthly	Leadership Team	4/3/2014	103SQI2D423	Each class posts attendance data, including attendance objective	N/A			0	\$0.00
Celebrate attendance	Attendance	Low to Middle-Performing	Every Marking Period	Principal	4/3/2014	103SQI2D6693	Attendance assemblies at end of each marking period	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Brookfield Village Elementary

Principal: MARCO FRANCO

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- ILT teachers consistently attended meetings and trainings. The follow up piece of ILT teachers supporting other teachers was inconsistent

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

- Administering standards based grade-level assessments, analyze data, and develop intervention plans for student achievement on Wednesday and under the direction of the principal and literacy TSA
- Regular PD sessions, including mini common core institute to transition to the new common core standards and instructional practices
- ILT works to support teachers develop in their respective subjects and content areas
- PLC on Tuesday was inconsistent due to subs not coming in and/or office not requesting subs timely
- this year there was no TSA and support for teachers was spotty and inadequate

Theory of Action

- Provide each teacher with 2 staffed prep periods to allow for 2 hours of uninterrupted PD and PLCs each Wednesday
- Hire literacy and science TSAs to support instruction and transition to Common Core
- Principal and TSA do regular classroom walkthroughs to monitor instruction

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
Increase the quality of parent participation and governance in school committees such as the SSC and leadership team which has two parent members. Provide parents with information on the Title I program and budgeting issues at the site.	Other (OCR, etc)	Free/Reduced Price Lunch	Every Semester	Principal	6/11/2014	103SQ3A8028	Send parents to Title I conferences and related parent informational events to increase their participation and knowledge in Title I programs at the site.	9901-Title I - Parent Participation	5220-CONFERENCE EXPENSE		0	\$1,215.28

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

Strategic Priority A. Family & Community Engagement

School: Brookfield Village Elementary

Principal: MARCO FRANCO

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership (Standard 4.2)
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well (Standard 4.6)
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7)

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

- Latino parents requesting place to meet; Many parents want/express desire to support school; Regular conferences indicate a need for counselors and training for parents

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

- School engaged in a Revision process to address the school culture overall, and especially the relationship between the staff and the community. A culture of distrust existed in the school and the Revision team took on this issue.
- Revision team engaged in a 3 part process: 1. Listening Campaign 2. Data collection and analysis 3. Putting improvement plan together and rolled into CSSSP

Theory of Action

- Put together CSSSP that addresses the findings of the SQR and Revision Team. Plan includes instruction, school culture and accountability

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement	Local	Low to	End of	Principal	4/3/2014	103SQ4A4914	Hire 1.0 TSA	7400-QEIA		C10TSA9999	0.8	\$61,599.81

Balanced Literacy, transition to Common Core and provide ELD support	assessments (benchmarks, PWA)	Middle-Performing	Year				to lead implementation of Balanced Literacy, transition to Common Core, ELD support, and planning and coordinating PDs and PLCs					
Provide intervention for students not at grade level in English and Math.	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly	Principal	4/3/2014	103SQ4A5675	Extended contracts to teachers to provide intervention before or after school to struggling students.	5-LCFF Supplemental	1120-TEACHERS SALARIES STIPENDS		0	\$13,000.00
Recognize students when measurable outcomes are met in each classroom and promote 3 core values - Safe, Responsible and Helpful - for entire school via Lion Cards	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Leadership Team	4/3/2014	103SQ4A388	Each classroom will recognize academic achievement each month by posting students who met benchmarks and objectives using criteria and measuring tools established by ILT	N/A			0	\$0.00
Recognize students when measurable outcomes are met in each classroom and promote 3 core values - Safe,	Discipline/CSC	Low to Middle-Performing	Monthly	Principal	4/3/2014	103SQ4A6691	Principal will hold monthly Lion Card drawings for students who uphold our core values	N/A			0	\$0.00

Responsible and Helpful - for entire school via Lion Cards												
Increase the quality of parent participation and governance in school committees such as the SSC and leadership team which has two parent members. Provide parents with information on the Title I program and budgeting issues at the site.	Other (OCR, etc)	Free/Reduced Price Lunch	Every Semester	Principal	6/11/2014	103SQ4A8028	Send parents to Title I conferences and related parent informational events to increase their participation and knowledge in Title I programs at the site.	9901-Title I - Parent Participation	5220-CONFERENCE EXPENSE		0	\$1,215.28
Plan for and implement increased school and teacher engagement with families	Survey data (CHKS, etc.)	Low to Middle-Performing	Every Marking Period	Leadership Team	4/3/2014	103SQ4A436	School will hold Family Reading, Math and Science Nights - one each per trimester	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Brookfield Village Elementary

Principal: MARCO FRANCO

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Monitoring of progress related to operations include regular, monthly Revision meetings; safety walkthrough conducted in April 2014 and safety committee meetings
- New safety procedures such as locking all doors and gates implemented.

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

- School went through Revision process in 2013-2014 which included a new safety plan and procedures (locking doors and gates, Safety Committee, new evacuation lines painted on yard, yard sectioned off to allow for greater student control during recess
- New office staff, including Office manager and attendance clerk. Need to provide them with more training and to set up office procedures to process parents, students and visitors.

Theory of Action

- Continue addressing safety issues through: 1. Safety/Anti-bullying assemblies 2. Continue with locked campus 3. CSC program implemented across the school, including Classroom Meetings each week

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 +/-100% of the site finalized general purpose and categorical	


	budget	
Maintain secure campus by locking all doors and gates (on a schedule)	No budget required	All students
Perform all monthly safety drills	No budget required	All students
Safety committee meets regularly	No budget needed	All students
Walkthroughs once every 2 weeks between principal and custodian to identify areas that need cleaning and repair; plan the 3 major clean up each year.	No budget needed	All students
Putting in request for repairs immediately after being reported	No budget needed	All students



Strategic Priority Improvement Strategies

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$218,980.25	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$218,980.25	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$51,214.41	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,215.28	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$52,429.69	

Appendices

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

School Year: 2014-2015

Comprehensive School Safety Plan

(Education Code Section 32280-32288)

MARCO FRANCO
Principal

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

Introduction

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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SECTION 7

