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 Alliance Academy.

Background:

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

Discussion:

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

Fiscal Impact:

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

Federal Programs

> ➤ Title I, Part A
> ➤ School Improvement Grant (SIG)

Recommendation:

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

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Alliance Academy

0112771

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

Alliance Academy is a middle school serving approximately 400 students in grades 6-8 in East Oakland. Alliance Academy is located in an area of Oakland that has the highest violent crime rate in Northern CA. It also is in the area with the highest child and family poverty rates in Northern CA. This is the only area of the city that has not seen a reduction in violent crime over the past 2 years. Alliance Academy is on the Elmhurst campus and opened in 2006 to provide an solid academic program, with close connections to family and community. In Spring 2010, Alliance Academy was identified as a school needing to significantly improve academic outcomes for students and the school community underwent the process of determining whether or not to apply for a SIG (School Improvement Grant). In Spring 2011, OUSD applied for a SIG grant for Alliance Academy, which was awarded in January 2012. Over the past five school years, the school has had four different administrative teams and a number of teachers new to the school site. For the current 2013-2014 school year, Alliance Academy had 6 returning teachers and 10 teachers new to Alliance as part of the faculty. The high number of staff changes have impacted school operations, instructional cohesiveness, and connections to the larger school community (families and community members). Alliance Academy currently offers a middle school program based on academic offerings of English, Math, Social Studies and Science, with elective offerings in Physical Education, Art, and Music. Oakland Mayor, Jean Quan, has been to Alliance three times in the spring of 2012. One time was to award students who had received honors in a mural competition for Oakland and the second time was for the grand opening of the Auditorium. The auditorium space serves both campuses and provides over 400 seats and a state of the art performance facility. We have hosted a drama production, two music concerts and a Ballet Folkloric troupe and anticipate continued development of our performing arts programs and partnerships. Alliance Academy was one of the schools awarded a SIG (School Improvement Grant) with full implementation

beginning in the 2012-2013 school year. The funds from the grant are used to support teacher development through intensive focus and coaching on key instructional practices linked to successful reform efforts. There are up to six hours weekly of professional development focused on our school instructional reform strategies as well as our family and community engagement work in service of a robust, healthy school community providing high, equitable academic outcomes for all of our students. We have also expanded our after school program (extended learning program) and redesigned it to align with OUSD College and Career pathways (linked learning) as well as our site instructional goals. In the spring of 2012, a health clinic opened on site to serve our students and families as well as the larger school community. Currently, the clinic is open on Monday, Wednesday and Friday. It is serving routine medical needs of our students and branching out into programming for the summer and school year to blend nutrition and wellness information with physical activity. The school is committed to working in partnership with the Health Clinic to build strong partnerships and programs in service of providing a Full Service Community School at Alliance (on the Elmhurst Campus). During the 2013-2014 school year, Alliance has undergone a huge cultural shift in terms of behavior due to the introduction and successful implementation of No Nonsense Nurturing (NNN). Partnering with the Center For Transformative Teacher Training, the leadership team modified the vision for the school as well as created a school wide culture plan that would become the blueprint for behavioral expectations at Alliance. The NNN plan is centered around four components; relationships, explicit instructions, positive nar

VISION

Defined by educational excellence, Alliance Academy Middle School (a grade 6-8 public school) maximizes the potential of each learner. Expectations for achievement for each learner at Alliance are set high. Our scholars are brilliant and literate in every domain, and are bold critical thinkers who understand their history and their future in our society and in all aspects of their lives. Alliance prepares students to value social justice as they work to transform their communities and the larger society. At Alliance Academy, our students and teachers carry the "TORCH" of knowledge throughout their work and their careers. Trust: We all must earn each other's trust by matching our words to our actions. We are all scholars as well as being unique individuals, and we must trust that our differences and our passions create the vitality that is at the heart of our community. Organization: We, as Scholars, are organized in speech, in dress and in class. Respect: We demonstrate mutual Respect in all relationships in our community. Our students, faculty, parents, and community members know that we must hold each other up and expect the best from each of us in order for us to achieve our academic, social, and personal goals. Character: We choose integrity. It means doing the right thing, even when nobody is watching. Hard Work: We, as brilliant Scholars, understand that there is no secret formula for academic success. We will reach our goals by dedicating ourselves to working hard. Vision 100% of Alliance Academy students will graduate from High School, fully prepared for post-secondary education. Alliance students will be prepared to matriculate to the top 100 colleges and universities across the nation. Alliance Academy Middle School will become a California Distinguished School by 2018.

