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 Markham 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 Markham Elementary School.

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Markham Elementary

6002059

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
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OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Markham Elementary School is located in the heart of East Oakland. It is a neighborhood school that has been in existence for 76 years. It is a K-5 school that serves the needs of 57% Hispanic students and 40% African American students with 3% other. We deliver high quality instruction that is driven by student data and rooted in rigor. All of the teachers at markham are HQI teachers and have high expectations for students. To ensure our students support in social-emotional, Markham has implemented Welcoming Schools curriculum. Markham employs a part-time nurse, part-time psychologist and full-time Teacher-on-Special assignment. We have an excellent After School program that is aligned to the school's instructional focus. MARKHAM ELEMENTARY THEORY OF ACTION: Curriculum: When we plan?. ? Create and implement daily mastery objectives that are focused, rigorous and measurable. ? Backwards map from CC standards-based interim assessments in math ? Backwards map from genre-based reading and writing summative assessments in ELA with clear essential understandings ? Backwards map from other Common Core aligned assessments: o Math Common Core Performance Tasks/Open Task Assessments o Guided Reading from Lucy Calkins, SRI Instruction: When we teach?. ? Facilitate rigorous student to student discourse in which students build on and/or challenge ideas, elaborate and clarify, support ideas with examples, paraphrase, and synthesize it will help students communicate well, focus on and explore a question idea, or topic. These skills will help students produce high quality academic writing and reading. ? Teach CC standards and strategies through balanced literacy with a focus on non-fiction reading and writing in reader?s and writer?s workshop. ? Differentiate instruction based on data through skills/standards-based small groups in ELA and Math Assessment: When we assess? ? Use daily exit ticket, weekly formative assessment, and quarterly benchmark/summative data to assess instructional effectiveness and develop /implement rigorous action plans that focus on student mastery Culture: Develop our culture? ? Increase engagement for all students by focusing on the ?why? to develop true relational trust. ? Instruction in social and emotional learning to develop our culture to provide self-management, self-awareness, social awareness, Responsible Decision Making and Relationship skills.

VISION

The Markham School staff and community, working together in unity, hold ourselves accountable for student achievement, to nurture, guide, and challenge ALL students to become productive citizens, lifelong learners, and critical thinkers. Through rigorous instruction and conscientious modeling, we as staff, students, families, and community members will hold ourselves to high standards and accept responsibility for ourselves and each other.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

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

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	48%	No	45.9%	No
	Black or African American	38.6%	No	50.7%	Yes
	Hispanic or Latino	56.6%	Yes	43.2%	No
	Socioeconomic Disadvantaged	48.4%	No	45.9%	No
	English Learner	54%	No	43%	No
	Students with Disabilities	32%	--	33.3%	--
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	48.5%	No	43.3%	No
	Black or African American	32.5%	No	43.7%	Yes
	Hispanic or Latino	61.3%	No	43.2%	No
	Socioeconomic Disadvantaged	48.4%	No	43.3%	No
	English Learner	60%	No	43%	No
	Students with Disabilities	32%	--	37%	--

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

OUSD School Balanced Scorecard

- 02 - Markham - School Balanced Scorecard - 2012-13.pdf

SQIS Target Student Group and Content Area

Based on analysis of the SQIS Data and the School Balanced Scorecard, we will target the following Student Group and Content Area for improved achievement in the 2014-15 school year:

Student Group:English Learner   Content Area: ELA

School Quality Review (SQR)

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

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

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

SQR Summary Report

- 2011-2012 Summary Report

SQR Improvement Priorities

SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities)	SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.)
Consistent and Deep Implementation across all grade levels of Balanced Literacy.	☑ 1A ☐ 1B ☐ 1C ☐ 1D ☐ 1E ☑ 1F ☐ 2A ☐ 2B ☐ 2C ☐ 2D ☐ 3A ☐ 4A ☐ 5A
Consistent and Deep Implementation of OUSD Math Units/ Math Tasks and instructional strategies and supporting systems	☐ 1A ☑ 1B ☐ 1C ☐ 1D ☑ 1E ☐ 1F ☐ 2A ☐ 2B ☐ 2C ☐ 2D ☐ 3A ☐ 4A ☐ 5A
Consistent Implementation of English Learner instruction and supporting systems	☑ 1A ☑ 1B ☑ 1C ☐ 1D ☐ 1E ☐ 1F ☐ 2A ☐ 2B ☐ 2C ☐ 2D ☐ 3A ☐ 4A ☐ 5A
Family Engagement; families are engaged and empowered partners in their child's academic and social-emotional success. Families have concrete strategies to use at home to support reading goals.	☐ 1A ☐ 1B ☐ 1C ☐ 1D ☐ 1E ☐ 1F ☐ 2A ☐ 2B ☐ 2C ☐ 2D ☐ 3A ☑ 4A ☐ 5A
Health and Wellness; coordinate supports thatimprove attendance, provide structured play, leadership development and physical fitness.	☐ 1A ☐ 1B ☐ 1C ☐ 1D ☐ 1E ☐ 1F ☐ 2A ☐ 2B ☑ 2C ☐ 2D ☐ 3A ☐ 4A ☐ 5A
Health and Wellness; coordinate supports that improve attendance, provide structured play, leadership development and physical fitness.	☐ 1A ☐ 1B ☐ 1C ☐ 1D ☐ 1E ☐ 1F ☐ 2A ☐ 2B ☑ 2C ☐ 2D ☐ 3A ☐ 4A ☐ 5A
Consistent and Deep Implementation of OUSD Math Units/ Math Tasks and instructional strategies and supporting systems	☐ 1A ☑ 1B ☐ 1C ☐ 1D ☐ 1E ☐ 1F ☐ 2A ☐ 2B ☐ 2C ☐ 2D ☐ 3A ☐ 4A ☐ 5A

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	3A	4A	5A

Other School Accountability/Improvement Plans (optional)

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

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

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

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

SSC, ELAC, staff parents (PTA), teacher leaders, and school partnerships will support in implementing and adjusting the site plan in order to ensure that we meet our goals as a school and as a district. Communication with staff and after-school programs to discuss student progress and implementation of the CSSP. Discussion with SSC and PTA regarding budget and program assessment will also support our school in meeting the needs of our students.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [2011-2012: Beginning]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [2011-2012: Developing]

Benchmark

SRI

% Students making 1+ year's growth on SRI	SRI Participation Rate
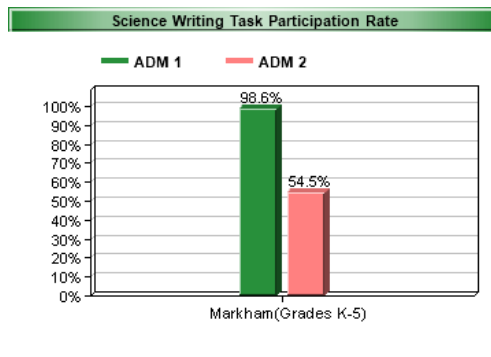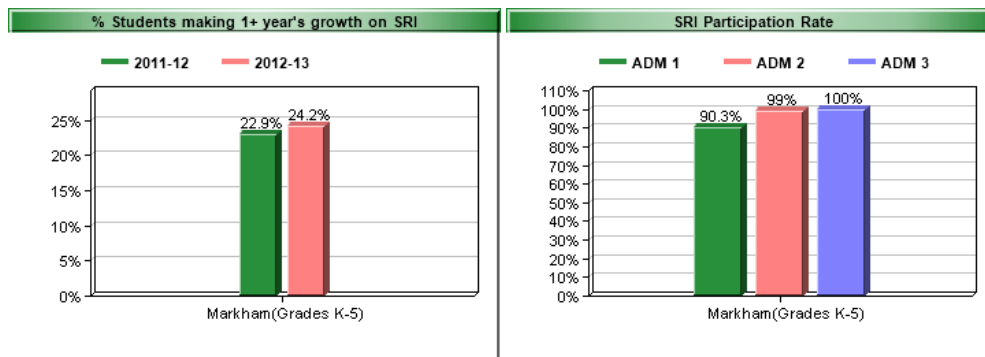
2012-13 Summative Data and 2013-14 Progress Monitoring Data

- When looking at the Dibels data we discovered 67% of kindergarten students know their letters, 33% know their sounds and nonsense words. In DIBELS Grade 1 we noticed that 81% of students know their sounds and 67% know their nonsense words, but only 33% of first grade students can read orally. Looking at IDEL Kindergarten we noticed 48% of students know their letters, 14% know sounds and 57% know words. In IDEL Grade 1 70% of students know sounds, 60% know words and 50% can read orally.
- Looking at the CELDT data we noticed 82% growth, 13% flat and 6% slide. In SRI 14% decrease in BB, 8% increase P, 2% increase P. Looking at SWT: In 3rd grade 23% Adv., 32% Benchmark. In 4th grade 10% Adv., 18% Benchmark. In 5th Grade 9% Adv., 13% Benchmark. Looking at Running Records: 271 students below (K-49,1-39,2-61,3-32, 4-42,5-48), 28 students approaching, 9 students proficient, 7 students advanced during second benchmark administration. We expect growth on the 3rd/4th benchmark Adm.

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

- When analyzing attendance data we discovered that our student attendance rate was 93% which is 5% lower than the district's goal of 98%. We believe that this impacts student achievement because a percentage of our students are chronically absent.
- For advance and proficiency in English Language Arts our students are 59% proficient and advance. 61% of 2nd - 5th grade students in Oakland Unified School District are proficient and advanced. We are very close to matching the district's 61%.
- This year we have incorporated Balanced Literacy into our program. Teachers are incorporating mini-lesson plans,accountable talk and reading workshop. We continue to incorporate data driven instruction.
- For advance and proficiency in SRI grade level reading our 3rd grade students are 67% proficient and advanced. 62% of 3rd graders in the district are proficient and advanced.We have exceeded the district's percentage by 5%.

Theory of Action

- We will continue a deep and consistent implementation of the components of a balanced approach to literacy: Interactive Read Aloud with Accountable Talk, Reader's Workshop, Writer's Workshop and supporting systems.
- We will use the Teacher's College Reading and Writing Units of Study to emphasize how to teach the essential skills and strategies of proficient readers to become deep comprehenders and meaning makers.We will use computer based programs for Literacy
- We will provide all students with instructional shifts and close readings to support the instructional transition to the Common Core Standards.We will use the SRI/RR to document student assets, growth, miscues,reading levels, inform instruction
- and differentiate based on students' individual needs. We will confer with readers 1:1 and in small groups with partner reading and comprehension book clubs. We will have a literacy coach to coach teachers and improve teacher practice with literacy
- Across grade levels we will continue our literacy block that includes phonemic awareness, Magic Rime, Word Study, Classroom Libraries, Mini Lessons, Interactive Read-Alouds,Readers/Writers Workshop to improve student performance and teacher practice