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SECTION 8

Afterschool Program

Special Needs Students

Fire and Earthquake Drill Schedule

School Site Chain-of-Command Organization Chart

APPENDIX

Planning for Special Needs Students

Section 1: School Safety / Climate Team

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

Site Responsibilities:

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

- **Principal or Designee:** MARCO FRANCO - PRINCIPAL ELEMENTARY LARGE
- **Teacher:** TAMMIE ADAMS - TEACHER STRUCTURED ENG IMMERSN
- **Classified:** KESSE TAYLOR-JENKINS - CUSTODIAN
- **Parent Representative:** Angelica Reyes - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
• Principal:	MARCO FRANCO - PRINCIPAL ELEMENTARY LARGE	510-562-1779	510-639-3310	510-224-7132
• Assistant Principal:	NA			
• Custodian:	KESSE TAYLOR-JENKINS - CUSTODIAN	000-000-0000	510-639-3310	

• **Secretary/Other:**

MICHAEL ANDERSON - ADM 000-000-0000
ASST I BIL

510-639-3310

916-743-7557

Section 2: School Safety Plan Goals

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

To be considered:

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

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

Must address the following areas:

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

Goal 1: School is a clean, healthy, safe learning environment

- Strategy 1.1: Implement a school-wide positive school climate and a caring school Community by implementing weekly Classroom Meetings aligned to CSC program
- Strategy 1.2: All staff speak with children in a manner that maintains their dignity and is consistent with our values of Respect, Responsibility and Helping

Goal 2: School will go through 3 deep cleanings per year. One in the fall, one in the winter and one in spring. This will be coordinated with custodial services and with a group of parent volunteers

- Maintain recycling program

Strategy

2.1:

- **Strategy** 2.2: Keep a locked campus - Doors will be locked 5 minutes after the beginning of school and doors will open right at dismissal. Doors will be locked again 10 minutes after dismissal. Students sent out of class in pairs and with a pass. All visitors check into the office to get a pass. All staff sign in and out daily in the office. All staff are responsible for directing any visitor without a pass to the office.

Section 3: Safety Policies & Procedures

Policies and Procedures

Child Abuse

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

Accompany victim to safe place at school and remain with her/him
Protect evidence of sexual assault
Notify Child Protective Services (CPS), and Police without delay
Notify district police and school nurse or appropriate staff immediately

Sexual Abuse (Suspicion of past sexual incidents):

Notify CPS and describe evidence
Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
Leave notification of family to CPS or the Police

Do not Destroy Evidence of Sexual Abuse:

Do not wash clothes or victim's body or underwear. Do not have victim undress.
Do not allow victim to wash or wipe body
Do not wipe away dirt, semen or dried blood
Stay with the victim and reassure her/him of safety

Suspected Physical Abuse or Significant Neglect:

Notify appropriate staff and CPS immediately.
Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
Notify immediate director/supervisor

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

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

Sexual Harassment

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

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

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

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

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

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

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

Suspension & Expulsion/Due Process

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

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

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

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

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

Student Due Process

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

On-Campus Suspension Program

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

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

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and

students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

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

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

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

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

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

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

Decision Not to Enforce Expulsion Order

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

Grounds for Suspension and Expulsion

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

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

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

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

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

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

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

5. Committed or attempted to commit robbery or extortion. (Education Code [48900\(e\)](#))

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

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

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

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

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

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

12. Knowingly received stolen school property or private property. (Education Code [48900\(l\)](#))

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

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

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

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

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

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

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

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

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

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

Nondiscrimination/Harassment

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

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

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

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

Notifications to Law Enforcement Authorities

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

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

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

Outcome Data

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

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

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

Dress and Grooming

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

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

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

Gang-Related Apparel

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

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

Uniforms

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

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

Employee Security

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

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

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

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

School Site Emergency Supplies

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

CONTENTS INCLUDE:

- 60 Individually Wrapped Water Packets.
- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.

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

Monthly Emergency Radio Testing

Monthly emergency radio testing is on the first Wednesday of every month at 9:00 am. Emergency radio should be on Channel 1, OUSD Area A. When your school name is called, please respond with the following script:

"This is {your name} responding for {school name} elementary, middle or high school. Our OUSD LID # is ____ {this can be found at the bottom of radio} - we are all clear."

Section 4: Emergency Disaster Procedures and Drills

Earthquake Procedures

In the classroom or office

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

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

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

Earthquake procedures in other parts of the building

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

Earthquake procedures while outside

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

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

Fire Procedures

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

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

Fire Extinguisher Instructions:

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

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

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

Emergency Lockdown

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

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

- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.

- Staff without students will report to the office for instruction or as otherwise directed.

- Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.

- Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.

- When the emergency is over, a coded "all clear" will be announced.

- The Crisis Response Team will meet to determine needs of school.

- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

Shelter-in-Place

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

- SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
 - Students should also be advised to do the following when possible:
 - Select rooms on higher floor levels and avoid basements.
 - Select an internal room or a room with as few windows as possible.
 - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.

- SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.

- LISTEN.** Remain quiet to hear critical instructions from school officials.

Section 4: Emergency Lockdown

Mr. Brookfield please come to the principal's office.