<h1 style="color:green; text-align:center;">Accountable for Quality: Ensuring Thriving Students and Healthy Communities</h1>

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

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

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	26.6%	No	21.3%	No
	Black or African American	26%	Yes	19.3%	No
	Hispanic or Latino	26.9%	No	20.1%	No
	Native Hawaiian or Pacific Islander	7.7%	--	20%	--
	Socioeconomic Disadvantaged	24.4%	No	21.5%	No
	English Learner	20.1%	No	12.1%	No
	Students with Disabilities	26.7%	--	13%	--

Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	26.7%	No	13.2%	No
	Black or African American	23.3%	Yes	10.5%	No
	Hispanic or Latino	28.8%	No	15.7%	No
	Native Hawaiian or Pacific Islander	0%	--	0%	--
	Socioeconomic Disadvantaged	26%	No	13.2%	No
	English Learner	25.5%	No	11.6%	No
	Students with Disabilities	23.3%	--	8.7%	--

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

Did the school meet that year's graduation rate target? (if a High School)	NA	NA
Did the school meet its School Quality Improvement Goal? (Not set until 2014-15)	NA	NA

OUSD School Balanced Scorecard

* 02 - Alliance - School Balanced Scorecard - 2012-13.pdf

* Guide to the School Balanced Scorecard

SQIS Target Student Group and Content Area

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

Student Group:English Learner   Content Area: ELA

School Quality Review (SQR)

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

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

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

SQR Summary Report

* 2012-2013 Summary Report

SQR Improvement Priorities

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:

In addition to the existing SSC/ ELAC teams that monitor progress of school site plan, two additional leadership teams will monitor implementation of outlined strategies as well as assess effectiveness of named strategies. The Instructional Leadership Team will be responsible for implementation of instructional strategies, analyzing data to ensure progress towards meeting our school-wide goals, and planning PLCs and other types of PD. This team also holds and adjusts the PD Calendar as needed. The Positive Behavior Intervention Systems team will be responsible for monitoring strategies which support goals and strategies related to school safety and students taking ownership of our school and "situational awareness." Our Coordination of Services Team will monitor mental health aspects and work closely with the Administrative team to ensure students are meeting both academic and social emotional goals. The COST will also monitor student attendance to reduce chronic absenteism.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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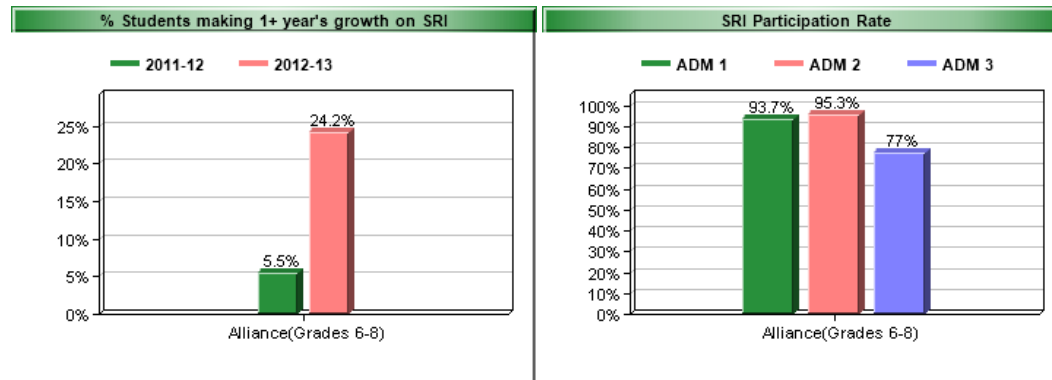
2012-13 Summative Data and 2013-14 Progress Monitoring Data

- Based on the ELA 2 year cohort matched report, 17% of students have shown growth or were advanced, 46% of students

were flat, and 37% of students slid or were FBB. Among sub groups, 48% of African-American students slid or were FBB.
- ○

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
- ○ Currently, only 19% of Alliance Academy students are proficient and advanced in English Language Arts based on 2013 CST results. This is a 7% decrease from 2011-2012 results. The district average for black and Latino students is 34%.
- ○ Grade Distribution (high number of students failing core academic classes) also points to significant obstacles in the classroom. As of March 2014, only 65% of the 8th graders are one track for graduation; no D's or F's in core classes.
- ○ SRI participation for 2012-2013 was 89%. As of mid-year 2013-2014, SRI participation increased 10% to 98.4%.
- ○ Per the mid-year district benchmark, only 17% of the students scored as proficient on the performance task. 6th graders had the most success on the PT with 27% proficiency. African American students outpaced Latino students 20% to 17%.

Theory of Action
- ○ If we utilize school-wide literacy strategies such as close reading and three reads in all content areas we will engage students independently with complex texts as measured by proficiency embedded assessments in ELA and performance task in math.
- ○ If we implement Achieve3000 across all classrooms, then we will be providing non-fiction literature to students at their ZPD level (as measured by Level Set tests) allowing them to develop a love for reading and grow 1.5 grade levels (per Lexile)
- ○ If we maintain organized leveled libraries in each class, students will have greater access to appropriate reading materials. This will allow students to meeting their words read goal and gain 1.5 grade levels (per Lexile score).
- ○ If we develop focused PD for teachers on close reading techniques and applications, students will experience greater success and consistency in making meaning of text across grade levels in all content areas, resulting in improved GPAs.
- ○ If we develop, implement, and monitor results from focused PD on academic discussion using Webb's DOK to structure rigorous questioning throughout lessons in all content areas using a mix of engagement protocols, language acquisition will increase.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All teachers will teach an advisory class daily with the focus being SSR for all students. Students will have access to leveled	SRI			Leadership Team	5/4/2014	224SQI1A5229	All teachers will teach an advisory class daily.	N/A			0	$0.00