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will have a Literacy TSA to assist teachers with the balanced literacy program,provide literacy workshops, professional development	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Other	5/8/2014	138SQI1A1917	Literacy TSA will work with teachers and provide professional development around balanced literacy and further develop school focus.	3010-Title I		C10TSA0055	0.5	$33,087.56
We will have a Literacy TSA to assist teachers with the balanced literacy program,provide literacy workshops, professional development	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Other	5/8/2014	138SQI1A1920	Literacy TSA will work with teachers and provide professional development around balanced literacy and further develop school focus.	7400-QEIA		C10TSA0055	0.5	$33,087.56
We will have a Literacy TSA to assist teachers with the balanced literacy program,provide literacy workshops, professional development	CELDT	English Learners & Redesignated	End of Year	Other	5/8/2014	138SQI1A5326	Literacy TSA will work with teachers to improve instruction for English Learner students.	N/A			0	$0.00
We will create an onsite enrichment ELA program for those students who score at	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Leadership Team	3/26/2014	138SQI1A1918	See strategy	N/A			0	$0.00

proficient and advanced as well as those students who are very close to being proficient in ELA.												
Fund one classroom teacher through QEIA for class size reduction.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	3/26/2014	138SQI1A1921	Provide smaller class sizes to improve student achievement and improved differentiation for struggling students.	7400-QEIA		TCSHLT0257	1	$48,922.27
Classroom materials and teaching supplies to support Balanced Literacy program.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	3/27/2014	138SQI1A3226	Provide additional classroom materials to accelerate student learning and supplement regular textbooks.	3010-Title I	4310-SUPPLIES		0	$2,158.55
Classroom materials and teaching supplies to support Balanced Literacy program.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	3/27/2014	138SQI1A5327	Provide additional classroom materials to accelerate student learning and supplement regular textbooks.	5-LCFF Supplemental	4310-SUPPLIES		0	$3,219.63
Classroom materials and teaching supplies to support Balanced Literacy program.	CELDT	English Learners & Redesignated	End of Year	Principal	3/27/2014	138SQI1A5330	Provide English Learners with additional materials to accelerate their mastery of the English Language.	N/A			0	$0.00
Classroom materials and teaching supplies to support Balanced Literacy program.	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/27/2014	138SQI1A6453	Provide classroom materials and parent information notices to ensure we are all focused on accelerated student learning	Non-SSC approved			0	$0.00
Use instructional shifts to support the instructional transition to Common Core Standards.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Leadership Team	3/26/2014	138SQI1A6011	We will build knowledge through content rich non-fiction and informational text. Use evidenced based reading and	N/A			0	$0.00

							writing grounded in evidence from text. Provide regular practice with complex and its academic language and vocabulary.					
Utilize close readings to support the instructional transition to the Common Core Standards.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Grade leve/Department Team	3/26/2014	138SQI1A6012	We will have students rereading; tracking thinking with text coding;noticing confusing parts;analysis and paraphrasing by word, sentence and paragraph; accountable talk with academic language about text; asking text dependent questions; analyzing text complexity by 1)levels of meaning 2)complexity of structure, complexity of language conventionality and clarity, complexity of knowledge on demands.	N/A			0	$0.00
Utilize Running Records to build on student learning.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Grade leve/Department Team	3/26/2014	138SQI1A6013	Complete Running Records to document student assets, growth and miscues. Utilize RR data to inform instruction and differentiate based on student needs.	N/A			0	$0.00
Principal Walk-throughs will take place weekly to monitor Balanced Literacy progress.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Principal	3/26/2014	138SQI1A6014	Principal will monitor every week the balanced literacy teacher and action	N/A			0	$0.00

								steps;teaching points, anchor charts for students to reference; accountable talk/academic conversations,5x8 Vital Behaviors;this data collected and shared with staff on a weekly basis.					
Hire a Literacy Coach to provide literacy support, Professional Development, and coaching.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	5/8/2014	138SQI1A7651	Literacy coach provide support, Professional development and coaching to teachers and students.	6-LCFF Concentration	5825-CONSULTANTS		0	$30,000.00
Teachers will use science to develop CCSS literacy skills (writing, listening, speaking, reading) to develop languagage abilities	Local assessments (benchmarks, PWA)		Weekly	Other	5/6/2014	138SQI1A7524	Write with evidence, engage in academic discussiions,read complex text,provide academic language support	N/A			0	$0.00
To provide hands-on activities for literary themes, and additional activities to explore science, math and social studies concepts	Other (OCR, etc)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/27/2014	138SQI1A6305	MOCHA program for all students	6-LCFF Concentration	5825-CONSULTANTS		0	$20,000.00
To provide hands-on activities for literary themes, and additional activities to explore science, math and social studies concepts	Other (OCR, etc)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/27/2014	138SQI1A6456	MOCHA program for all students funded by GP	Non-SSC approved			0	$0.00
After school coordinator and teachers supports all enrolled students by ensuring safety,enrichment,	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly		5/7/2014	138SQI1A7646	Provide support for all students enrolled in the after school program by ensuring safety, enrichment,	N/A			0	$0.00

nutrition, literacy/math support.							nutrition, literacy and math support.					
Accessible and working copiers for both lesson preparation and parent information	Other (OCR, etc)	English Learners & Redesignated	End of Year	Clerical staff	3/27/2014	138SQI1A6478	Machine maintenance contracts	Non-SSC approved			0	$0.00
Use SRI data to identify non-fictional leveled books.	SRI	English Learners & Redesignated	Weekly	Other	3/24/2014	138SQI1A6010	Continue to build/promote a culture of reading,a school-wide practice of independent reading,guided reading and classroom leveled libraries. Focus: EL Students	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$4,006.30
Balanced Literacy,Student Discourse,and Academic Language,aligned to CCSS and OUSD's three Instructional Shifts.	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Principal	4/30/2014	138SQI1A7438	Development in Balanced Literacy,Student Discourse and academic language	N/A			0	$0.00
Literacy Coach to support professional development in Balanced Literacy, Student Discourse and Academic Language aligned to CCSS and OUSD's three instructional shifts	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Principal	4/30/2014	138SQI1A7443	On site coaching and professional development in Balanced Literacy,Student Discourse, and Academic Language	N/A			0	$0.00
Literacy Coach to support professional development in Balanced Literacy ,Student Discourse, and Academic Language aligned to CCSS and OUSD's three instructional shifts	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	4/30/2014	138SQI1A7444	On site coaching and professional development for ELL's in Balanced Literacy, Student Discourse and Academic Language	N/A			0	$0.00
Extend learning opportunities by	Grades/GPA	English Learners &	Every Marking	Grade leve/Department	3/26/2014	138SQI1A6311	Use buses to go on field trips	790-Unrestricted	5826-NON-CONTRACT		0	$2,000.00

									EIA-SCE Support	SERVICES			
going on field trips		Redesignated	Period	Team									
After school program provides extended learning opportunities focused on literacy using the Achieve 3000 and Razkids computer based programs.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	After school program coordinator	5/8/2014	138SQI1A7645	Provide literacy support using Achieve 3000	N/A			0	$0.00
Support families, students and staff in solving problems and maintain emotional stability. Provide Literacy support, professional development and coaching	Discipline/CSC	English Learners & Redesignated	Monthly	Principal	5/8/2014	138SQI1A6312	Emotional Competence Professional Development and coaching	5-LCFF Supplemental	5825-CONSULTANTS		0	$30,000.00
Timely use of district forms for parent and educational purposes	Survey data (CHKS, etc.)	English Learners & Redesignated	Every Marking Period	Clerical staff	3/27/2014	138SQI1A6483	District duplicating services	Non-SSC approved			0	$0.00
Increase use of our school library by having a library clerk	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI1A6302	A part-time library clerk to encourage use of the resources in our library	790-Unrestricted EIA-SCE Support		LBCLKS0026	0.5	$26,165.90
Hire a bilingual academic mentor	CELDT	English Learners & Redesignated			3/24/2014	138SQI1A6310	Bilingual academic mentor to provide intervention services for EL students	791-Unrestricted EIA-LEP Support	2928-OTHERCLASS SALARIES HOURLY		0	$15,000.00
Design and implement data conferences to support literacy instruction across all core subject areas.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Grade leve/Department Team	3/26/2014	138SQI1A5985	Provide substitute release time for teacher collaboration	791-Unrestricted EIA-LEP Support	1150-TEACHERS SUBSTITUTES		0	$6,000.00
We will have two STIP SUBS to provide intervention and reading strategies to help improve reading	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	TSA/Coach	3/27/2014	138SQI1A6300	STIP SUB will provide intervention and provide students with reading strategies to help improve their	3010-Title I		TCSTIP9999	0.8	$35,594.76

skills.They will also provide teacher collaboration time.							reading skills.					
We will have two STIP SUBS to provide intervention and reading strategies to help improve reading skills.They will also provide teacher collaboration time.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	TSA/Coach	3/27/2014	138SQI1A6301	STIP Sub will provide intervention and provide students with reading strategies to help improve basic reading skills.	7400-QEIA		TCSTIP9999	0.2	$8,898.69

<h1 style="text-align:center">School Quality Indicator 1: Quality Learning Experiences for All Students</h1>

<h2 style="text-align:center">Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)</h2>

School: Markham Elementary **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [2011-2012: Beginning]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [2011-2012: Developing]
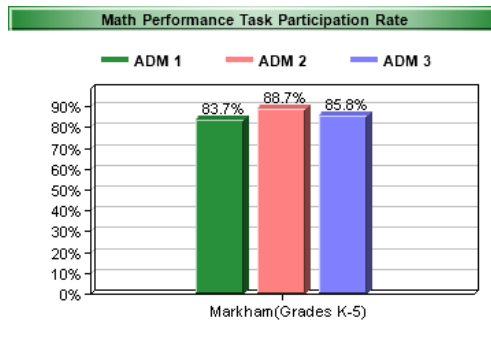
Benchmark

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

- Looking at the ES Fall BM-Performance Tasks: K-52%,1st-58%,4th-62%, 5th-44% At/Above Proficient. AAM - 40% At/Above Prof. Latino M-45% At/Above Prof. SWD- 22% At/Above Prof. In Science 3rd-55% A/Benchmark, 4th- 10% A/Benchmark, 5th-9% A/Benchmark.

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

- We exceeded the district's percentage in Math in grade 4 by 11% and in grade grade 5 by 41%. We need to make a 7% growth in grade 3 math.
- Our far below and below in science is 17% as compared to the district's 24%. In math our far below and below percentage is 28% compared to the district's 18%. We need a 10% growth in math. Our goal is to decrease the percentage of students in far
- below and below in both science and math. Our advanced and proficient is 46% compared to the district's 62% in math. Our goal is to increase the number of students by 16%. Our proficiency in science is 34%.
- Our goal is to increase this percentage by 13%

Theory of Action

- We will use the new math curriculum, an experiential learning model, with daily performance tasks, and open-ended problem solving. Students will know and understand there are multiple strategies to solve complex math problems.
- We will build science instructional leadership (lead science teacher, school-wide events).
- We will provide high leverage professional development focused on math/science strategies and instructional planning,analyze data and create assessments with performance tasks to enhance the curriculum/provide accessiblity for all students.
- We will implement OUSD's approach to science learning and use science to explicitly develop CCSS literacy skills and develop language abilities. We will write with evidence, engage in academic discussions, read complex text,academic lang./dev.
- We will foster teacher expertise in content, skills and practices aligned to NGSS (on site professional development, on site specialist support, Elem. NGSS Summer Institute).

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will use science to develop CCSS literacy skills (writing, listening, speaking, reading) to develop languagage abilities	Local assessments (benchmarks, PWA)		Weekly	Other	5/6/2014	138SQI1B7524	Write with evidence, engage in academic discussiions,read complex text,provide academic language support	N/A			0	$0.00
To provide hands-on activities for literary themes, and additional activities to explore science, math and social studies concepts	Other (OCR, etc)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/27/2014	138SQI1B6305	MOCHA program for all students	6-LCFF Concentration	5825-CONSULTANTS		0	$20,000.00
To provide hands-on activities for literary themes, and additional activities	Other (OCR, etc)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/27/2014	138SQI1B6456	MOCHA program for all students funded by GP	Non-SSC approved			0	$0.00

to explore science, math and social studies concepts											
After school coordinator and teachers supports all enrolled students by ensuring safety,enrichment, nutrition, literacy/math support.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly		5/7/2014	138SQI1B7646	Provide support for all students enrolled in the after school program by ensuring safety, enrichment, nutrition, literacy and math support.	N/A		0	$0.00
Accessible and working copiers for both lesson preparation and parent information	Other (OCR, etc)	English Learners & Redesignated	End of Year	Clerical staff	3/27/2014	138SQI1B6478	Machine maintenance contracts	Non-SSC approved		0	$0.00
Instructional Practices: math	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Grade leve/Department Team	3/26/2014	138SQI1B5584	Review key planning documents (common core standards, OUSD math units). Teachers develop curriculum focus. We will use our STIP subs mentioned earlier to provide collaboration time for teachers	N/A		0	$0.00
Math Instruction moves toward the Common Core Standards, which affords students instructional strategies,(entry tasks, performance tasks, expert tasks,summative tasks)that develops their capacity for open-ended questions/responses, critical thinking and problem solving.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Grade leve/Department Team	3/26/2014	138SQI1B6015	Daily math instruction is aligned to Common Core Standards and students accountable talk with peers, small groups where they are encouraged to think aloud, capture their thinking in writing and have opportunity to demonstrate the application of the real world.	N/A		0	$0.00
Mathematics Instruction focused on developing cognitive and interpersonal skills in support of the Common Core Standards.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	3/26/2014	138SQI1B6020	Mathematics Instruction focused on developing cognitive/interpersonal skills in support of the Common Core Standards will include: Make sense of problems and persevere in solving them, Reason abstractly and	N/A		0	$0.00

							quantitatively, Construct viable arguments and critique reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structures, Look for and express regularity in repeated reasoning					
Academic interventions aligned to data, identify and target student needs (e.g. English Learners, AA, SPED and Foster Youth)	Local assessments (benchmarks, PWA)		Monthly	Other	5/5/2014	138SQI1B7510	Teachers, Stip Subs, and TSA provide academic support at least 3X/week for students not proficient in core subject areas.	N/A			0	$0.00
Academic Interventions aligned to data, identify and target student needs (e.g. English Learners, AA,SPED, and Foster Youth)	CELDT		Every Marking Period	Principal	5/5/2014	138SQI1B7511	Provide supplies to support English Learners specific needs, stregthen English Language proficiency in acquiring academic Language	N/A			0	$0.00
Foster teacher expertise in content, skills and practices aligned to the NGSS	Local assessments (benchmarks, PWA)		Monthly		5/6/2014	138SQI1B7527	Provide on-site professional learning for all teachers, provide on-site specialist support (PLC's, ILT,Lesson Study, walkthroughs,etc.)	N/A			0	$0.00
Instructional Practices: math	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI1B5582	Supplemental math to support students having difficulty learning concepts	7400-QEIA	4310-SUPPLIES		0	$23,932.00
Provide opportunity for teachers to collaborate in PLC's and or explore STEM related websites, such as Silicon Valley Mathematics Initiative (SVMI), or inside Mathematics to further develop their capacity to deliver STEM instruction.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	3/26/2014	138SQI1B6023	Teachers plan for students to have hands-on, project based learning experiences resulted from teachers' PLC collaborative planning within and vertical grade levels.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [2011-2012: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [2011-2012: Developing]

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

- We had 72% response rate on the California Healthy Kids Survey. We will increase participation by 28% to have 100% participation.
- 58% of students feel apart of the school and 66% of students feel close to people at school on the California Healthy Kids Survey.