Section 4: Fire and Earthquake Drill Schedule

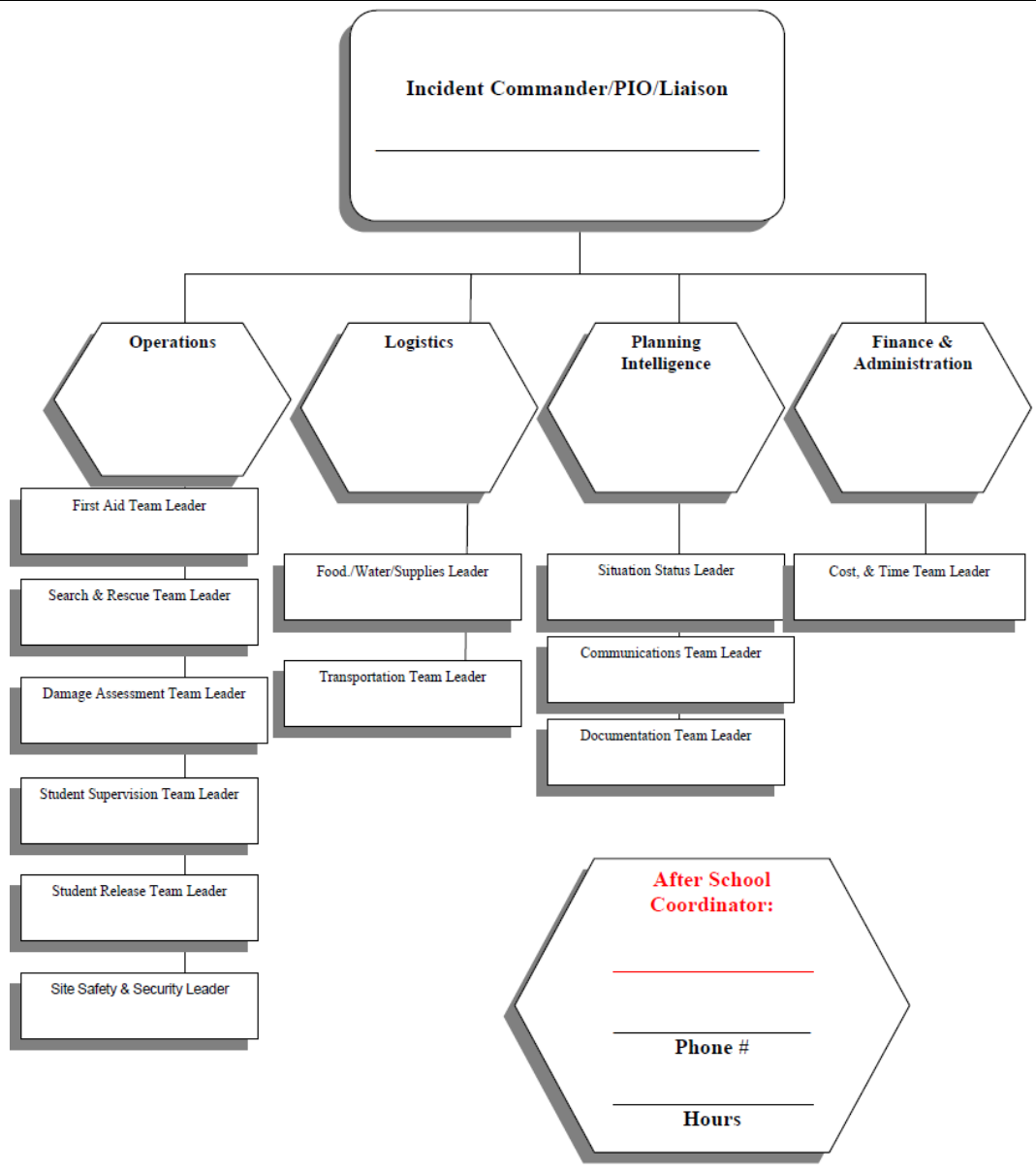
Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/12/2014	2:15 PM	Both
October	10/17/2014	2:02 PM	Both
November	11/14/2014	2:15 PM	Both
December	12/12/2014	2:15 PM	Both
January	1/16/2015	2:15 PM	Both
February	2/13/2015	2:15 PM	Both
March	3/13/2015	2:02 PM	Both
April	4/24/2015	2:15 PM	Both
May	5/15/2015	2:15 PM	Both
June	6/5/2015	2:15 PM	Both

Lockdown Drill Schedule

Date	Time
Fall 9/26/2014	2:15 PM
Spring 2/6/2015	2:15 PM

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number.

MARCO FRANCO

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.)

MICHAEL ANDERSON

KESSE TAYLOR-JENKINS

JANIE NARANJO-HALL

AMY WILSON

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

KALLY PRICE

35 students in SDC classes; Classrooms #5, #14, #20, 22

CORRIN HASKELL

CATY WELCH

YITERA MARTIN

ISHARA BELISO

MARIA BURDEN

(Max Length: 500)

CHRISTINA ECONOMOU

DEBORAH CAMPBELL

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

Special Needs Type	Abbreviation	Total	Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	<input style="width: 40px;" type="text" value="10"/>	Hard of Hearing	HH	<input style="width: 40px;" type="text" value="0"/>
Deaf	DEA	<input style="width: 40px;" type="text" value="0"/>	Speech & Language Impairment	SLI	<input style="width: 40px;" type="text" value="0"/>
Visually Impaired	VI	<input style="width: 40px;" type="text" value="5"/>	Emotionally Disturbed	ED	<input style="width: 40px;" type="text" value="0"/>
Orthopedically Impaired	OI	<input style="width: 40px;" type="text" value="0"/>	Other Health Impaired	OHI	<input style="width: 40px;" type="text" value="0"/>
Specific Learning Disability	SLD	<input style="width: 40px;" type="text" value="5"/>	Deaf / Blind	DB	<input style="width: 40px;" type="text" value="0"/>
Multipally Disabled	MD	<input style="width: 40px;" type="text" value="5"/>	Traumatic Brain Injury	TBI	<input style="width: 40px;" type="text" value="0"/>
Est Medical Disability	EMD	<input style="width: 40px;" type="text" value="0"/>			

10am to 6pm

Determine proper signage and equipment.

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

Slopes on ramps for wheelchairs;

(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name:	Denise Holladay	Title:	SDC teacher
Name:	Deborah Campbell	Title:	SDC teacher
Name:	La'Portia Harris	Title:	SDC teacher

Emergency Evacuation: Principal's checklist

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

Activate key personnel to:

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

Emergency Evacuation: Employees checklist

Emergency Evacuation: Employees Checklist

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

Emergency Evacuation: Teachers checklist

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

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

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

Emergency Student Release Procedures

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.
3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as

per normal absence/release procedures.

5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whom the student is being released and address or destination.