libraries and Accelerated Reader.												
Engligh Language Arts teachers will work in departments to develop quarterly units focusing on academic literacy strategies in collaboration with whole school. Use of SRI scores (fall, mid-year and spring) to drive reading strategy selection and emphasis of free-choice reading.	SRI	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	224SQI1A4772	Instructional Leadership Team will create an academic literacy goal based on SRI reading scores and targeted for whole school. This will be one key instructional focus on the ILT for 2013-2014	3180-SIG - ORIGINAL - 2008			0	$0.00
Instructional leadership team to meet weekly to plan school wide professional development related to instruction, monitor implementation and progress, and share out results with SSC and full faculty.	Grades/GPA	SQIS Target Group	Weekly	Leadership Team	5/4/2014	224SQI1A2848	Instructional Leadership Team formed and supported by SIG Coaches for weekly meetings.	3180-SIG - ORIGINAL - 2008			0	$0.00
Instructional leadership team to meet weekly to plan school wide professional development related to instruction, monitor	Grades/GPA	SQIS Target Group	Weekly	Leadership Team	5/4/2014	224SQI1A5285	Fund a full time math coach	3180-SIG - ORIGINAL - 2008			0	$0.00

implementation and progress, and share out results with SSC and full faculty.												
Instructional leadership team to meet weekly to plan school wide professional development related to instruction, monitor implementation and progress, and share out results with SSC and full faculty.	SRI	SQIS Target Group	Weekly	Leadership Team	5/4/2014	224SQI1A5286	Fund a full time ELA coach	3180-SIG - ORIGINAL - 2008			0	$0.00
Additional teaching staff to support electives and intervention instruction.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Principal	5/4/2014	224SQI1A6730	Additional teaching staff to support electives and intervention instruction.	5-LCFF Supplemental		K12TCH9999	0.447	$34,968.86
Additional teaching staff to support electives and intervention instruction.	Local assessments (benchmarks, PWA)			Principal	5/4/2014	224SQI1A6731	Surplus funds	5-LCFF Supplemental	4399-SURPLUS		0	$78.37
Purchase renewal of licenses for Accelerated Reader.	SRI	SQIS Target Group	Weekly	Leadership Team	5/4/2014	224SQI1A6752	Purchase renewal of licenses for Accelerated Reader	3010-Title I	5846-LICENSING AGREEMENTS		0	$3,000.00
Purchase content coaching from CT3 in order to support NNN and instructional rigor	Discipline/CSC	SQIS Target Group	Weekly	Assistant Principal	5/4/2014	224SQI1A6758	Purchase content coaching from CT3 in order to support NNN and instructional rigor	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	$0.00
Additional TSA and	Local assessments	SQIS Target	Every Marking	Leadership Team	5/4/2014	224SQI1A6736	Additional Instructional	790-Unrestricted		K12TCH2122	1	$54,941.93

Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	(benchmarks, PWA)	Group	Period				staff to provide smaller class sizes for all CORE classes.	EIA-SCE Support				
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	224SQI1A6737	Additional Instructional staff to support intervention and enrichment classes.	790-Unrestricted EIA-SCE Support		K12TCH2134	0.1	$7,539.37
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	224SQI1A6738	Additional Instructional staff to support intervention and enrichment classes.	790-Unrestricted EIA-SCE Support		K12TCH9999	0.067	$5,241.42
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Principal	5/4/2014	224SQI1A6741	Surplus funds	790-Unrestricted EIA-SCE Support	4399-SURPLUS		0	$67.31
Additional TSA and Instructional	Local assessments (benchmarks,	SQIS Target Group	Every Marking Period	Principal	5/4/2014	224SQI1A6742	Additional Instructional staff to	791-Unrestricted EIA-LEP		K12TCH9999	0.266	$20,809.21

staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	PWA)							provide smaller class sizes for all CORE classes.	Support				
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA),	SQIS Target Group	Every Marking Period	Principal		5/4/2014	224SQI1A6743	Additional Instructional staff to support intervention and enrichment classes.	791- Unrestricted EIA-LEP Support		K12TCH2134	0.1	$7,539.37
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Principal		5/4/2014	224SQI1A6744	TSA to support integrated RTI interventions in all areas of instruction.	791- Unrestricted EIA-LEP Support		C10TSA0027	0.01	$770.64
Additional certificated staff to reduce class sizes.	Grades/GPA	SQIS Target Group	Weekly	Principal		5/4/2014	224SQI1A6826	Additional certificated staff to reduce class sizes.	3180-SIG - ORIGINAL - 2008		TCSTIP0283	1	$37,822.92
Additional certificated staff to reduce class sizes.	Grades/GPA	SQIS Target Group	Weekly	Principal		5/4/2014	224SQI1A6827	Additional certificated staff to reduce class sizes.	3180-SIG - ORIGINAL - 2008		K12TCH9999	0.22	$17,210.63
Additional certificated staff to reduce class sizes.	Grades/GPA	SQIS Target Group	Weekly	Principal		5/4/2014	224SQI1A6828	Additional certificated staff to reduce class sizes.	3180-SIG - ORIGINAL - 2008		TCSTIP9999	0.8845	$39,354.46

	Grades/GPA	SQIS Target Group	Weekly									
Additional certificated staff to reduce class sizes.	Grades/GPA	SQIS Target Group	Weekly	Principal	5/4/2014	224SQI1A6829	surplus fund	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	$8.35
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of implementation of three main instructional shifts.				Department/Team Lead	5/4/2014	224SQI1A2381	Springboard English Curriculum	N/A			0	$0.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of implementation of three main instructional shifts.				Assistant Principal	5/4/2014	224SQI1A3950	Provide retreat for teachers for professional development	N/A			0	$0.00