Theory of Action

- We will have a transitional kindergarten program that includes curriculum and professional development. We will align our academic core to what students must know, understand, and be able to do to succeed in college prepatory courses in high school.
- We will promote a healthy environment by teaching health education to students.We will provide Parent Education classes to show the importance and benefits of students eating a healthy breakfast and lunch.
- We will provide students with the minimum allotted minutes for physical education through the Heroes program.Students will become more health conscious and physically fit.

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 tours and assemblies for Pre-school and transitional	Other (OCR, etc)	English Learners & Redesignated	End of Year	Grade leve/Department Team	3/26/2014	138SQI1C5339	Host informational open house for potential kindergarten families.	N/A			0	$0.00

kindergarten students and their parents.							Information will include program description, registration process, question and answers and meeting kindergarten teachers.					
Provide parents with information of how to prepare their students for a successful kindergarten experience.	Grades/GPA	English Learners & Redesignated	End of Year	Other	3/26/2014	138SQI1C6021	We will have parent meetings to inform parents about how to prepare their students for kindergarten.	N/A			0	$0.00
Orientation for incoming TK/K families to support elementary transition and strengthen home/school connection	Survey data (CHKS, etc.)		End of Year	Grade leve/Department Team	5/6/2014	138SQI1C7562	Support TK/K elementary transition and strengthen home/school connection	N/A			0	$0.00
Orientation for Pre-K parents			End of Year		5/6/2014	138SQI1C7564	Orientation for incoming Pre-K students	N/A			0	$0.00
Transitions Engage outgoing 5th grade families to support transition from elementary to middle school.	Survey data (CHKS, etc.)		Every Semester	Other	5/6/2014	138SQI1C7569	Invite middle school representatives to speak with students with famillies regarding middle school options.	N/A			0	$0.00
Transitions Engage outgoing 5th grade families to support transition from elementary to middle school.	Survey data (CHKS, etc.)		End of Year		5/6/2014	138SQI1C7570	Host 5th grade orientation and options meetings for families	N/A			0	$0.00
Transitions Engage outgoing 5th grade families to support transition from elementary to middle school.	Survey data (CHKS, etc.)		Every Semester		5/6/2014	138SQI1C7571	Schedule middle school tours for outgoing 5th grade students and families	N/A			0	$0.00

<h1 style="text-align: center; color: green;">School Quality Indicator 1: Quality Learning Experiences for All Students</h1>

<h2 style="text-align: center; color: orange;">Strategic Priority D. College, Career & Workforce</h2>

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [2011-2012: Beginning]
- ensures that students know what they're learning, why they're learning it and how it can be applied (Standard 1.7) [2011-2012: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [2011-2012: Developing]

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

- 95% of all 5th graders surveyed on the 2012-2013 California Healthy Kids Survey responded that they believe that their parents want them to do their best and that they can do a good job.
- 89% of all 5th graders surveyed responded on the 2012-2013 California Healthy Kids Survey that their parent or some other grownup cares about their schoolwork.

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

- At Markham 100% of grade 5 students plan to go to college. Markham's percentage of 5th grade students that want to go to college is 4% higher than the district's 96%.
- The district promotes academic success 92% of the time compared to Markham which promotes academic success 88%. Our goal is to increase the promotion of academic success at Markham by 12%.
- Markham's high standards for student performance is 92% compared to the district's 93%. Our goal is to increase the high standards for student performance at Markham by 8%.

Theory of Action

- We will prepare all learners with strategic thematic unit development aligned to Common Core Standards with a balance of skills,materials, strategies and the socio-emotional support that they need so all students are college and career ready.
- We will share with all parents the importance of maintaining a great attendance record so that parents will ensure their child attend school consistently and daily,building a foundation for college and career readiness
- We will continue to implement a data driven system to identify students K-5 that need help becoming college and career ready. We will provide individualized plans to get students college and career ready. Students will write college/career reports
- We will have a college and career day for students. Students will visit different colleges and presenters from different careers will make presentations to increase student knowledge about colleges and careers

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
College Career Readiness Focus School-wide Career Day to highlight career paths for students.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch		Leadership Team	4/30/2014	138SQI1D7435	Day long celebration of careers with multiple presenters per class. Follow up activities to apply new learning.	N/A			0	$0.00
College Career Readiness Focus School-wide Career Day to highlight career paths for students.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch		Grade leve/Department Team	4/30/2014	138SQI1D7436	College field trips aligned with career day for 3rd-5th grade students.	N/A			0	$0.00
College Career Readiness Focus School-wide Career Day to highlight career paths for students.	Survey data (CHKS, etc.)	Free/Reduced Price Lunch		Grade leve/Department Team	4/30/2014	138SQI1D7437	3rd - 5th grade students write about various colleges which align to career day event.	N/A			0	$0.00

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: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8) [2011-2012: Sustaining]

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
   ○
Theory of Action

- We will have a success/mastery coach, 2 Stip Subs, and Literacy Coach to address the social/emotional and academic needs of African American males and English Learners.
- We will provide ESL strategies/skills, intervention, ELD instruction, transitioning support in 3rd grade, consistency across grade levels, regular monitoring,and regrouping to address the academic needs of English Learners.
- We will identify African American males and English Learners who are struggling emotionally and academically. We will provide academic intervention to those students.We will provide challenging experiences to address the needs of gate students. We
- will use different computer based programs(Reading A-Z,Razkids, Writing A-Z, etc.),different learning paths to learning to help ALL students understand key Common Core concepts and eliminate the achievement gap for all students including ELL's/AA
- Teachers will provide appropriate levels of rigor for ALL students,including those who are below,basic, proficient, and advanced to eliminate the gap for students who have been unsuccessful.

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
To provide hands-on activities for literary themes, and additional activities to	Other (OCR, etc)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/27/2014	138SQI1E6305	MOCHA program for all students	6-LCFF Concentration	5825-CONSULTANTS		0	$20,000.00

explore science, math and social studies concepts												
To provide hands-on activities for literary themes, and additional activities to explore science, math and social studies concepts	Other (OCR, etc)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/27/2014	138SQI1E6456	MOCHA program for all students funded by GP	Non-SSC approved			0	$0.00
Use SRI data to identify non-fictional leveled books.	SRI	English Learners & Redesignated	Weekly	Other	3/24/2014	138SQI1E6010	Continue to build/promote a culture of reading,a school-wide practice of independent reading,guided reading and classroom leveled libraries. Focus: EL Students	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$4,006.30
Balanced Literacy,Student Discourse,and Academic Language,aligned to CCSS and OUSD's three Instructional Shifts.	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Principal	4/30/2014	138SQI1E7438	Development in Balanced Literacy,Student Discourse and academic language	N/A			0	$0.00
Literacy Coach to support professional development in Balanced Literacy, Student Discourse and Academic Language aligned to CCSS and OUSD's three instructional shifts	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Principal	4/30/2014	138SQI1E7443	On site coaching and professional development in Balanced Literacy,Student Discourse, and Academic Language	N/A			0	$0.00
Literacy Coach to support professional development in Balanced Literacy ,Student Discourse, and Academic Language aligned to CCSS and OUSD's three instructional shifts	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	4/30/2014	138SQI1E7444	On site coaching and professional development for ELL's in Balanced Literacy, Student Discourse and Academic Language	N/A			0	$0.00
Extend learning	Grades/GPA	English Learners	Every	Grade	3/26/2014	138SQI1E6311	Use buses to go on	790-	5826-NON-		0	$2,000.00

opportunities by going on field trips		& Redesignated	Marking Period	leve/Department Team			field trips	Unrestricted EIA-SCE Support	CONTRACT SERVICES			
After school program provides extended learning opportunities focused on literacy using the Achieve 3000 and Razkids computer based programs.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	After school program coordinator	5/8/2014	138SQI1E7645	Provide literacy support using Achieve 3000	N/A			0	$0.00
Support families, students and staff in solving problems and maintain emotional stability. Provide Literacy support, professional development and coaching	Discipline/CSC	English Learners & Redesignated	Monthly	Principal	5/8/2014	138SQI1E6312	Emotional Competence Professional Development and coaching	5-LCFF Supplemental	5825-CONSULTANTS		0	$30,000.00
Timely use of district forms for parent and educational purposes	Survey data (CHKS, etc.)	English Learners & Redesignated	Every Marking Period	Clerical staff	3/27/2014	138SQI1E6483	District duplicating services	Non-SSC approved			0	$0.00
Increase use of our school library by having a library clerk	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI1E6302	A part-time library clerk to encourage use of the resources in our library	790-Unrestricted EIA-SCE Support		LBCLKS0026	0.5	$26,165.90
Hire a bilingual academic mentor	CELDT	English Learners & Redesignated			3/24/2014	138SQI1E6310	Bilingual academic mentor to provide intervention services for EL students	791-Unrestricted EIA-LEP Support	2928-OTHERCLASS SALARIES HOURLY		0	$15,000.00
Design and implement data conferences to support literacy instruction across all core subject areas.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Grade leve/Department Team	3/26/2014	138SQI1E5985	Provide substitute release time for teacher collaboration	791-Unrestricted EIA-LEP Support	1150-TEACHERS SUBSTITUTES		0	$6,000.00
We will have two STIP SUBS to provide intervention and reading strategies to help improve reading skills.They will also provide teacher	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	TSA/Coach	3/27/2014	138SQI1E6300	STIP SUB will provide intervention and provide students with reading strategies to help improve their reading skills.	3010-Title I		TCSTIP9999	0.8	$35,594.76

collaboration time.												
We will have two STIP SUBS to provide intervention and reading strategies to help improve reading skills.They will also provide teacher collaboration time.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	TSA/Coach	3/27/2014	138SQI1E6301	STIP Sub will provide intervention and provide students with reading strategies to help improve basic reading skills.	7400-QEIA		TCSTIP9999	0.2	$8,898.69
We will challenge students with advanced materials that goes beyond what would be taught in their regular classroom.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Principal	3/26/2014	138SQI1E5560	We will create lessons that evoke students problem-solving and critical thinking skills.	N/A			0	$0.00
We will create independent project activities to help students develop their creativity particularly to support gate and high achieving students.	Grades/GPA	High Performing/GATE	Every Marking Period	Principal	3/26/2014	138SQI1E5561	We will have students work independently on projects.	N/A			0	$0.00
We will use Bloom's Taxonomy as a guide to help students critically think.	Grades/GPA	High Performing/GATE	Every Marking Period	Grade leve/Department Team	3/26/2014	138SQI1E5562	Teachers will utilize the upper levels of Bloom's (analysis,synthesis,and evaluation)when planning lessons and activities for students.	N/A			0	$0.00
Consistent implementation of English Language development, prefix, suffix, vocabulary-word study, academic discussions, supporting systems and consult with EL unit.	SRI	English Learners & Redesignated	Every Marking Period	Grade leve/Department Team	4/7/2014	138SQI1E7207	Provide ESL strategies and skills, intervention, ELD instruction, consistency across grade levels, regular monitoring, regrouping	N/A			0	$0.00
Literacy Coach, Bilingual Lead	CELDT	SQIS Target Group	Weekly	Principal	4/30/2014	138SQI1E7439	Literacy Coach, Billingual Lead and	N/A			0	$0.00

and TSA to support ELL instruction and intervention for low performing B/BB/FBB students.							TSA will support ELL instruction and intervention, PD and in class support for billingual teachers, ELD curriculum alignment					
Enrichment for Gate Students	Local assessments (benchmarks, PWA)	High Performing/GATE			4/30/2014	138SQI1E7440	Gate supplies	N/A			0	$0.00
Supplies to support intervention for ELL students	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Clerical staff	4/30/2014	138SQI1E7441	Intervention supplies-LEP	N/A			0	$0.00
Supplies to support intervention in K-5 classes	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Other	4/30/2014	138SQI1E7442	Intervention supplies-SCE	N/A			0	$0.00
Provide physical activity, recreation and leadership training opportunities for all students during the day.	Health data	English Learners & Redesignated	Weekly	Principal	3/26/2014	138SQI1E6307	Heroes Program to promote physical activities, problem solving and leadership training	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	$28,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8) [2011-2012: Sustaining]

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

- We have an 89% attendance rate in the after school program. There are 112 enrolled in the after school program.