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

Section 6: On Campus Evacuation Map

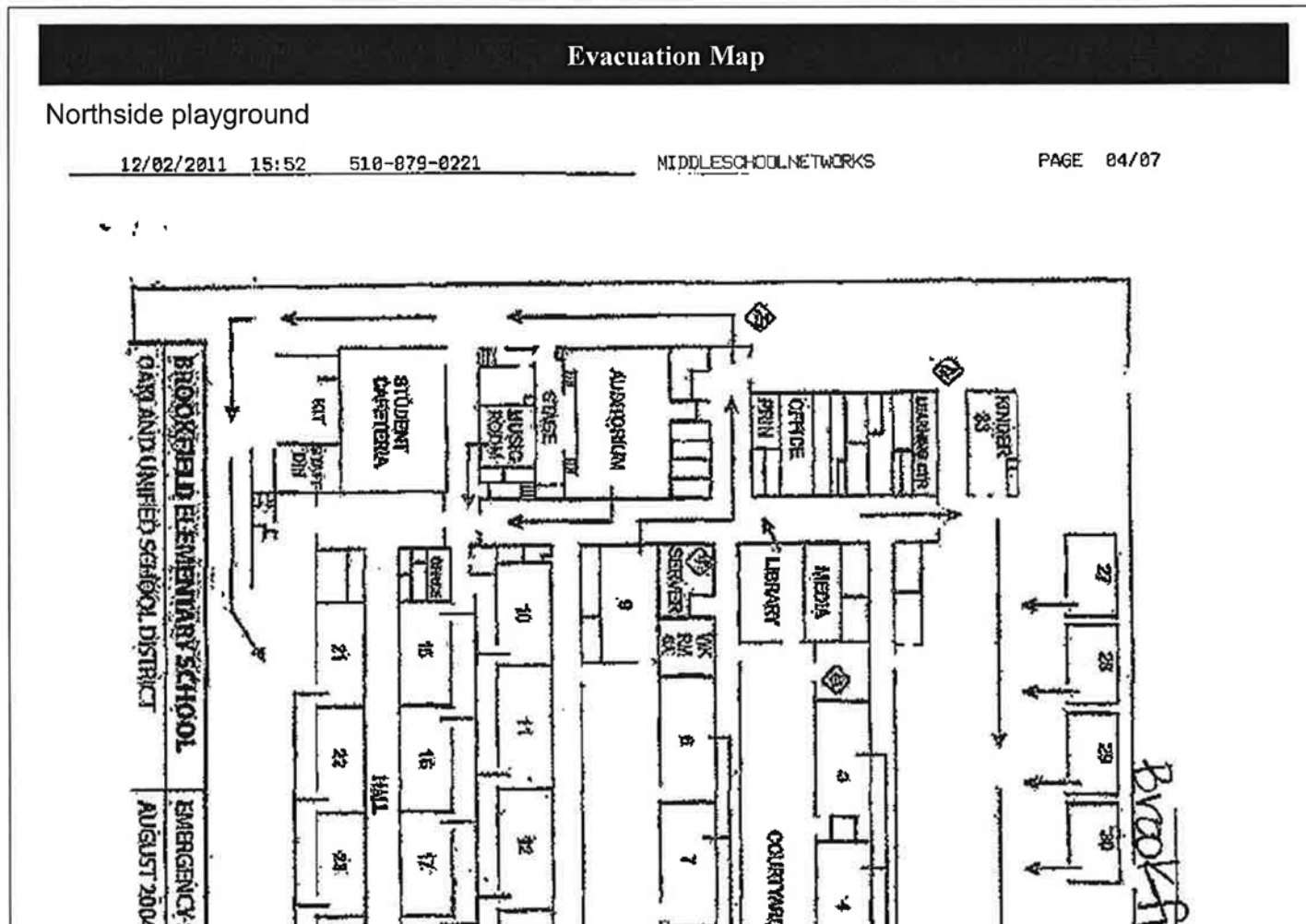
Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Assembly Location

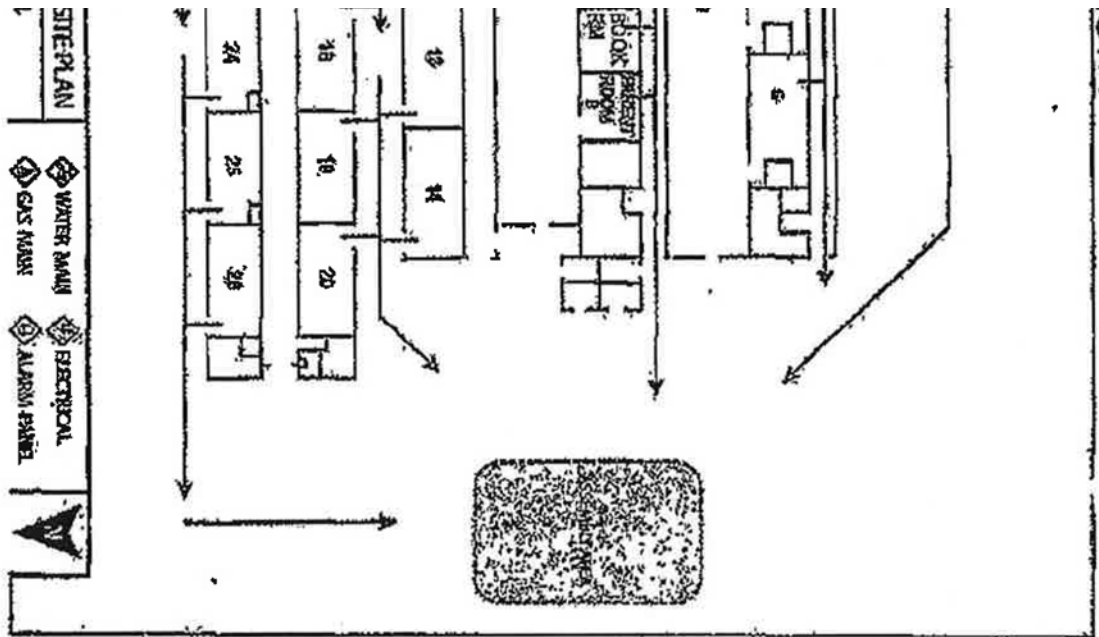
Describe on-campus evacuation/assembly location.

Northside playground adjacent to the park. Secondary evacuation site is at Recreation Center on the north side of campus in the park.

- Upload Copy of Map
- Use Last Years Map



eld



SITE PLAN

WATER MAIN
ELECTRICAL
GAS MAIN
ALARM PANEL

A

2011-May-08 02:28 PM R:\001\11 5108791030 22124

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

Establish a memorandum of agreement with the evacuation site.