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

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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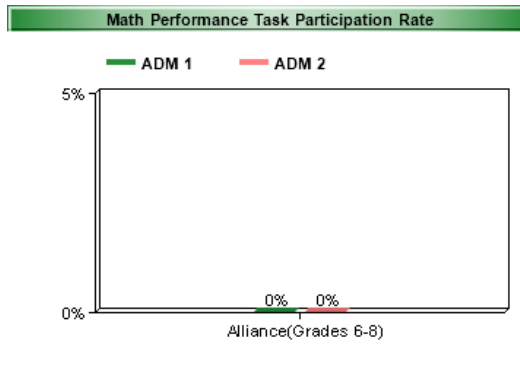
2012-13 Summative Data and 2013-14 Progress Monitoring Data

  o School results in Science dropped dramatically in 2012-2013. A large part of the reason for the decline was the loss of a

veteran science teacher who was replaced by a less experienced teacher. Life Science and Physical Science needed to align to National Science Standards (common core) and to have a developed pacing guide for the year that includes experiments, labs and presence of engineering.

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

- 2012-2013 CST Data in math shows 54% of our students are at below basic or far below basic in Math only 12% made growth in math.
- 2012-2013 CST data in science for 8th graders shows 18% of students were proficient, which is a decline from 77% the previous year.
- Students who are Below and FBB increased per 2012-2013 CST results to 57% from 9% the previous year.

Theory of Action

- If we use the district created math curriculum, students will have access rigorous Common Core aligned content, which will allow them to develop a solid foundation in mathematical thinking, concepts and vocabulary (mathematical literacy).
- If we increase student engagement and academic instruction throughout each lesson, students will develop a deep understanding of STEM content and be able to apply their learning to real life applications.
- If we use data from multiple sources to drive instruction, teachers will have vital information to target student gaps in learning in order to create corrective instructional approaches to address student needs, resulting in increased GPAs.
- If we transition to a instructional approach where students spend the majority of their time applying their learning to different scenarios, students will develop a deep understanding of science, technology and engineering.

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
Purchase three additional Chromebook carts to allow for 1;1 student:computer ratio to support Blended Learning and self-paced learning for students.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	5/4/2014	224SQI1B6729	Purchase three additional Chromebook carts to allow for 1;1 student:computer ratio to support Blended Learning and self-paced learning for students.	3010-Title I	4420-Computer $500-4,999		0	$48,000.00
Purchase blended learning classroom set ups to support implementation of 1.1 Chromebook usage by students.	Grades/GPA	SQIS Target Group	End of Year	Principal	5/4/2014	224SQI1B6732	Purchase blended learning classroom set ups to support implementation of Chromebook cart usage.	3010-Title I	4310-SUPPLIES		0	$15,000.00

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

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

- School suspensions for 2012-2013: Total suspensions from August to June were 214. As of April 2014, total suspensions have decreased 75% to a total of 45.
-
- Overall, the CHKS survey indicates that the culture at Alliance (in and out of the classroom) does not support student learning. Students don't feel safe or that teachers support them. The culture needs to change.

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

- Alliance Academy has a high number of referrals (time out of class) for disruption or defiance. This indicates that changes are needed in both the content of classes (culturally relevant curriculum) as well as the teaching methods.
- Grade distribution also identifies need to provide daily supports for work completion and other academic habits.
- CST data shows a significant slide for students in CST math at Alliance. The need to urgently attend to math instruction and performance is clear. 73% of our students slide in grade 6 and 70% in grade 8.
- Only 35% of the students on the CHKS survey stated that they feel safe at school. Only 52% responded that their teachers speak to them in a respectful manner. This indicates a need for a cultural change at the school.

Theory of Action

- Small school communities allow for personalization of school for individual students.
- Students excel academically when social/emotional needs are met and resources supporting resiliency are systematized.
- Students excel academically when curriculum and teaching practices are developmentally appropriate and reflect the cultures and communities represented in our school and in Oakland.
- Students excel academically when rigor and content are age appropriate and supports and built into rigorous and relevant lessons.
- Students excel academically when supported to learn content through problem-posing, problem solving, application and inquiry.

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
Switch to district created math curriculum, which is closely aligned to Common Core State Standards.	Local assessments (benchmarks, PWA)			Department/Team Lead	5/4/2014	224SQI1C2892	Obtain curriculum for all grade levels in Math (Common Core aligned).	N/A			0	$0.00
Switch to district created math curriculum, which is closely aligned to Common Core State Standards.	Local assessments (benchmarks, PWA)			Department/Team Lead	5/4/2014	224SQI1C3964	Provide supplies to implement curriculum including instructional materials (cooperative group materials, whiteboards, composition books)	N/A			0	$0.00
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).	Survey data (CHKS, etc.)			Leadership Team	5/4/2014	224SQI1C2383	Create elective course offerings strategically and hire instructors in performing arts, business/tech, leadership, applied arts and enrichment (writing, math/science)	N/A			0	$0.00
Fund PRO ARTS staff member who will serve 1 elective class of visual arts per day.	Grades/GPA	SQIS Target Group	Weekly	Assistant Principal	4/3/2014	224SQI1C6762	Fund PRO ARTS staff member who will serve 1 elective class of visual arts per day.	3180-SIG -ORIGINAL - 2008	5825-CONSULTANTS		0	$13,000.00
Fund full time counselor for	Grades/GPA	SQIS Target	Weekly	Principal	4/3/2014	224SQI1C6740	Fund full time counselor for	3180-SIG -	4399-SURPLUS		0	$9,000.00