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

- At Markham we provide an after school program to address the tutorial needs of students and to ensure a safe and healthy environment for children to experience. 88% of Markham's students participate in the after school program compared to the
- district's 85%. 37% of Markham's English Language Learners participate in the after school program compared to the district's 37%. At Markham 19% of our English Language Learners experience redesignation compared to the district's 16%.
- Markham exceeds the district's after school program-point of service quality percentages in academic climate, engagement, interaction, safe environment, and supportive environment.

Theory of Action

- We will ensure alignment of the after school program linked to school goals and specific student achievement needs, and instructional activities will include enrichment activities that builds students' skills,
- then students will develop holistically. The after school program will include project-based learning activities, homework assistance in partnership with parents, creative arts, and technology skills development and civic engagement.
- The after school program activities will promote positive youth development in a safe learning environment to improve students' social/ emotional well being and achievement.

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
To provide hands-on activities for literary themes, and additional activities to explore science, math and social studies concepts	Other (OCR, etc)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/27/2014	138SQI1F6305	MOCHA program for all students	6-LCFF Concentration	5825-CONSULTANTS		0	$20,000.00

Objective	Method	Group	Frequency	Responsible	Date	ID	Description	Funding Source	Account		Qty	Amount
To provide hands-on activities for literary themes, and additional activities to explore science, math and social studies concepts	Other (OCR, etc)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/27/2014	138SQI1F6456	MOCHA program for all students funded by GP	Non-SSC approved			0	$0.00
After school coordinator and teachers supports all enrolled students by ensuring safety,enrichment, nutrition, literacy/math support.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly		5/7/2014	138SQI1F7646	Provide support for all students enrolled in the after school program by ensuring safety, enrichment, nutrition, literacy and math support.	N/A			0	$0.00
Extend learning opportunities by going on field trips	Grades/GPA	English Learners & Redesignated	Every Marking Period	Grade leve/Department Team	3/26/2014	138SQI1F6311	Use buses to go on field trips	790-Unrestricted EIA-SCE Support	5826-NON-CONTRACT SERVICES		0	$2,000.00
After school program provides extended learning opportunities focused on literacy using the Achieve 3000 and Razkids computer based programs.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	After school program coordinator	5/8/2014	138SQI1F7645	Provide literacy support using Achieve 3000	N/A			0	$0.00
Homework support to improve homework completion, understanding and mastery.	Grades/GPA	English Learners & Redesignated	Weekly	After school program coordinator	3/26/2014	138SQI1F5981	All students will have one(1) hour of homework time Mon.- Thurs. assisted by the after school program staff.	N/A			0	$0.00
Provide enrichment and physical acivity recreation learning opportunities for all students to learn about physical fitness, gardening, cooking/nutrition, team building to support in creating a positive school climate, develop student abilities to	Discipline/CSC	English Learners & Redesignated	Weekly	After school program coordinator	3/27/2014	138SQI1F5982	Students will learn about basic fitness around exercise,use of appropriate gardening tools/garden upkeep,participate in youth development centered games/activities designed to improve self-esteem/conflict resolution skills,learn a	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	$96,955.00

solve conflict and help students take on leadership responsibilities and stay healthy.						variety of healthy meals/healthy food options and practice preparing healthy meals.					

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

Strategic Priority A. School Safety Plan

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Safety Plan Goals

Goal I: To reduce suspensions by 10%.

- Strategy 1.1:   Train 20 student Conflict Managers to rotate on lunch recess duty.

- Strategy 1.2:   Refer students to counseling after suspension for fighting

Goal 2: Increase parent engagement and attachment to school to increase student achievement.

- Strategy 2.1:   Establish 5 parent ambassadors to recruit parents to become volunteers at the school site. Build parent and teacher collaboration to drive student achievement

- Strategy 2.2:   Public recognition of parent volunteers who become empowered parents, culture drivers and partners with teachers for learning and advocacy at Markham.

Strategic Priority Improvement Strategies

<h1 style="text-align:center">School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments</h1>

<h2 style="text-align:center">Strategic Priority B. School Culture (including Meaningful Student Engagement)</h2>

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

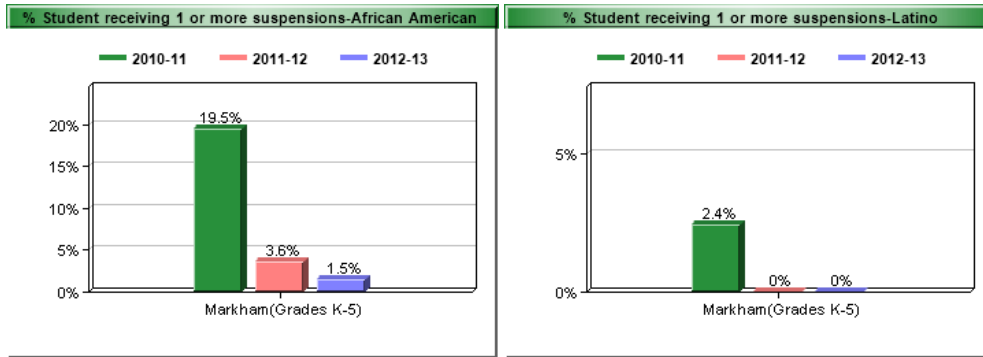**School Safety Plan Goals**

Goal I: To reduce suspensions by 10%.

- Strategy 1.1:   Train 20 student Conflict Managers to rotate on lunch recess duty.

- Strategy 1.2:   Refer students to counseling after suspension for fighting

Goal 2: Increase parent engagement and attachment to school to increase student achievement.

- Strategy 2.1:   Establish 5 parent ambassadors to recruit parents to become volunteers at the school site. Build parent and teacher collaboration to drive student achievement

- Strategy 2.2:   Public recognition of parent volunteers who become empowered parents, culture drivers and partners with teachers for learning and advocacy at Markham.

Suspensions

% Student receiving 1 or more suspensions-African American
■ 2010-11 ■ 2011-12 ■ 2012-13

19.5%
3.6%
1.5%
Markham(Grades K-5)

% Student receiving 1 or more suspensions-Latino
■ 2010-11 ■ 2011-12 ■ 2012-13

2.4%
0% 0%
Markham(Grades K-5)

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

- Suspensions barely exist at Markham. We have maintained 0% suspensions for Latino students for the past 2 years. Suspensions were reduced by 2.1% for African Americans. We will continue to build an engaging community to maintain the suspension rate of 0% for Latinos, and reduce the suspension rate for African Americans to 0%.

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

- Markham exceeds the districts percentage by 9% for having caring relationships with adults at school. The district's percentage of nearly all and most adults paying attention to students at school is 93% compared to Markham's 87%.
- Currently,89% of students feel teachers and other grown-ups at school care.79% of students feel teachers and other grown-ups believe that they can do a good job.66% of students feel close to people at school.
- 46% of students at Markham feel safe at school compared to the district's 48%. 88% feel the school is a safe place for students at Markham compared to the district's 89%. Currently, 47% of students feel safe at school.
- In the district 95% of K-5 students feel school is supportive and an inviting place. At Markham 88% of students feel school is supportive and an inviting place.89% of the district's 5th graders compared to 92% of Markham's 5th
- graders feel most/all the time teachers believe you can do a good job compared to a current 79%.84% of Markhams K-5 students and 80% of the district's K-5 students believe students have an opportunity to decide things.

Theory of Action

- We will continue to provide opportunities for school participation that promote relationships with adults. We will implement programs such as Heroes. We will bring in a success and mastery coach to promote positive behaviors in students and adults.
- We will continue to implement programs such as Welcoming Schools to help build a positive collaborative culture that helps us to continue to maintain low DHP referrals and build alliances amongst students.We will use Restorative Justice Practices.
- Working together all staff will continue to help students feel safe at school.We will provide leadership roles for students, i.e., conflict managers, peer models, student council, classroom leadership roles,so students grow as leaders and in
- meaningful school choice.We will continue utilizing Ann Martin, and Boys/Men of Color etc. to maintain low suspensions at Markham. We will continue to create an environment that is welcoming and supportive where students can thrive academically,
- socially,and emotionally. Students will learn to manage their emotions, establish positive relationships and handle challenging situations. We will support adults to learn the practice of teaching SEL skills to increase the capacities of students

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: Suspension Rate for African American students	Reduce the off-campus suspension rates of African American students by 25% annually, or maintain them	

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support families, students and staff in solving problems and maintain emotional stability. Provide Literacy support, professional development and coaching	Discipline/CSC	English Learners & Redesignated	Monthly	Principal	5/8/2014	138SQI2B6312	Emotional Competence Professional Development and coaching	5-LCFF Supplemental	5825-CONSULTANTS		0	$30,000.00
Timely use of district forms for parent and educational purposes	Survey data (CHKS, etc.)	English Learners & Redesignated	Every Marking Period	Clerical staff	3/27/2014	138SQI2B6483	District duplicating services	Non-SSC approved			0	$0.00
Increase use of our school library by having a library clerk	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI2B6302	A part-time library clerk to encourage use of the resources in our library	790-Unrestricted EIA-SCE Support		LBCLKS0026	0.5	$26,165.90
Hire a bilingual academic mentor	CELDT	English Learners & Redesignated			3/24/2014	138SQI2B6310	Bilingual academic mentor to provide intervention services for EL students	791-Unrestricted EIA-LEP Support	2928-OTHERCLASS SALARIES HOURLY		0	$15,000.00
Instructional Practices: math	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI2B5582	Supplemental math to support students having difficulty learning concepts	7400-QEIA	4310-SUPPLIES		0	$23,932.00
Provide physical activity, recreation and leadership training opportunities	Health data	English Learners & Redesignated	Weekly	Principal	3/26/2014	138SQI2B6307	Heroes Program to promote physical activities, problem solving and leadership training	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	$28,000.00

for all students during the day.													
Professional development for all faculty and staff using Welcoming Schools Community principles to continue benefits for students.	Discipline/CSC	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI2B5997	Professional Development led by Welcoming Schools Coach/Facilitator	N/A				0	$0.00
Classrooms continue to hold class meetings, which provides the vehicle for students to share their successes and concerns. Consistent ongoing meetings should focus on students building positive relationships with both their peers and the teacher.	Discipline/CSC	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI2B5998	Consistent class meetings with targeted focus to build positive student peer and adult relationships.	N/A				0	$0.00
Students would benefit from opportunities to assume leadership roles, a student council formation,junior coach model as peer coaches to influence positive behaviors.	Discipline/CSC	English Learners & Redesignated	Weekly	Principal	3/26/2014	138SQI2B5999	Provide opportunities for students to assume leadership roles, a student council formation, junior coach model as peer coaches to influence positive behaviors, and share in a variety of leadership roles in the classroom.	N/A				0	$0.00

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2011-2012: Sustaining]

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

- ○ Looking at the average daily meal participation we have served 16,955 students breakfast and 58,581 students lunch. Daily 94 students eat breakfast and 325 students eat lunch. The data shows that more students eat lunch than breakfast.
- ○ Looking at Physical Fitness Aerobic Capacity for 5th grade overall 65% are healthy, 42% females are healthy, 80.6% Males are healthy, 77.3% AA are healthy, and 57.7% of Latino are healthy. Overall males are more healthy than the females.