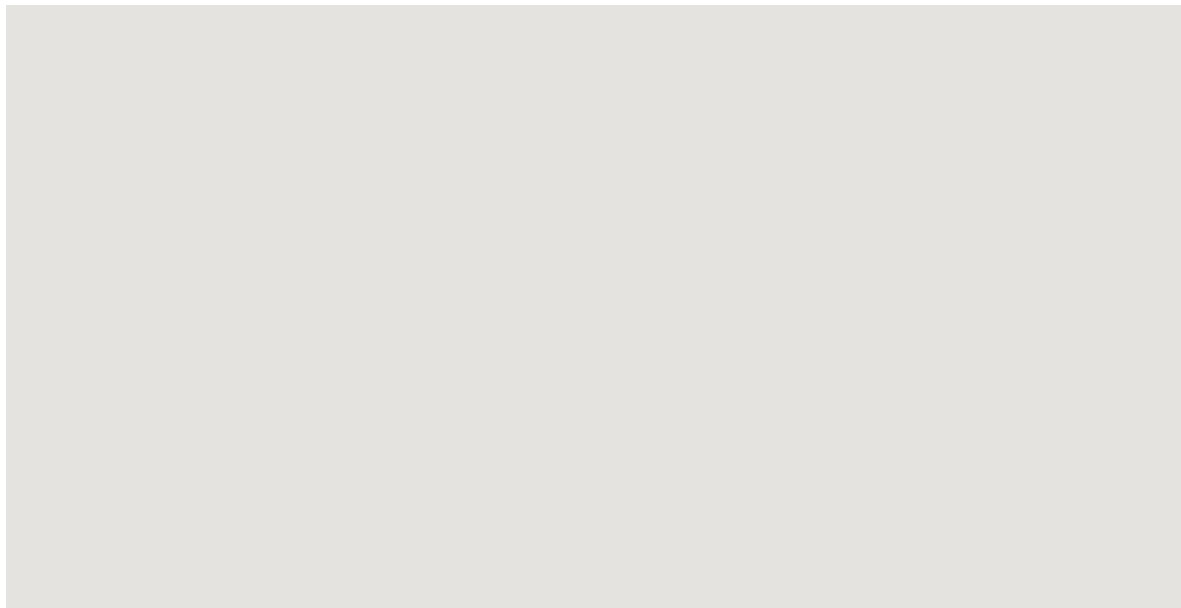
Name of person or organization memorandum was established with