AAMA program to address the needs of African American boys on campus.		Group						AAMA program to address the needs of African American boys on campus.	ORIGINAL - 2008				
Individual Learning Plans for each student as a part of grade level curriculum and supports.	Grades/GPA			TSA/Coach	5/4/2014	224SQI1C2382	Individualization through Individual Learning Plans. Plans to be used in Advisory and integrated into grade level/school wide marking periods and student-led conferences.	N/A			0	$0.00
Fund Dean of Students position to promote positive school climate and increase academic achievement.	Grades/GPA	SQIS Target Group	Weekly	Principal	4/3/2014	224SQI1C6830	Fund Dean of Students position to promote positive school climate and increase academic achievement.	3180-SIG - ORIGINAL - 2008		C11TSA0120	1	$69,158.77

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

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

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Theory of Action

- Alliance Academy is intentionally bringing in more explicit opportunities to expose students to variety of College and Career options and skills. This will be through field trips, elective offerings, afterschool program and presentations.
- Alliance Academy will emphasize the specific college and career skills connected with the classroom learning. Springboard ELA and Math cohorts will incorporate this as will the STEM work through the switch to the National Science Standards.

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: 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	

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
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).	Survey data (CHKS, etc.)			Leadership Team	5/4/2014	224SQI1D2383	Create elective course offerings strategically and hire instructors in performing arts, business/tech, leadership, applied arts and enrichment (writing, math/science)	N/A			0	$0.00
Fund PRO ARTS staff member who will serve 1 elective class of visual arts per day.	Grades/GPA	SQIS Target Group	Weekly	Assistant Principal	4/3/2014	224SQI1D6762	Fund PRO ARTS staff member who will serve 1 elective class of visual arts per day.	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	$13,000.00
Fund full time counselor for AAMA program to address the needs of African American boys on campus.	Grades/GPA	SQIS Target Group	Weekly	Principal	4/3/2014	224SQI1D6740	Fund full time counselor for AAMA program to address the needs of African American boys on campus.	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	$9,000.00
Target literacy needs of students testing FBB or three or more grade levels below. Offer targeted supports to raise literacy/reading level.	Grades/GPA	SQIS Target Group	Weekly	Leadership Team	4/3/2014	224SQI1D5264	Purchase of supplies to support increased access to academic content in all areas of students testing FBB or BB in literacy. Supplies purchased will support school wide instructional focus and directly connect to access to rigor and grade level content.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$3,000.00

<h1 style="color:green">School Quality Indicator 1: Quality Learning Experiences for All Students</h1>

<h2 style="color:orange">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)</h2>

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Alliance Academy has 170 students (49%) who are identified as English Learners. Of those 170 students, 101 are Long Term English Learners (3 or more years in US Schools). Alliance Academy's largest EL population is long-term English learners (74%).
- In the area of literacy, 53% of our students are reading between 2 and 6 years below grade level, according to end of year 2012-2013 SRI Lexile levels.

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

- Alliance Academy must outline a targeted plan to support English Learners at the school. The targeted plan must also be tailored to meet the needs of long-term English Learners (our largest student sub-group in EL 74%).
- Alliance Academy will include explicit naming of strategies to support use of academic language, increased time for academic discussion in each class, and increased writing and writing feedback - strategies identified as most effective for this grou
- Through assessments in English classes, Alliance will focus on use of data drive instruction. Data will then be shared with students to in an effort to raise their fluency. Teachers will focus on increasing frequency and opportunities for reading.
- Students will be intentionally placed in interventions which will allow for targeted support addressing gaps in learning they have and accelerating improvement.

Theory of Action

- Alliance Academy has the goal for each student to meet and exceed grade level content standards as well as having the habits of mind to become independent thinkers and be prepared for high school.
- All adults at Alliance Academy will work together to build their understanding of student needs of our students in each of these sub-groups (learning about context, community and individuals) to build an equitable and understanding community.
- All adults at Alliance Academy will work together to identify 2-3 key literacy strategies across content areas to support each group at Alliance as part of our department and grade level professional development plan.
- Teachers at Alliance Academy will build each student's academic language skills through regular academic discussions embedded into each lesson.