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

- ○ When looking at the data,some students do not eat breakfast in the morning. We have more students, when compared to the district, that participate in breakfast and lunch.
- ○ When compared to the district, we have more students that recieve free and reduced lunch.30% of Markham's 5th graders have healthy fitness compared to the district's 48%.
- ○ 18% of the district's 5th graders doesn't eat breakfast in the morning in comparsisdison to Markham's 21% of 5th graders. 21% of the district's (K-12)students participate in breakfast in comparison to Markham's 25%.
- ○ 55% of the district's (K-12) students participate in lunch. 80% of Markham's (K-12)students particpate in lunch.70% of the district's students and 90% of Markham's students recieve free/reduced lunch.
- ○ There are no alcohol or drug use problems at Markham. The district doesn't have alcohol or drug use problems. Drinking alcohol in the last month is 8% for Markham's 5th graders compared to the district's 9%.

Theory of Action

- ○ We will create a physically healthy school environment that educate students and families about ways to stay healthy through healthy food choices and physical activity so that students and families have better health, improved academics, social and
- ○ emotional skills and attendance. We will have MOCHA ART to provide visual art skills in alignment with CC standards linking arts learning to language/literacy, and use art to build skills in health, math, science, and social science.
- ○ We will provide the Heroes program to provide structured play, leadership development, physical fitness and promote health and wellness. We will provide an additional day of nurse services.
- ○ We will continue to partner with OHA-Parent Ambassadors to help identify chronic absent students and coordinate supports that improve attendance.

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
Support families, students and staff in solving problems and maintain emotional stability. Provide Literacy support, professional development and coaching	Discipline/CSC	English Learners & Redesignated	Monthly	Principal	5/8/2014	138SQI2C6312	Emotional Competence Professional Development and coaching	5-LCFF Supplemental	5825-CONSULTANTS		0	$30,000.00
Transitions Engage outgoing 5th grade families to support transition from elementary to middle school.	Survey data (CHKS, etc.)		Every Semester	Other	5/6/2014	138SQI2C7569	Invite middle school representatives to speak with students with famillies regarding middle school options.	N/A			0	$0.00
Transitions Engage outgoing 5th grade families to support transition from elementary to middle school.	Survey data (CHKS, etc.)		End of Year		5/6/2014	138SQI2C7570	Host 5th grade orientation and options meetings for families	N/A			0	$0.00
Transitions Engage outgoing 5th grade families to support transition from elementary to middle school.	Survey data (CHKS, etc.)		Every Semester		5/6/2014	138SQI2C7571	Schedule middle school tours for outgoing 5th grade students and families	N/A			0	$0.00
COST and Student	Discipline/CSC	English Learners &	Monthly	TSA/Coach	3/26/2014	138SQI2C5996	School Psychologist to	N/A			0	$0.00

Success Team (SST) convenes as necessary to support student referrals at the Tier III level, social skills development and other life challenges, i.e. family tragedy, emotional.		Redesignated					serve students with small group social skills development, coordinate, convene and chair the Student Success Team (SST) meeting with principal, general ed. teacher, resourse speacialist, and parent. TSA will coordinate, convene and chair the COST meeting with psychologist, Ann Martin Center Director,Teacher					
We will have a school nurse for two days a week. The district will pay for one day. We will use QEIA funds to pay for the second day.	Attendance	English Learners & Redesignated	Monthly	Other	3/26/2014	138SQI2C3222	Provide support to students and parents on healthy living habits and conduct classes on living with asthma and other issues impacting student attendance and performance.	7400-QEIA	5735-INTERPGM - HEALTH SERVICES		0	$15,000.00
We will have a school psychologist for one day a week.	Discipline/CSC	English Learners & Redesignated	Weekly	Principal	3/27/2014	138SQI2C1924	Provide counseling to struggling students who require additional support to participate and achieve in a regular classroom setting.	Non-SSC approved			0	$0.00

<h1 style="color:green; text-align:center">School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments</h1>

<h2 style="color:orange; text-align:center">Strategic Priority D. Interrupting Chronic Absence (Attendance)</h2>

**School:** Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2011-2012: Sustaining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [2011-2012: Sustaining]
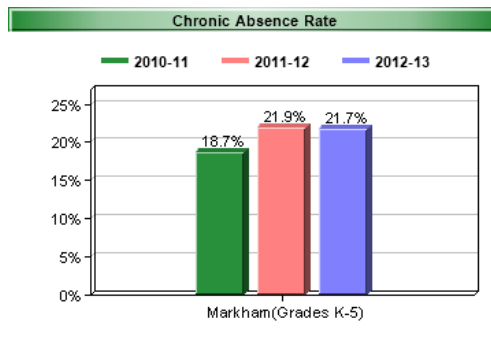
2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Our chronic absence rate is 22% in comparison to the district's 10%. Our goal is to reduce chronic absences to 5%.Our attendance for 95% of students attending school is 58% in comparison to the district's 74%.
- Our goal is to increase attendance to 98%.Our ADA is 93% in comparison to the district's 96%.
- Currently, chronic Absence continues to be high at Markham. Daily we are striving to reduce chronic absences. We reduced

chronic absences from 21.9% to 21.7% resulting in a 2% reduction in chronic absences.

Theory of Action

- We will implement strategies such as giving incentives for students to attend school regularly. We will continue the SART/SARB process to reduce chronic absences.
- We are also involving the parents through our partnership with OHA to help us increase attendance.OHA will provide incentives to students, parents, and teachers to increase attendance.
- We will provide parent workshops to inform parents about the importance of attendance. We will utilize our parent advocates to recruit parents to attend the parent workshops.
- We will continue to work in partnership with the after school program to interrupt chronic absence at Markham.School data will be shared to identify students who are chronic. After school coordinator will be apart of the Attendance Team.

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
We will have a school nurse for two days a week. The district will pay for one day. We will use QEIA funds to pay for the second day.	Attendance	English Learners & Redesignated	Monthly	Other	3/26/2014	138SQI2D3222	Provide support to students and parents on healthy living habits and conduct classes on living with asthma and other issues impacting student attendance and performance.	7400-QEIA	5735-INTERPGM - HEALTH SERVICES		0	$15,000.00
We will hire a .5 attendance clerk who will be responsible for calling parents to clear absences.	Attendance	English Learners & Redesignated	Monthly	Attendance Team	3/27/2014	138SQI2D4259	See strategy	Non-SSC approved			0	$0.00
We will have weekly and monthly incentives to increase attendance.	Attendance	English Learners & Redesignated		Other	3/26/2014	138SQI2D4258		N/A			0	$0.00
We will	Attendance	English	Monthly	Attendance	3/26/2014	138SQI2D4256		N/A			0	$0.00

provide students who improve their attendance with a certificate and recognition.		Learners & Redesignated		Team								
Markham will partner with OHA to address student attendance.	Attendance	English Learners & Redesignated	Weekly	Principal	3/26/2014	138SQl2D4255	See strategy	N/A			0	$0.00

<h1 style="text-align:center">School Quality Indicator 3: Learning Communities Focused on Continuous Improvement</h1>

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

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress (Standard 3.1) [2011-2012: Developing]
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning (Standard 3.2) [2011-2012: Developing]
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice (Standard 3.4) [2011-2012: Developing]

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

- 92% of teachers that completed the CHKS survey believe Markham promotes academic success for all students. 83% of teachers believe that Markham is a supportive and inviting place for students to learn.77% of teachers believe Markham motivates students to learn.

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

- Teachers are collaborating effectively in their grade level PLC groups. Teachers are using PD to enhance their ability to improve learning. Teachers believe they can do a good job.
- Science Lead Teacher coordinate Science Fair, FOSS kits rotation and materials, and attend District meetings/PD. Updates provided at monthly Faculty meetings. Teacher liaison to Student Success Team, Elected teachers to School Site Council/FC.
- Academic Liaison coordinates After School Program academic component with principal and after school coordinator. Seeks input from monthly faculty meetings and through surveys.

Theory of Action

- We will prioritize ongoing and regular opportunities for all staff to learn with and from each other,we will continue to build a school culture that promotes leadership and accountability.
- We will provide weekly PLC planning time. ILT and TSA will meet with Principal twice a month to discuss information to take back to their PLC groups. We will continue to provide PD that enhances instruction and increase student achievement.
- We will provide access to ongoing PD that keeps teachers abreast of new research on how children learn, emerging technologies, and new resources, so they will be able to implement instructional strategies to meet student needs.

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
Timely use of district forms for parent and educational purposes	Survey data (CHKS, etc.)	English Learners & Redesignated	Every Marking Period	Clerical staff	3/27/2014	138SQI3A6483	District duplicating services	Non-SSC approved			0	$0.00
Design and implement data conferences to support literacy instruction across all core subject areas.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Grade leve/Department Team	3/26/2014	138SQI3A5985	Provide substitute release time for teacher collaboration	791-Unrestricted EIA-LEP Support	1150-TEACHERS SUBSTITUTES		0	$6,000.00
We will have two STIP SUBS to provide intervention and reading strategies to help improve reading skills.They will also provide teacher collaboration time.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	TSA/Coach	3/27/2014	138SQI3A6300	STIP SUB will provide intervention and provide students with reading strategies to help improve their reading skills.	3010-Title I		TCSTIP9999	0.8	$35,594.76
We will have two STIP SUBS to provide intervention and reading strategies to help improve reading skills.They will also provide teacher collaboration time.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	TSA/Coach	3/27/2014	138SQI3A6301	STIP Sub will provide intervention and provide students with reading strategies to help improve basic reading skills.	7400-QEIA		TCSTIP9999	0.2	$8,898.69
Provide physical activity, recreation and leadership training opportunities for all students during the day.	Health data	English Learners & Redesignated	Weekly	Principal	3/26/2014	138SQI3A6307	Heroes Program to promote physical activities, problem solving and leadership training	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	$28,000.00
We will provide Professional Development twice a month for Reading Language Arts and Math.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Grade leve/Department Team	3/26/2014	138SQI3A1927	Hire STIP subs to provide release time for teacher collaboration.	N/A			0	$0.00
Focused PLC's used to plan thematic lessons aligned to Common Core Standards across and within grade level PLC's. Teacher release time covered by	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI3A5983	Build instructional capacity towards Common Core Standards launch.	N/A			0	$0.00

substitutes to allow for collaborative District Assessment Analysis, Academic Conferences.													
Instructional Leadership Team (ILT), Curriculum Lead Teachers (ELA, Math,Science),TSA, Academic Liason and Pricipal coordinate PLC's, professional development, and Data Analysis, focal student intiative for faculty, staff and after school instructors.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Other	3/26/2014	138SQI3A5984	Build school-wide capacity for Balanced Literacy and Common Core transition	N/A				0	$0.00
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI3A5986	Professional Learning Community between and among grade levels	N/A				0	$0.00
TSA/Principal will conduct weekly walkthroughs, observations and feedback to coach teachers to improve student learning	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Other	3/26/2014	138SQI3A5995	Provide collaboration time for TSA/Principal,continue TSA/Principal walkthrough Schedule, lock in frequent and regular observations,provide key action steps and effective feedback,and create systems to ensure feedback translates to practice.	N/A				0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership (Standard 4.2) [2011-2012: Beginning]
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well (Standard 4.6) [2011-2012: Beginning]
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7) [2011-2012: Beginning]

2012-13 Summative Data and 2013-14 Progress Monitoring Data
- 87% of teachers that completed the CHKS survey believe that Markham encourages teachers to be active partners in educating their child. 71% of teachers believe that Markham is welcoming to and facilitates parent involvement.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
- We currently have Chew n Chat and Parent Cafe meetings to help parents understand what their child is learning. We have Literacy, Math and Science Nights to help improve children reading, math and science skills.
- We will have a consultant who focuses on helping staff/parents to develop social-emotional success for our students. We will have a Community Asst. Bilingual for family engagement to implement activities aligned to school priorities.
- We will continue to work with OHA to help improve student achievement and parent engagement. We will have an Academic Mentor (bilingual) to provide support to parents, and bilingual translation to all bilingual parents.
- We have Parent Workshops to provide parents with the knowledge and skill to help their child achieve in school. Parents learn how to help their child in Balanced Literacy, Math, Science and how to provide Social-Emotional success for their child.

Theory of Action
- We will host varied school events and communicate with families by letters, flyers, robo calls, teacher classroom newsletters so family and community will be more informed and have awareness/access to be engaged.
- We provide a welcoming school for all, inclusive of differences, whether academically,socially; or emotionally,so all students are supported.
- We provide opportunities for families to understand what their child is learning; why they're learning it and what it looks like to perform well.
- We will continue to offer parents and guardians opportunities to actively participate in the academic and social development of their students.