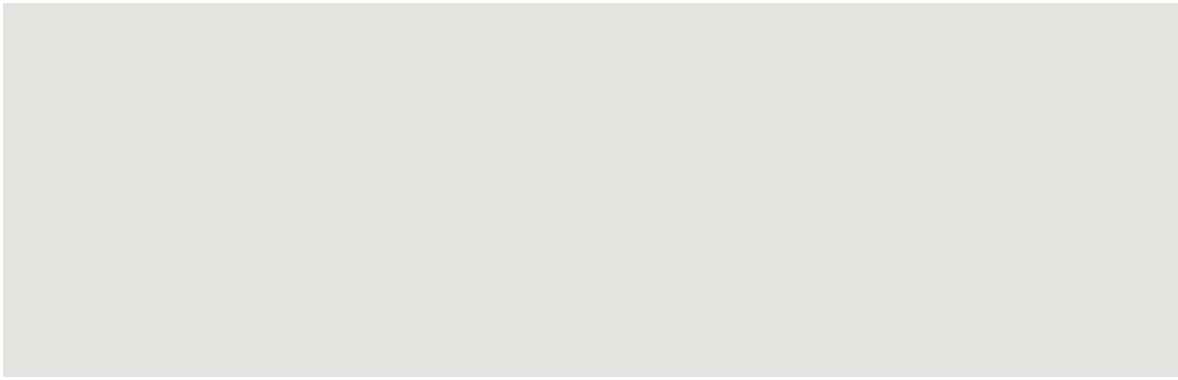
C. Enter Date of Agreement

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

A. School Street Address: , Oakland, CA

B. Evacuation Street Address: , Oakland, CA

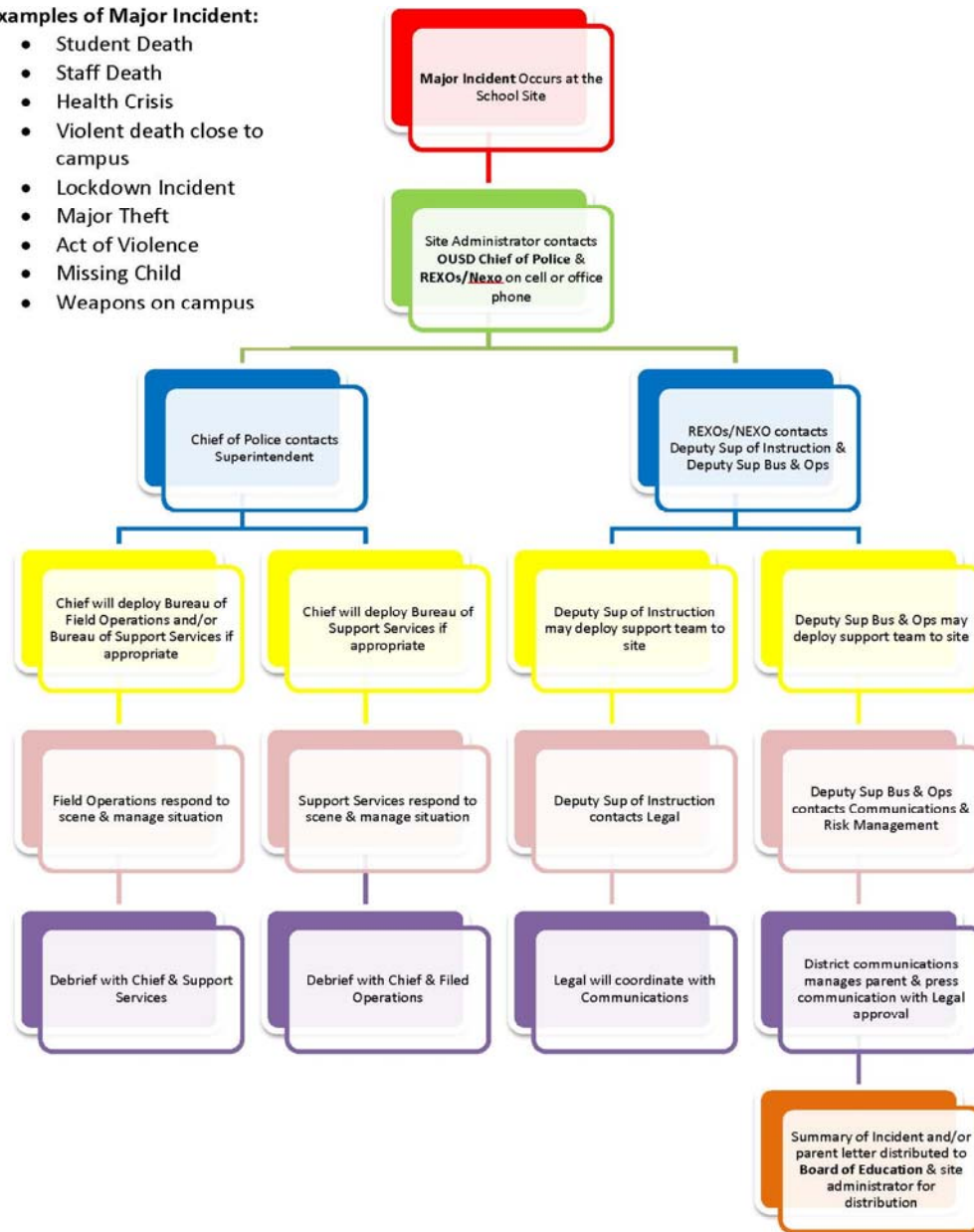




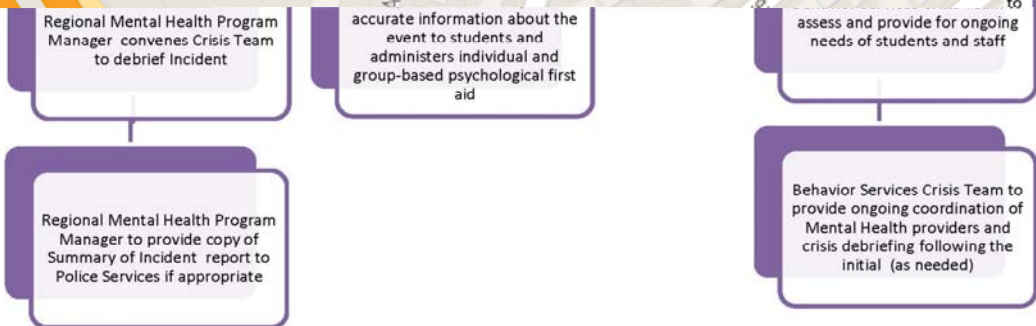
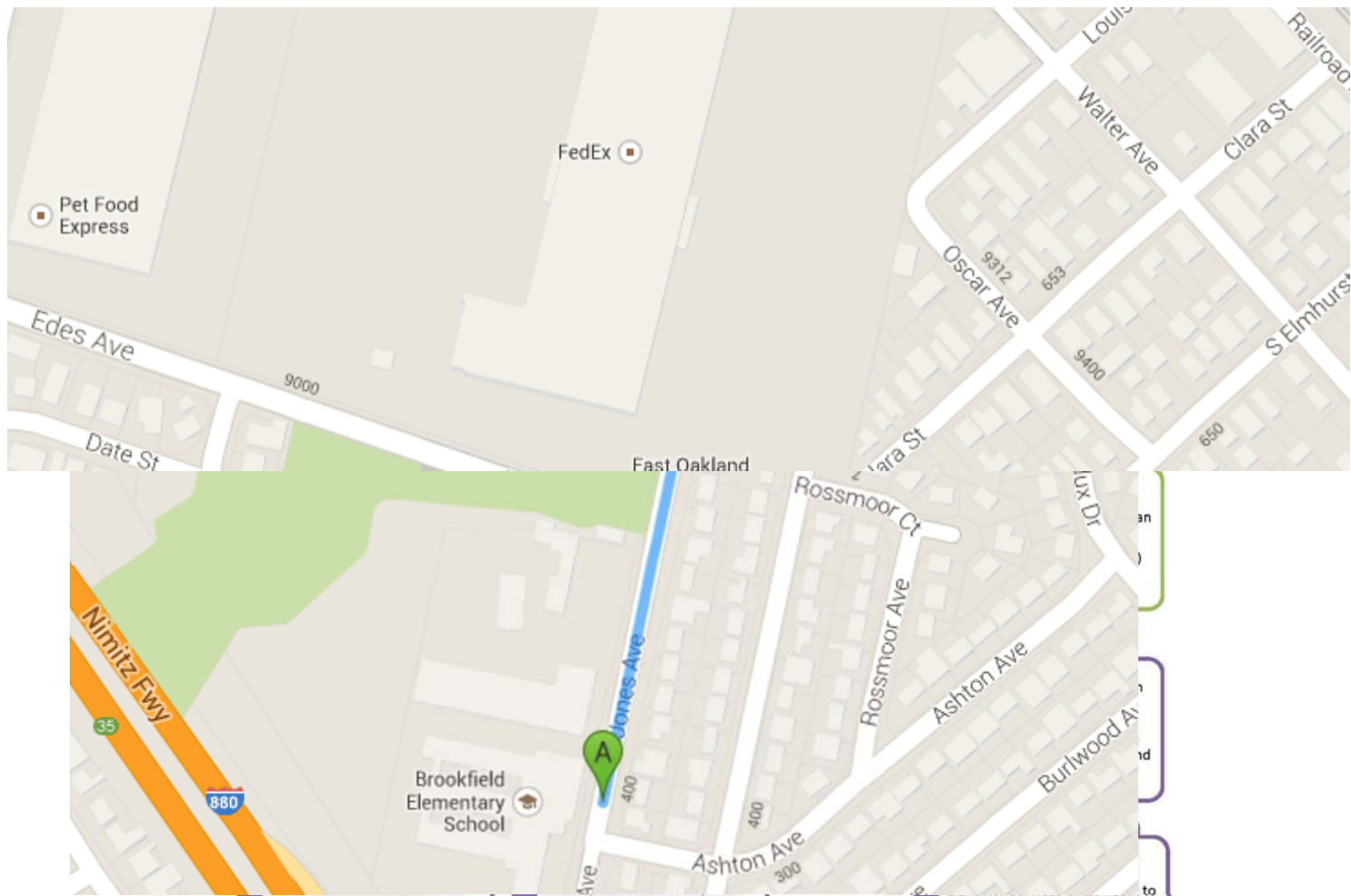
Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