Strategic Priority Goals

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

Measure	Goal	School Specific Target

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
Engligh Language Arts teachers will work in departments to develop quarterly units focusing on academic literacy strategies in collaboration with whole school. Use of SRI scores (fall, mid-year and spring) to drive reading strategy selection and emphasis of free-choice reading.	SRI	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	224SQI1E4772	Instructional Leadership Team will create an academic literacy goal based on SRI reading scores and targeted for whole school. This will be one key instructional focus on the ILT for 2013-2014	3180-SIG - ORIGINAL - 2008			0	$0.00
Instructional leadership team to meet weekly to plan school wide professional development related to instruction, monitor implementation and progress, and share out results with SSC and full faculty.	Grades/GPA	SQIS Target Group	Weekly	Leadership Team	5/4/2014	224SQI1E2848	Instructional Leadership Team formed and supported by SIG Coaches for weekly meetings.	3180-SIG - ORIGINAL - 2008			0	$0.00
Instructional leadership team to meet weekly to plan school wide professional development related to	Grades/GPA	SQIS Target Group	Weekly	Leadership Team	5/4/2014	224SQI1E5285	Fund a full time math coach	3180-SIG - ORIGINAL - 2008			0	$0.00

instruction, monitor implementation and progress, and share out results with SSC and full faculty.												
Instructional leadership team to meet weekly to plan school wide professional development related to instruction, monitor implementation and progress, and share out results with SSC and full faculty.	SRI	SQIS Target Group	Weekly	Leadership Team	5/4/2014	224SQI1E5286	Fund a full time ELA coach	3180-SIG - ORIGINAL - 2008			0	$0.00
Additional teaching staff to support electives and intervention instruction.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Principal	5/4/2014	224SQI1E6730	Additional teaching staff to support electives and intervention instruction.	5-LCFF Supplemental		K12TCH9999	0.447	$34,968.86
Additional teaching staff to support electives and intervention instruction.	Local assessments (benchmarks, PWA)			Principal	5/4/2014	224SQI1E6731	Surplus funds	5-LCFF Supplemental	4399-SURPLUS		0	$78.37
Purchase renewal of licenses for Accelerated Reader.	SRI	SQIS Target Group	Weekly	Leadership Team	5/4/2014	224SQI1E6752	Purchase renewal of licenses for Accelerated Reader	3010-Title I	5846-LICENSING AGREEMENTS		0	$3,000.00
Purchase content coaching from CT3 in order to support NNN and instructional rigor	Discipline/CSC	SQIS Target Group	Weekly	Assistant Principal	5/4/2014	224SQI1E6758	Purchase content coaching from CT3 in order to support NNN and instructional rigor	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	$0.00
Individual Learning Plans for each student as a	Grades/GPA			TSA/Coach	5/4/2014	224SQI1E2382	Individualization through Individual Learning Plans.	N/A			0	$0.00

part of grade level curriculum and supports.							Plans to be used in Advisory and integrated into grade level/school wide marking periods and student-led conferences.				
Target literacy needs of students testing FBB or three or more grade levels below. Offer targeted supports to raise literacy/reading level.	Grades/GPA	SQIS Target Group	Weekly	Leadership Team	4/3/2014	224SQI1E5264	Purchase of supplies to support increased access to academic content in all areas of students testing FBB or BB in literacy. Supplies purchased will support school wide instructional focus and directly connect to access to rigor and grade level content.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$3,000.00
Math teachers will provide additional targeted support to students below grade level during an advisory period.					5/4/2014	224SQI1E1238	Teacher will provide targeted support to students identified as below grade level in math through an advisory period focused on math.	N/A		0	$0.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on	Grades/GPA				5/4/2014	224SQI1E2821	Weekly data-based department meetings focused on cycle of inquiry related to school wide instructional goal, examining	N/A		0	$0.00

student outcomes in literacy. Teachers will focus on strategies to increasing academic discourse and instructional rigor.							student work and implementing instructional strategy focused on specific techniques to increase amount and level of student talk in the classroom.					
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Teachers will focus on strategies to increasing academic discourse and instructional rigor.	Grades/GPA	SQIS Target Group	Monthly	Grade leve/Department Team	5/4/2014	224SQI1E5277	Field trips for each grade in support of instructional goals.	3010-Title I	5826-NON-CONTRACT SERVICES		0	$15,072.81
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Teachers will focus on strategies to increasing academic discourse and instructional	Local assessments (benchmarks, PWA)		Monthly	Department/Team Lead	5/4/2014	224SQI1E6060	Use of data to provide acceleration lessons, activities and enrichment to students.	N/A			0	$0.00

rigor.												
Fund performance awards based on student learning outcomes to support and encourage improved student learning outcomes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	TSA/Coach	5/4/2014	224SQI1E6781	Fund performance awards based on student learning outcomes to support and encourage improved student learning outcomes.	3180-SIG - ORIGINAL - 2008			0	$3,550.00
Fund extended hours for ASP staff to support enrichment and intervention during the school day.	Grades/GPA	SQIS Target Group	Weekly	After school program coordinator	4/3/2014	224SQI1E2245	Fund extended hours for ASP staff	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	$47,750.00
Implementation of Repsonse to Intervention (Tier 1, Tier 2 and Tier 3 Responses) by identifying effective interventions in place and developing additional ones in concert with PBIS, Restorative Justice and department work on academics and differentiation.				TSA/Coach	5/4/2014	224SQI1E4775	Hire TSA to develop, monitor, coach and lead RTI implementation.	N/A			0	$0.00
Fund data analyst position to support data collection and analysis	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Assistant Principal	4/3/2014	224SQI1E6775	Fund data analyst position to support data collection and analysis	3180-SIG - ORIGINAL - 2008		24DAII9999	0.13	$5,415.16

Strategic Priority F. Extending Learning Time

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Extended Learning Program for 2012-2013 was offered to 250 students and at year end had less than 50 students attending. Leadership was identified by students, parents, and faculty as the reason for the decline.