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: Uniform Complaints	Reduce the number of staff and parent level I uniform	

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
Support families, students and staff in solving problems and maintain emotional stability. Provide Literacy support, professional development and coaching	Discipline/CSC	English Learners & Redesignated	Monthly	Principal	5/8/2014	138SQI4A6312	Emotional Competence Professional Development and coaching	5-LCFF Supplemental	5825-CONSULTANTS		0	$30,000.00
Timely use of district forms for parent and educational purposes	Survey data (CHKS, etc.)	English Learners & Redesignated	Every Marking Period	Clerical staff	3/27/2014	138SQI4A6483	District duplicating services	Non-SSC approved			0	$0.00
Increase use of our school library by having a library clerk	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Grade leve/Department Team	3/26/2014	138SQI4A6302	A part-time library clerk to encourage use of the resources in our library	790-Unrestricted EIA-SCE Support		LBCLKS0026	0.5	$26,165.90
Hire a bilingual academic mentor	CELDT	English Learners & Redesignated			3/24/2014	138SQI4A6310	Bilingual academic mentor to provide intervention services for EL students	791-Unrestricted EIA-LEP Support	2928-OTHERCLASS SALARIES HOURLY		0	$15,000.00
We will have a school psychologist for one day a week.	Discipline/CSC	English Learners & Redesignated	Weekly	Principal	3/27/2014	138SQI4A1924	Provide counseling to struggling students who require additional support to participate and achieve in a regular classroom setting.	Non-SSC approved			0	$0.00
Hold monthly SSC, ELAC, and chew and chat meetings to increase parent participation and provide	Other (OCR, etc)	English Learners & Redesignated	Monthly	Principal	3/27/2014	138SQI4A1926	Provide refreshments for parent meetings including SSC, ELAC and other monthly events.	790-Unrestricted EIA-SCE Support	4311-MEETING REFRESHMENTS		0	$1,566.00

information to them to help their students succeed.													
Hold monthly SSC, ELAC, and chew and chat meetings to increase parent participation and provide information to them to help their students succeed.	Other (OCR, etc)	English Learners & Redesignated	Monthly	Principal	3/27/2014	138SQI4A5334	Provide refreshments for parent meetings including SSC, ELAC and other monthly events.	Non-SSC approved				0	$0.00
Hold monthly SSC, ELAC, and chew and chat meetings to increase parent participation and provide information to them to help their students succeed.	Other (OCR, etc)	English Learners & Redesignated	Monthly	Principal	3/27/2014	138SQI4A5335	Mail out school newletters and other informational handouts for parents and community members.	Non-SSC approved				0	$0.00
Provide for parent involvement and student support for Spanish speaking families to increase student achievement and the acquisition of English language skills.	CELDT	SQIS Target Group	End of Year	Principal	5/8/2014	138SQI4A5322	Hire a community relations assistant bilingual to provide outreach and support to English Langauge Learner students and families.	791-Unrestricted EIA-LEP Support			COMABI9999	0.6	$24,090.29
Provide students with additional reading material to increase student reading levels.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Principal	3/26/2014	138SQI4A5331	Purchase classroom sets to supplement reading instruction.	N/A				0	$0.00
Provide students with additional reading material to increase student reading levels.	CELDT	English Learners & Redesignated	End of Year	Principal	3/26/2014	138SQI4A5332	Purchase additional leveled readers to accelerate ELL students mastery of English.	N/A				0	$0.00
Family Literacy,Science	Other (OCR, etc)	English Learners &	Monthly	Other	3/27/2014	138SQI4A5987	Continue evolving events	Non-SSC approved				0	$0.00

and Math Nights, movie night, Multicultural Night and Family Fun Day creates well-attended events which engage both students and parents with workshops,and fun community building activities.		Redesignated						which brings the school community together to celebrate students,families, community and learning. GP to pay for custodial overtime.				
Engage and increase parent involvement through monthly meetings, parent education meetings,Parent Cafe's, chew and chat, and other celebrations.	Other (OCR, etc)	English Learners & Redesignated	Monthly	Principal	3/27/2014	138SQl4A5989	Create opportunities for parents to build community, collaborate and learn new things through Parent Cafe	9901-Title I - Parent Participation	5220-CONFERENCE EXPENSE		0	$1,500.00
Engage and increase parent involvement through monthly meetings, parent education meetings,Parent Cafe's, chew and chat, and other celebrations.	Other (OCR, etc)	English Learners & Redesignated	Monthly	Principal	3/27/2014	138SQl4A6308	Parent Cafe Conferences supported by GP budget	Non-SSC approved			0	$0.00
In partnership with parents, teachers, staff and students, sponser annual career day logistically aligned to a job fair format.	Other (OCR, etc)	English Learners & Redesignated	End of Year	Other	3/26/2014	138SQl4A5991	In partnership with parents,teachers, staff and students,sponser annual career day logistically aligned to a job fair format, where students will have access to a minimum of 4 professional, technical and vocational careers for exploration.	N/A			0	$0.00
Supplies and	Other (OCR,	English	Monthly	Principal	3/26/2014	138SQl4A6309	Purchase	9901-Title I -	4310-SUPPLIES		0	$181.00

materials for parent meetings and workshops	etc)	Learners & Redesignated					supplies and materials for parent meetings and workshops	Parent Participation				

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Markham Elementary   **Principal:** ALANA WHITT-SMITH

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares school improvement and decision-making with students and their families (Standard 5.2)
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities (Standard 5.5) [2011-2012: Developing]
- guides and supports the development of quality instruction across the school (Standard 5.6) [2011-2012: Developing]
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability (Standard 5.9) [2011-2012: Developing]
- develops systems and allocates resources in support of the school?s vision (Standard 5.10)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals (Standard 5.11) [2011-2012: Beginning]

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

- Resources are aligned to meet student needs. We use substitutes to support instructional program. The ILT meets twice a month with targeted agenda items; PLC's meet weekly to complete Data Inquiry,create formative assessments,collaboration and
- planning.On 1st, 2nd and 3rd Wednesdays we have monthly focused PD on Common Core State Standards Balanced Literacy, Math,Science,and other topics, as needed for 1 hour and 30 minutes. On the 4th Wednesday we have Grade Level Planning/Collaboration.
-

Theory of Action

- We will create and implement daily, weekly mastery objectives that are focused, rigorous, and measureable- we will include backwards mapping from ELA and Math CC standards based assesments. We will continue Balanced Literacy.
- We will use daily exit tickets, weekly formative assessments and benchmark data to assess instructional effectiveness. We will utilize performance tasks and writing. We will focus on student mastery.
- We will provide PLC's, PD and a collaboration focus on analysis of students' academic work progression. We will use all applicable data to instruction aligned to students' academic needs, so that students will achieve academic growth.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Accessible and working copiers for both lesson preparation and parent information	Other (OCR, etc)	English Learners & Redesignated	End of Year	Clerical staff	3/27/2014	138SQI5A6478	Machine maintenance contracts	Non-SSC approved			0	$0.00
Provide opportunity for teachers to collaborate in PLC's and or explore STEM related websites, such as Silicon Valley Mathematics Initiative (SVMI), or inside Mathematics to further develop their capacity to deliver STEM instruction.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	3/26/2014	138SQI5A6023	Teachers plan for students to have hands-on, project based learning experiences resulted from teachers' PLC collaborative planning within and vertical grade levels.	N/A			0	$0.00
We will have a school psychologist for one day a week.	Discipline/CSC	English Learners & Redesignated	Weekly	Principal	3/27/2014	138SQI5A1924	Provide counseling to struggling students who require additional support to participate and achieve in a regular classroom setting.	Non-SSC approved			0	$0.00
principal will observe classrooms at least two hours a day	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Principal	3/26/2014	138SQI5A4265	Principal will conduct walkthroughs	N/A			0	$0.00
Timely release of student records and other pertinent information	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/27/2014	138SQI5A6487	Use district mailing service	Non-SSC approved			0	$0.00
Responsive to	Attendance	English	Every	Attendance	3/27/2014	138SQI5A6494	Clerical	Non-SSC			0	$0.00

parents and staff demands particularly when school re-opens		Learners & Redesignated	Marking Period	Team				overtime	approved			
Accessible copies of district policies and forms	Other (OCR, etc)	English Learners & Redesignated	Every Marking Period	Clerical staff	3/27/2014	138SQI5A6504	District duplicating services	Non-SSC approved			0	$0.00

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State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

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	$193,510.75	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	$193,510.75	

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	$70,840.87	
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	$1,681.01	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$72,521.88	

Appendices

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

Markham Elementary School
CDS Code [6002059]

Phone: (510) 639-3202
Fax: (510) 639-3206

7220 Krause Avenue
Oakland, CA 94605

School Year: 2014-2015
Comprehensive School Safety Plan

(Education Code Section 32280-32288)

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

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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:	ALANA WHITT-SMITH - PRINCIPAL ELEMENTARY LARGE
Teacher:	BRENDA THEODORE-GIVENS - TEACHER STRUCTURED ENG IM
Classified:	DONNA BLUEFORD - IA SPECIAL ED
Parent Representative:	Stephanie Pendarvis - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal:	ALANA WHITT-SMITH - PRINCIPAL ELEMENTARY LARGE	510-827-6819	510-639-3202	510-827-6819
Assistant Principal:	NA			
Custodian:	CALVIN TILLMAN - CUSTODIAN	510-372-3484	510-639-3202	510-372-3484

● **Secretary/Other**:	CATHERINE CARMANS - ADMIN AST I	510-904-7728	510-639-3202	510-904-7728

Section 2: School Safety Plan Goals

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

To be considered:

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

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

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

Goal I: To reduce suspensions by 10%.

- Strategy 1.1: Train 20 student Conflict Managers to rotate on lunch recess duty.

- Strategy 1.2: Refer students to counseling after suspension for fighting

Goal 2: Increase parent engagement and attachment to school to increase student achievement.

- Strategy 2.1: Establish 5 parent ambassadors to recruit parents to become volunteers at the school site. Build parent and teacher collaboration to drive student achievement

- **Strategy 2.2:** Public recognition of parent volunteers who become empowered parents, culture drivers and partners with teachers for learning and advocacy at Markham.

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 Code48900(q))

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

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

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

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

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

Nondiscrimination/Harassment
A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code48900)

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity

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

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

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code626.9 and626.10. (Education Code 48902)

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

Outcome Data

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

Department of Education, using forms supplied by the California Department of Education: (Education Code48900.8, 48916.1)

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

Dress and Grooming

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

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

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

Gang-Related Apparel

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

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

Uniforms

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

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

Employee Security

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

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

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

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

School Site Emergency Supplies

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

- 60 Individually Wrapped Water Packets.

- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.

- Users are instructed <u>not</u> 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:

  o 6-Trash Bag Liners

  o 1-Bio-Hazard Bag

  o 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."

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. Markham, Please Come To The Principal's Office!
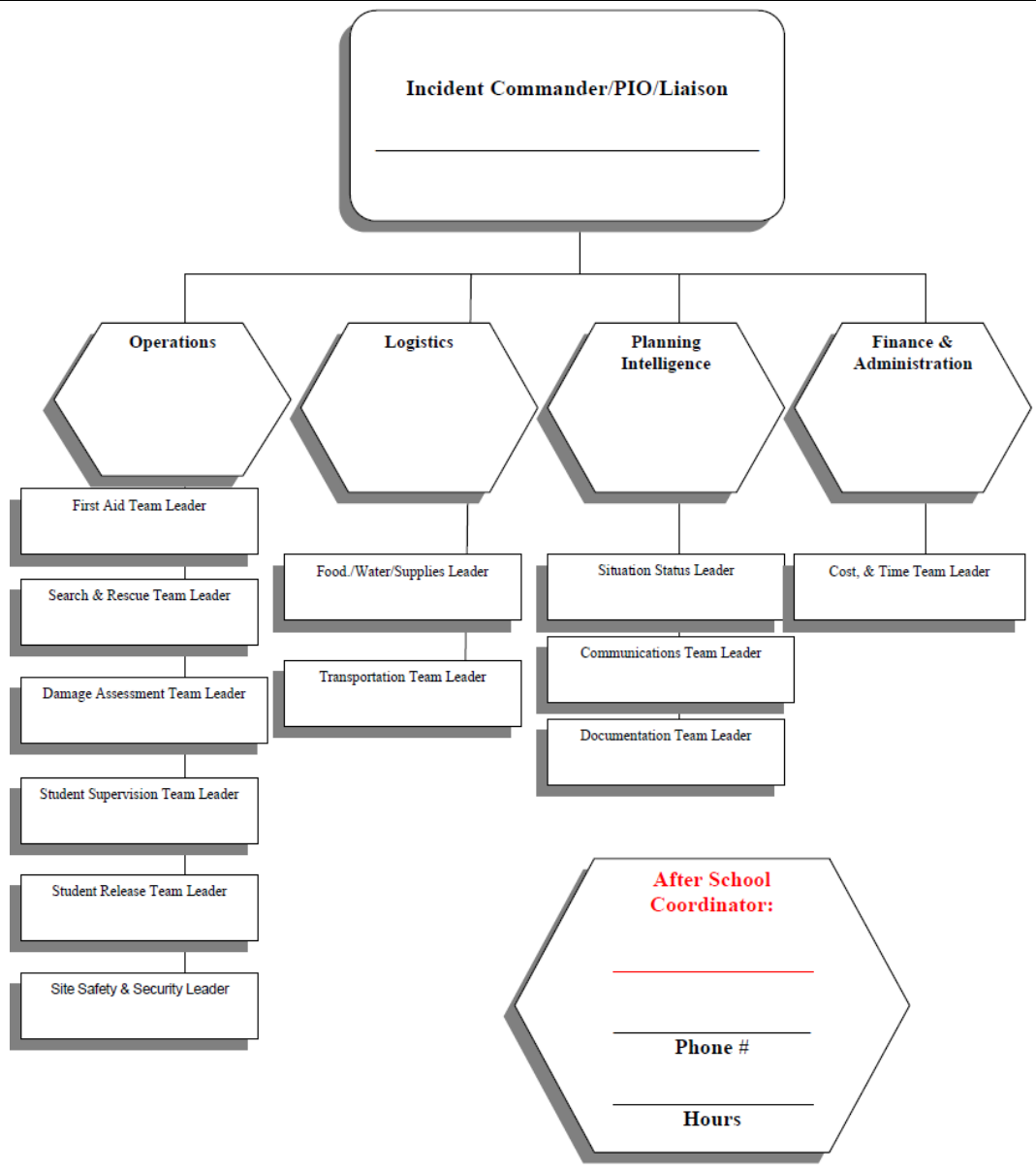
Section 4:   **Fire and Earthquake Drill Schedule**

Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/9/2014	9:30 AM	Both
October	10/14/2014	9:30 AM	Both
November	11/11/2014	9:30 AM	Both
December	12/9/2014	9:30 AM	Both
January	1/13/2015	9:30 AM	Both
February	2/10/2015	9:30 AM	Both
March	3/10/2015	9:30 AM	Both
April	4/14/2015	9:30 AM	Both
May	5/12/2015	9:30 AM	Both
June	6/9/2015	9:30 AM	Both

Lockdown Drill Schedule

	Date	Time
Fall	9/23/2014	9:30 AM
Spring	3/24/2015	9:30 AM

Incident Commander/PIO/Liaison

_____

Operations

Logistics

Planning Intelligence

Finance & Administration

First Aid Team Leader

Search & Rescue Team Leader

Damage Assessment Team Leader

Student Supervision Team Leader

Student Release Team Leader

Site Safety & Security Leader

Food./Water/Supplies Leader

Transportation Team Leader

Situation Status Leader

Communications Team Leader

Documentation Team Leader

Cost, & Time Team Leader

After School Coordinator:

_____

_____
Phone #

_____
Hours

Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number. 4741

ALANA WHITT-SMITH

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.)

ELBERT GAITHER   ALVIN BETTIS   RENEE GILLESPIE   NIKITA GIBBS

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

MARIELA ALCOCER RUIZ

There are approximately 88 students with disabilities at Markham. Students with disabilities can be located throughout the classrooms at Markham. The disabilities are Speecha and Language Impairement (SLI) and Specific Learning Disability (SLD).

(Max Length: 500)

CYNTHIA WONG
VENUS COLE

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	0	Hard of Hearing	HH	0
Deaf	DEA	0	Speech & Language Impairement	SLI	75
Visually Impaired	VI	0	Emotionally Disturbed	ED	1
Orthopedically Impaired	OI	0	Other Health Impaired	OHI	0
Specific Learning Disability	SLD	12	Deaf / Blind	DB	0
Multipally Disabled	MD	0	Traumatic Brain Injury	TBI	0
Est Medical Disability	EMD	0			

CATHERINE CARMANS

ELEANOR FEUILLE

Nadia Rashid

Faye ALEXANDER

510-922-8165

2:45-6:00

LUBY BECERRA
PATRICIA GUARDADO

PATRICIA WATTS
WILLIE WRIGHT-JONES (STEW)

STEPHANIE PENDARVIS

DIANE MAHONEY

Determine proper signage and equipment.

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

```
N/A
```
(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name:	Donna Blueford	Title:	Aide to the Handicap
Name:	Patricia Bryant	Title:	Aide to the Handicap
Name:	Bettie Reid-Smith	Title:	Instructional Aide Spec. Ed

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 whole the student is being released and address or destination.

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

Section 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.

```
Behind Basketball courts located to the left of portable O.
```

○ Upload Copy of Map   ● Use Last Years Map

Evacuation Map

Behind Basketball courts located to the left of portable O.

11/30/2011   12:28   510-879-0221   MIDDLESCHOOLNETWORKS   PAGE   01/01

MARKHAM ELEMENTARY SCHOOL	EMERGENCY SITE PLAN	⬡ WATER MAIN ⬡ ELECTRICAL
OAKLAND UNIFIED SCHOOL DISTRICT	AUGUST 2004	⬡ GAS MAIN ⬡ ALARM PANEL

Copyright 2004, Page Medical Inc.
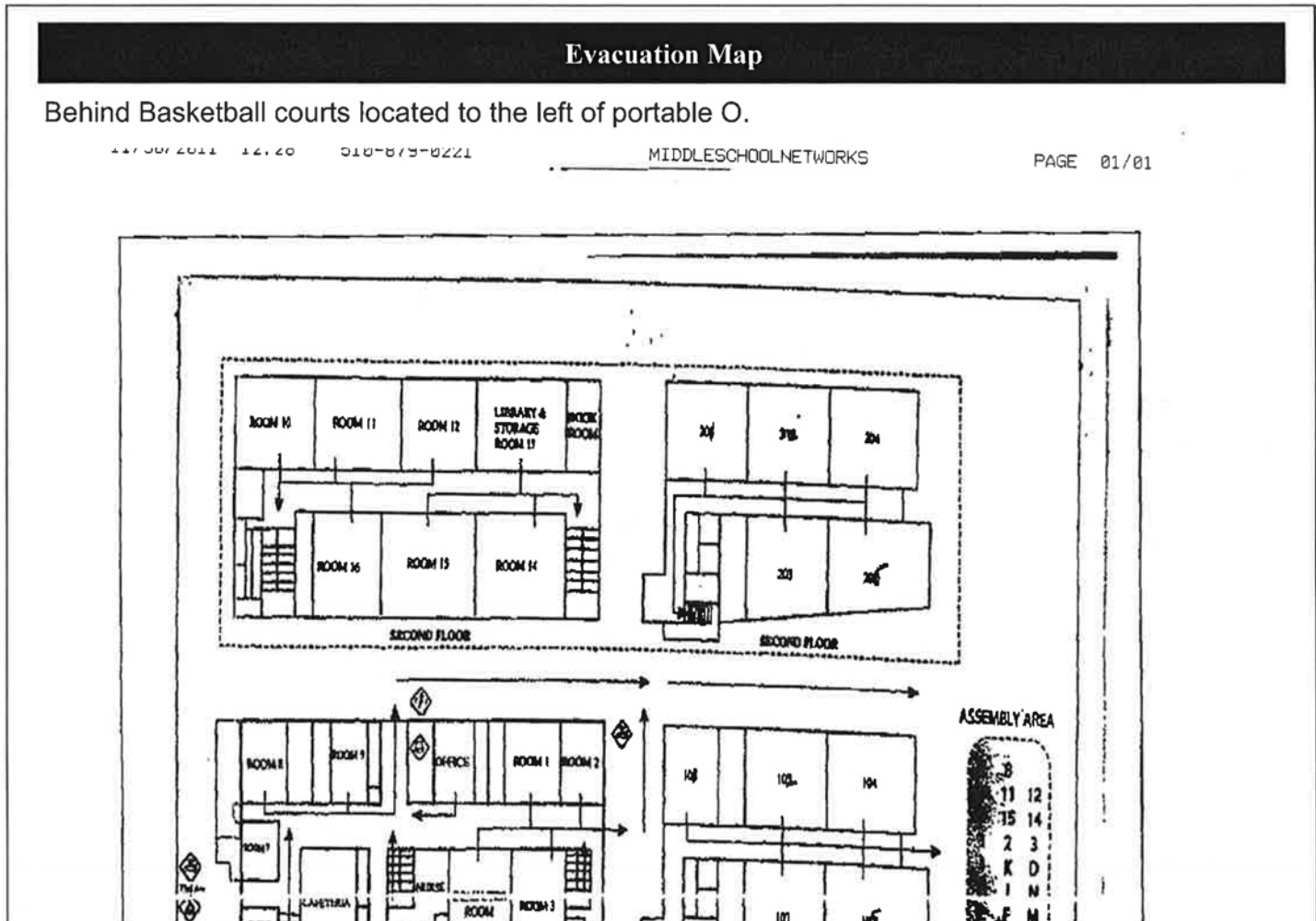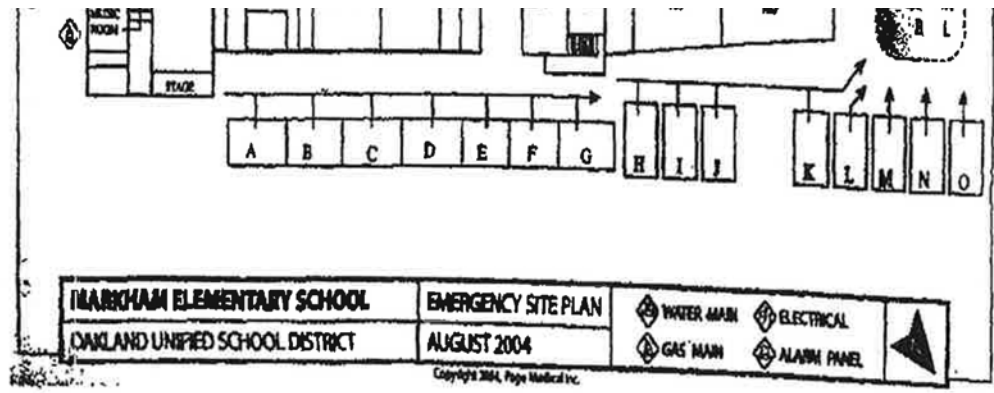
Insert Off Campus Evacuation Location Map

The map below is just an example. Please enter the correct information for your school site