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



Last edited by Oakland School Police Department, July 2013

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

<p>Has 'after school staff on safety team' completed the mandatory ICS 100/200 training?</p>	<p>Incident Command System for Schools http://training.fema.gov/EMIWeb/IS/IS100SCA.asp IS-200.b (ICS 200) ICS for Single Resources and Initial Action Incidents http://training.fema.gov/emiweb/is/is200b.asp</p>
<p>After School Safety team established?</p>	<p>Yes / No</p>
<p>List safety team members name:</p>	<p>Safety team member 1: _____ Safety team member 2: _____ Safety team member 3: _____ Safety team member 4: _____ Safety team member 5: _____</p>

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form

Month _____

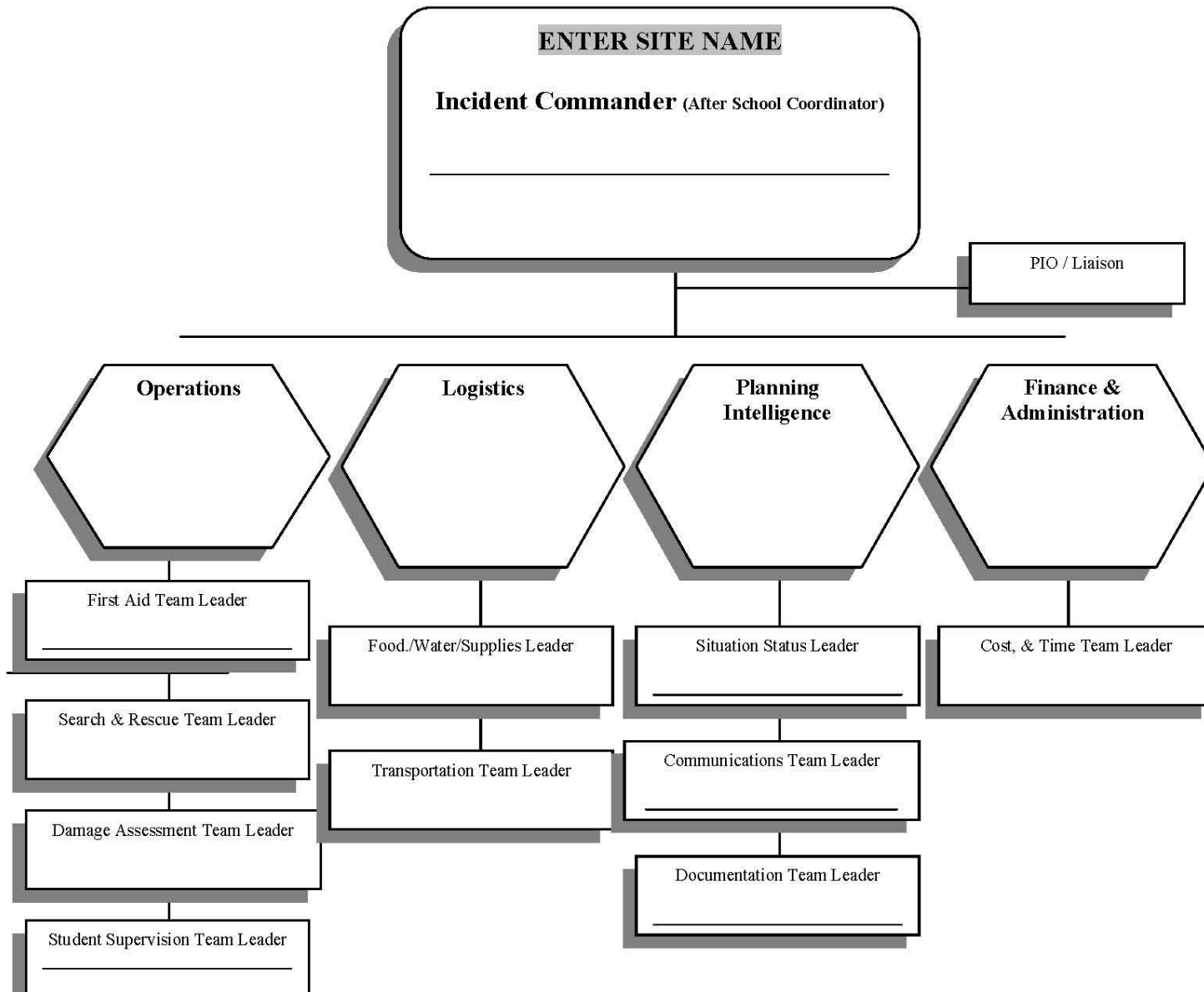
Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			

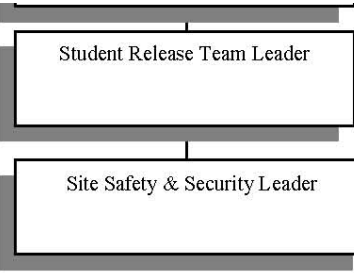
Earthquake			
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature: _____ Date: _____

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

AFTER SCHOOL PROGRAM





Safety Plan Appendix

School Safety Plan

APPENDIX: Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Safety for Special Needs Populations

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Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

American with Disabilities Act

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

Roles and Responsibilities

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

Planning

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

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

Action Step:

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

Notification

Many traditional emergency notification methods are not accessible to or usable by people with disabilities. People who are deaf or hard of hearing cannot hear radio, television, sirens, or other audible alerts. Those who are blind or who have low vision may not be aware of visual cues, such as flashing lights. Warning methods should be developed to ensure that all citizens will have the

information necessary to make sound decisions and take appropriate, responsible action. Often, using a combination of methods will be more effective than relying on one method alone. For instance, combining visual and audible alerts will reach a greater audience than either method would by itself.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Action Step:

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

Evacuation

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

Action Step:

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Action Step:

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

Sheltering

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

Action Step:

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

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Action Step:

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

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

Action Step:

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

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

Action Step:

Ensure that a reasonable number of emergency shelters have back-up generators and a way to keep medications refrigerated (such as a refrigerator or a cooler with ice). These shelters should be made available on a priority basis to people whose disabilities require access to electricity and refrigeration, for example, for using

access to electricity and refrigeration, for example, for using life-sustaining medical devices, providing power to motorized wheelchairs, and preserving certain medications, such as insulin, that require refrigeration. The public should be routinely notified about the location of these shelters. In addition, if you choose to maintain a confidential registry of individuals needing transportation assistance, this registry could also record those who would be in need of particular medications. This will facilitate your planning priorities.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Action Step:

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

Returning Home

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

Action Step:

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

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Prepare For What Will Happen

Earthquake

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

store at least 5 gallons, and more for those people who need extra water. And still more if you have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)

9. In the days following a major quake, many people find themselves easily distracted, strangely absent-minded, and occasionally losing track of keys, phone numbers, and other things. If you experience this, don't worry greatly; it is a normal reaction to the stress of a being in a major disaster.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Before a Disaster

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

elements. The hearing impaired and deaf students would be best alerted by flashing light alarms.

10. Emergency back-up lighting systems, especially in stairwells and other dark areas would benefit those students with limited visual acuity.
11. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety.
12. Hearing impaired students should practice some basic hand signals with the teachers and other students for emergency communication.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

During the Earthquake

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

After the Earthquake

1. Hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
2. During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.
4. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependant machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.

5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.
6. If evacuation from school area is called for, utilize special transportation arrangements.
7. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Training for Rescue Service During an Emergency

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

Evacuating Wheelchair Users

All Wheelchair Users

1. Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.
2. Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask

the user to confirm where it is safe to lift. Also, ask the user what else about his or her wheelchair you should know in order to lift it safely.

3. Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.
4. When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.

Safety for Special Needs Populations

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

Manual (non-motorized) Wheelchairs

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

Motorized Wheelchairs

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

Safety for Special Needs Populations

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

School Site Name/Site Number: Brookfield Village - 103

- 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:
5 May 2014
7. The public was alerted about the meeting through one of the following:
 Fliers in students' home languages (date) 30 April 2014
 Announcement at the public meeting (date) _____
 Other (Notices and Media Announcements) (date) _____

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

Signatures		
<u>Marco A. Franco</u>	<u>Marco A. Franco</u>	<u>9 May 2014</u>
Print name of school principal	Signature	Date
<u>Angelica Reyes</u>	<u>[Signature]</u>	<u>9 May 2014</u>
Print name of SSC chairperson	Signature	Date
<u>Jenny Wong</u>	<u>[Signature]</u>	<u>6/19/14</u>
Print name of Chief of Police or Designee	Signature	Date
<u>Kimi Kean</u>	<u>[Signature]</u>	<u>5-16-14</u>
Print name of Regional Executive Officer	Signature	Date
<u>Suzenn Ramirez</u>	<u>[Signature]</u>	<u>6-11-14</u>
Print name of Director, State & Federal Compliance	Signature	Date

School Site Council Membership Roster – Elementary School

School Name: Brookfield Village

School Year 2013-2014

Chairperson: <p style="text-align: center;">Angelica Reyes</p>	Vice Chairperson: <p style="text-align: center;">Kimberly Jones</p>
Secretary:	<u>DAC Representative:</u> <p style="text-align: center;">Kimberly Jones</p>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Vivienne Modise	401 Jones Avenue, Oakland 94603		XXX		
Bernadette Breen	401 Jones Avenue, Oakland 94603		XXX		
Janie Naranjo-Hall	401 Jones Avenue, Oakland 94603		XXX		
Teresa Rodriguez	401 Jones Avenue, Oakland 94603			XXX	
Margarita Salcedo	401 Jones Avenue, Oakland 94603				XXX
Angelica Reyes	401 Jones Avenue, Oakland 94603				XXX
Kimberly Jones	401 Jones Avenue, Oakland 94603				XXX
Francisca Cazares	401 Jones Avenue, Oakland 94603				XXX
Maribel Ordaz	401 Jones Avenue, Oakland 94603				XXX
Marco Franco		XXX			
DAC Representative	Kimberly Jones				XXX
Home Ph.	Email:				

Meeting Schedule	2nd Wednesday of each month, 3-4:30pm
-------------------------	---

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

Maw H. Jones,
 Principal

Title I School Parental Involvement Policy 2014 - 2015

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Brookfield Village Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
 - Flyers announcing Title 1 meeting and SSC meetings
 - Parents can make recommendations and ask questions about developing Title 1 plan
- Offer a flexible number of meetings for parents
 - Title 1 meeting is scheduled in October or November
 - SSC and ELAC meetings held once per month
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 - Review and monitoring of title 1 program done by SSC, with input from ELAC
 - SSC and ELAC meetings held once per month
- Provides parents of Title I students with timely information about Title I programs
 - Flyers with 72 hours notice
 - Information also disseminated at SSC and ELAC meetings
 - Parent bulletin board
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 - At Back To School Night
 - Open House
 - Parent conferences
 - Parent Reading, Science and math nights
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - Report card parent conferences
 - Parents may request meetings with teacher, principal and other service providers here at the school
 - Public always invited to our SSC and ELAC meetings which have agenda item for public input and participation

School-Parent Compact

Brookfield Village Elementary has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents

will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

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

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

- Back to School Night
- Open House
- Parent conferences after each reporting period
- Revision meetings
- SSC and ELAC
- Monthly parent workshops
- Community Assistant

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Materials are provided at SSC and ELAC meetings. They are also provided as requested.*

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Community Assistant takes on these roles as liaison between parents and staff, including the principal. Providing translation helps parents better communicate their contributions and work as partners. Revision Team is another way this relationship is clarified.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Community Assistant coordinates activities and trainings for parents, including sitting in conferences and IEPs to translate and support the families.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

All flyers and calendars are translated or translator is brought in to translate at meetings as well.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. Items and activities requested for parents are put on SSC and ELAC agendas for formal discussion and decision making around it.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. All materials sent home are translated either by site staff or by District staff. Calendar of events is sent home

each month that includes all parent and school activities. The school's Community Assistant also provides information to parents.

Adoption

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

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) 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. The (*Name of school*)'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.

Maxwell A. Linceo
(Principal's Signature)

May 5, 2014
(Date)

Brookfield Village Elementary School Parent 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. This Parent Compact was approved in November 2013.

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