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

- Declines in after school program attendance during the 2012-2013 school year and the previous year suggests that the current design is not serving the needs of our students.

Theory of Action

- After school programs that offer a clearly articulated program that includes academic rigor, academic support and a range of elective programs, support students to thrive and excel personally and academically.
- Developmentally, students aged 11-13, are experiencing a period of brain development that can be enhanced and maximized through learning in traditional academic, experiential and interpersonal programs.

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
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	224SQI1F6736	Additional Instructional staff to provide smaller class sizes for all CORE classes.	790-Unrestricted EIA-SCE Support		K12TCH2122	1	$54,941.93

and enrichment classes.												
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	224SQI1F6737	Additional Instructional staff to support intervention and enrichment classes.	790-Unrestricted EIA-SCE Support		K12TCH2134	0.1	$7,539.37
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	224SQI1F6738	Additional Instructional staff to support intervention and enrichment classes.	790-Unrestricted EIA-SCE Support		K12TCH9999	0.067	$5,241.42
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Principal	5/4/2014	224SQI1F6741	Surplus funds	790-Unrestricted EIA-SCE Support	4399-SURPLUS		0	$67.31
Additional TSA and	Local assessments	SQIS Target	Every Marking	Principal	5/4/2014	224SQI1F6742	Additional Instructional	791-Unrestricted		K12TCH9999	0.266	$20,809.21

Strategy	Assessment	Target	Frequency	Responsible	Date	ID	Description	Funding		Code	FTE	Amount
Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	(benchmarks, PWA)	Group	Period				staff to provide smaller class sizes for all CORE classes.	EIA-LEP Support				
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Principal	5/4/2014	224SQI1F6743	Additional Instructional staff to support intervention and enrichment classes.	791-Unrestricted EIA-LEP Support		K12TCH2134	0.1	$7,539.37
Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Principal	5/4/2014	224SQI1F6744	TSA to support integrated RTI interventions in all areas of instruction.	791-Unrestricted EIA-LEP Support		C10TSA0027	0.01	$770.64
Additional certificated staff to reduce class sizes.	Grades/GPA	SQIS Target Group	Weekly	Principal	5/4/2014	224SQI1F6826	Additional certificated staff to reduce class sizes.	3180-SIG - ORIGINAL - 2008		TCSTIP0283	1	$37,822.92
Additional certificated	Grades/GPA	SQIS Target	Weekly	Principal	5/4/2014	224SQI1F6827	Additional certificated	3180-SIG - ORIGINAL -		K12TCH9999	0.22	$17,210.63

staff to reduce class sizes.		Group					staff to reduce class sizes.	2008				
Additional certificated staff to reduce class sizes.	Grades/GPA	SQIS Target Group	Weekly	Principal	5/4/2014	224SQI1F6828	Additional certificated staff to reduce class sizes.	3180-SIG - ORIGINAL - 2008		TCSTIP9999	0.8845	$39,354.46
Additional certificated staff to reduce class sizes.	Grades/GPA	SQIS Target Group	Weekly	Principal	5/4/2014	224SQI1F6829	surplus fund	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	$8.35
Fund PRO ARTS staff member who will serve 1 elective class of visual arts per day.	Grades/GPA	SQIS Target Group	Weekly	Assistant Principal	4/3/2014	224SQI1F6762	Fund PRO ARTS staff member who will serve 1 elective class of visual arts per day.	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	$13,000.00
Fund Dean of Students position to promote positive school climate and increase academic achievement.	Grades/GPA	SQIS Target Group	Weekly	Principal	4/3/2014	224SQI1F6830	Fund Dean of Students position to promote positive school climate and increase academic achievement.	3180-SIG - ORIGINAL - 2008		C11TSA0120	1	$69,158.77
Fund extended hours for ASP staff to support enrichment and intervention during the school day.	Grades/GPA	SQIS Target Group	Weekly	After school program coordinator	4/3/2014	224SQI1F2245	Fund extended hours for ASP staff	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	$47,750.00
Provide summer learning opportunities for students	Grades/GPA	SQIS Target Group		Assistant Principal	5/4/2014	224SQI1F3958	Fund summer intervention programming	N/A			0	$0.00
Provide summer learning opportunities for students	Grades/GPA	SQIS Target Group		Assistant Principal	5/4/2014	224SQI1F3959	fund admin for summer intervention programming	N/A			0	$0.00
Provide summer	Grades/GPA	SQIS Target		Assistant Principal	5/4/2014	224SQI1F3960	fund clerical staff for	N/A			0	$0.00

learning opportunities for students		Group					summer intervention					
Provide summer learning opportunities for students	Grades/GPA	SQIS Target Group		Assistant Principal	5/4/2014	224SQI1F3961	Provide materials for summer intervention	N/A			0	$0.00

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

Strategic Priority A. School Safety Plan

School: Alliance Academy   **Principal:** CHARLES WILSON

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Safety Plan Goals

Goal I: Reduce conflicts and physical conflicts that result in loss of class time (referrals or suspensions) by 30%.

- **Strategy 1.1:** Implement a conflict mediation and restorative justice program to have a systematic way for students to meet about conflicts. Train students in conflict mediation to do peer mediations.