22

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

ARROYO PARK

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

City of Oakland

C. Enter Date of Agreement

5/30/2013

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

 A. School Street Address: 7220 Krause Avenue   , Oakland, CA

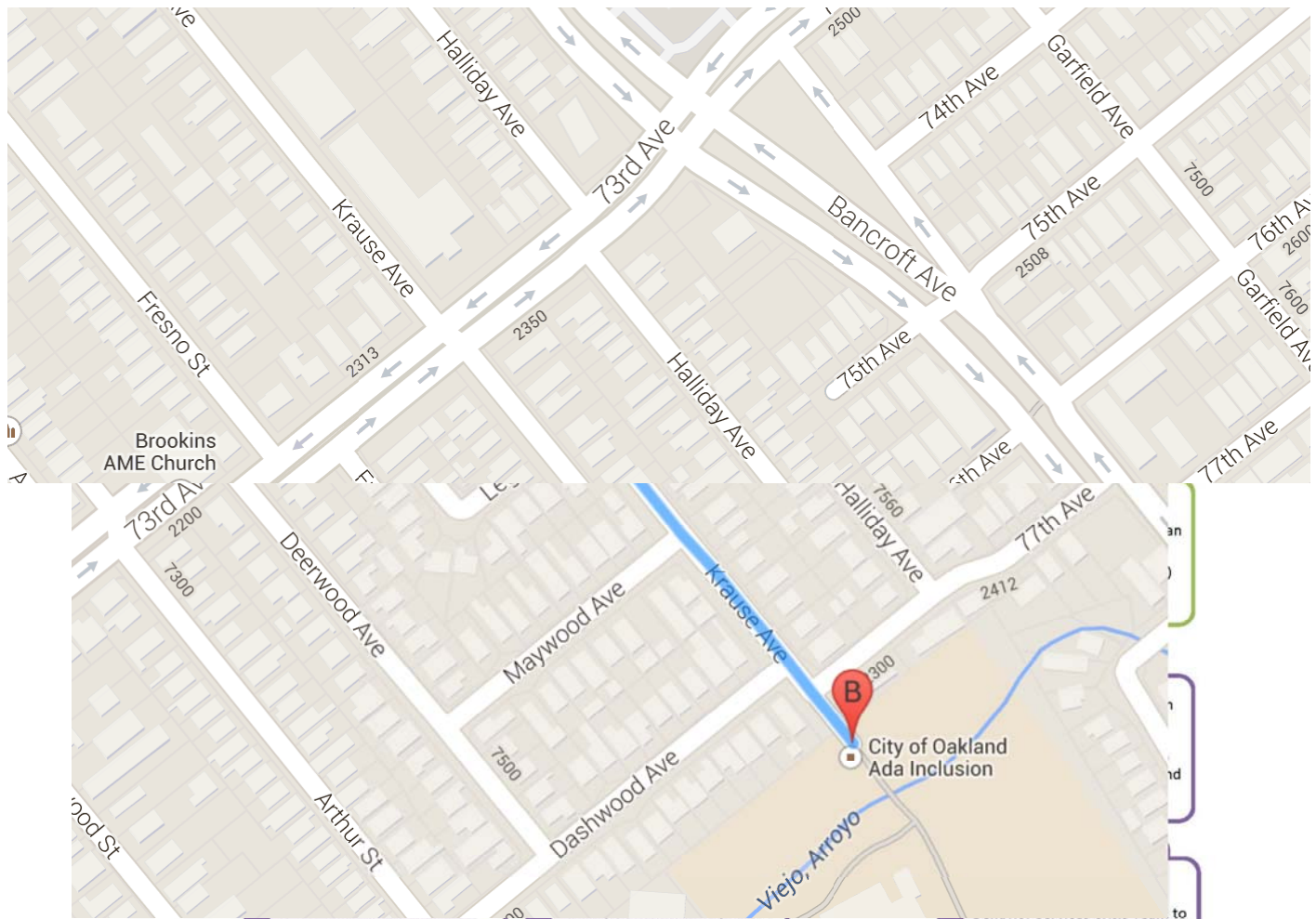 B. Evacuation Street Address: 8212 KRAUSE AVE   , Oakland, CA
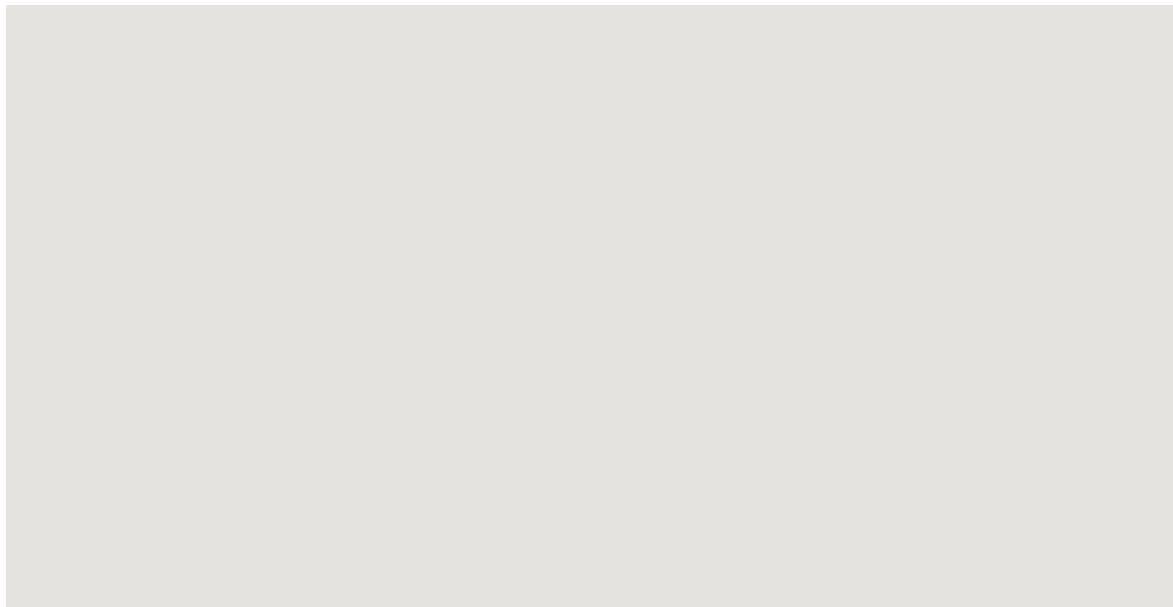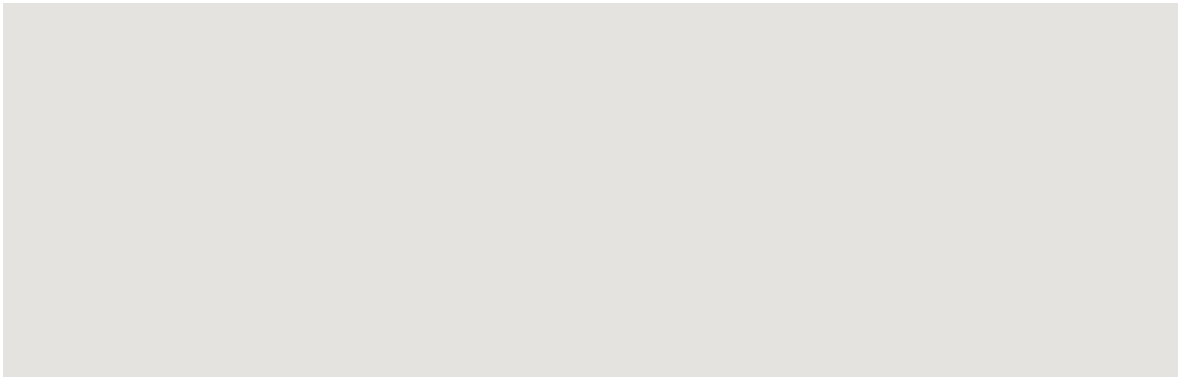
Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

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

Major Incident Occurs at the School Site

Site Administrator contacts **OUSD Chief of Police & REXOs/Nexo** on cell or office phone

Chief of Police contacts Superintendent

REXOs/NEXO contacts Deputy Sup of Instruction & Deputy Sup Bus & Ops

Chief will deploy Bureau of Field Operations and/or Bureau of Support Services if appropriate

Chief will deploy Bureau of Support Services if appropriate

Deputy Sup of Instruction may deploy support team to site

Deputy Sup Bus & Ops may deploy support team to site

Regional Mental Health Program Manager convenes Crisis Team to debrief Incident

accurate information about the event to students and administers individual and group-based psychological first aid

assess and provide for ongoing needs of students and staff

Regional Mental Health Program Manager to provide copy of Summary of Incident report to Police Services if appropriate

Behavior Services Crisis Team to provide ongoing coordination of Mental Health providers and crisis debriefing following the initial (as needed)

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 <u>after school hours</u> (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

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

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form   Month _____

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

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

ENTER SITE NAME

Incident Commander (After School Coordinator)

_____

PIO / Liaison

Operations

Logistics

Planning Intelligence

Finance & Administration

First Aid Team Leader

_____

Food./Water/Supplies Leader

Situation Status Leader

_____

Cost, & Time Team Leader

Search & Rescue Team Leader

Transportation Team Leader

Communications Team Leader

_____

Damage Assessment Team Leader

Documentation Team Leader

_____

Student Supervision Team Leader

_____

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┌─────────────────────────────────┐
│   Student Release Team Leader   │
└─────────────────────────────────┘
               │
┌─────────────────────────────────┐
│   Site Safety & Security Leader  │
└─────────────────────────────────┘
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Safety Plan Appendix

School Safety Plan

APPENDIX: Safety for Special Needs Populations

Safety for Special Needs Populations

Table of Contents

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

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

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

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

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

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

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

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

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

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

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

Prepare For What Will Happen

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 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, dont worry greatly; it is a normal reaction to the stress of a being in a major disaster.

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

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

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

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

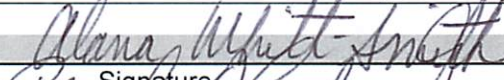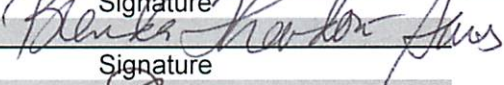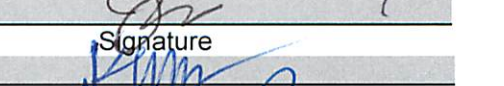## Community Schools Strategic Site Plan (CSSSP) and School Safety Plan Recommendations and Assurances
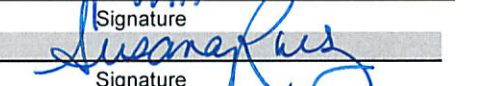
School Site Name/Site Number:___Markham 138_____

☒ 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: February 20, 2014, March 13, 2014, March 27, 2014, and for final approval April 24, 2014.

7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages   (date) April 21, 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		
Alana Whitt-Smith	*Alana Whitt-Smith*	4-24-14
Print name of school principal	Signature	Date
Brenda Theodore	*Brenda Theodore*	4/24/14
Print name of SSC chairperson	Signature	Date
Jenny Wong		
Print name of Chief of Police or Designee	Signature	Date
Kimi Kean	*Kimi*	5/14/14
Print name of Regional Executive Officer	Signature	Date
Susana Ramirez	*Susana Ruz*	5/27/14
Print name of Director, State & Federal Compliance	Signature	Date

School Site Council Membership Roster – Elementary School

**School Name:** Markham Elementary School   **School Year** _____ 2013-2014 _____

Chairperson: Brenda Theodore, Teacher	**Vice Chairperson:** Jemila Smith, Parent
Secretary: Renee Gillespie, Teacher	

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
1. Brenda Theodore, Chair			X		
2. Jemila Smith, Vice Chairman					X
3. Stephanie Pendarvis, Parent					X
4. Alana Whitt-Smith, Principal		X			
5. Renee Gillespie, Secretary			X		
6. Linda Byrd, Parent					X
7. Monica Oneal, Parent					X
8. Jacqueline Anderson, Parent					X
9. Alvin Bettis, Teacher			X		
10. Dona Blueford, Classified				X	
Numbers of members	Total: 10	1	3	1	5

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
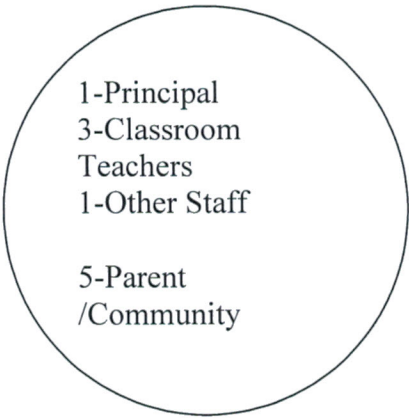
This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2011 Fax # 879-8098

Title I School Parental Involvement Policy   2013 - 2014

Markham has developed a written Title I parental involvement policy with input from Title I parents at several SSC meetings in the fall. It has distributed the policy to parents of Title I students at Back to School Night and Annual Title I meeting. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Markham 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 as outlined in our Annual Title I meeting on September 18.

- Offer a flexible number of meetings for parents. We hold "Chew and Chat" meetings in the morning, SSC in the early afternoon, and a number of educational themed evening meetings.

- 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. We have informational evening meetings, open invitations to all SSC meetings, parent/teacher conferences, and school newsletters

- Provides parents of Title I students with timely information about Title I programs through parent teacher conferences each marking period.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through data evenings, Back to School, and parent/teacher conferences

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

School-Parent Compact

Markham 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

Markham 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
Parents receive information throughout the school year regarding the content standards, benchmark assessments, proficiency levels and how to monitor student success. This information is disseminated at Chew and Chat meetings, Back to School Night, Parent-Teacher conferences, SSTs and School Site Council meetings.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. This happens at Literacy Nights and Parent Literacy classes.

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

- 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. We have quarterly collaboration meeting with staff and parents.

- 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. Quarterly parent newsletter (translated into Spanish).

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. This year we paid for Parent Cafes, which will continue next year.

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 announcements, parent-teacher conferences, newsletters are translated for parents into Spanish as needed.

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 our Annual Title I meeting on September 18, 2013, and at our SSC on October 28, 2013.

This policy was adopted by the Markham School Site Council on October 28, 2013 and will be in effect for the period of one year The school will distribute this policy to all parents of participating Title 1, Part A, children on or before December of each year. It will be made available to the local community on or before December. **Markham** '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.

Alana Whitt-Smith   _10/30/2013_
(principal's signature)   (date)

Markham Elementary School Compact

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

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

Student Pledge:

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

Family/Parent Pledge:

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

Student signature:

_____ Teacher_____ Parent _____