- **Strategy 1.2:** Connect data on student conflicts to COST process and expand level of services available to students experiencing more than one argument, physical conflict, or report of bullying.

Goal 2: Increase student engagement and time in class through initiatives to address social-emotional needs of students and ability to interact positively with one another and adults.

- **Strategy 2.1:** Continue with year two implementation of No Nonsense Nurturer system which teaches expectations for behavior and rewards students for exhibiting positive behaviors. This system goal is to be consistent throughout all spaces and places in school.

- **Strategy 2.2:** Use restorative practices following high numbers of referrals to help students and adults reach understandings and agreements to lessen class conflicts and referrals for disruption/defiance.

Strategic Priority Improvement Strategies

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

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Safety Plan Goals

Goal I: Reduce conflicts and physical conflicts that result in loss of class time (referrals or suspensions) by 30%.

- Strategy 1.1: Implement a conflict mediation and restorative justice program to have a systematic way for students to meet about conflicts. Train students in conflict mediation to do peer mediations.

- Strategy 1.2: Connect data on student conflicts to COST process and expand level of services available to students experiencing more than one argument, physical conflict, or report of bullying.

Goal 2: Increase student engagement and time in class through initiatives to address social-emotional needs of students and ability to interact positively with one another and adults.

- Strategy 2.1: Continue with year two implementation of No Nonsense Nurturer system which teaches expectations for behavior and rewards students for exhibiting positive behaviors. This system goal is to be consistent throughout all spaces and places in school.

- Strategy 2.2: Use restorative practices following high numbers of referrals to help students and adults reach understandings and agreements to lessen class conflicts and referrals for disruption/defiance.

2012-13 Summative Data and 2013-14 Progress Monitoring Data
- Student suspensions for 2012-2013 totaled 214 suspensions. Office referrals totaled 1687 occurrences. As of April 2014, suspensions have been reduced by 75% to 45. Office referrals are down 50% for the same time period.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
- Alliance Academy's data shows a high number of suspensions for disruption and defiance, which identify a need area for the school in-class and out-of class supports.
- If most students only have one disciplinary incident, there is an opportunity to prevent the behavior before it disrupts class or results in loss of learning time and this would have a large impact on the entire class.
- On 2012-2013 CHK survey, only a small percentage report that they feel safe on campus (35%). 51% of students report that they have felt bullied at school, which is above the district average.

Theory of Action
- An essential component to a child's education is their social and emotional well-being and school structures should support and nurture that aspect of a student's life as well.
- Alliance Academy will approach school discipline from the basis of teaching, monitoring and supporting students in their behavioral growth.
- Alliance Academy will celebrate student academics and community-oriented behaviors.
- Alliance Academy will respond to problematic behavior with a restorative justice practice and a lens to teach and re-integrate students into the school- always with dignity and respect...

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
Fund full time counselor for AAMA program to address the needs of African American boys on campus.	Grades/GPA	SQIS Target Group	Weekly	Principal	4/3/2014	224SQI2B6740	Fund full time counselor for AAMA program to address the needs of African American boys on campus.	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	$9,000.00
Implementation of Repsonse to Intervention (Tier 1, Tier 2 and Tier 3 Responses) by identifying effective interventions in place and developing additional ones in concert with PBIS, Restorative Justice and department work on academics and differentiation.				TSA/Coach	5/4/2014	224SQI2B4775	Hire TSA to develop, monitor, coach and lead RTI implementation.	N/A			0	$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC			Assistant Principal	5/4/2014	224SQI2B2248	School Behavior Plan based on PBIS planning and resources.	N/A			0	$0.00
Implement PBIS (Positive	Discipline/CSC			Other	5/4/2014	224SQI2B3955	TSA for School Climate and Culture	N/A			0	$0.00

Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.							to be member of PBIS team and coordinate implementation with School Climate yearly plan.					
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC			Assistant Principal	5/4/2014	224SQl2B5224	School-wide plan to teach common school wide expectations (PBIS based) and aligned to Restorative Practices. This is to be developed Summer 2014, incorporated into retreat August 2014 and taught explicitly in August/September 2014 and reinforced, monitored monthly through School Climate/Discipline Team monthly.	N/A			0	$0.00
Continue implementation of Conflict Resolution program that includes adult led-mediations as well as development of peer leaders, with emphasis on restorative practices.	Discipline/CSC				5/4/2014	224SQl2B3159	Continue full-time Conflict Resolution Program for student to student prevention/resolution of issues. Restorative Justice Coordinator to oversee and manage this program, including system for referrals and tracking and follow-up. Coordinate with COST team.	N/A			0	$0.00
Develop a culture of	Discipline/CSC			Assistant Principal	4/3/2014	224SQl2B2835	Develop Restorative Justice Practices for	N/A			0	$0.00

Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.							use in the classroom by having all staff Restorative Justice Level 1 Certified and continuing to incorporate training in monthly Alliance professional development (including restorative conversations, circles and alternatives to referrals at the classroom level).					
Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.	Discipline/CSC			Assistant Principal	4/3/2014	224SQI2B5223	Develop Restorative Justice practices for use out of the classroom for conflicts, violations of community agreements (conflicts, fights, harrassment/bullying, substance use, dangerous objects, profanity or obsenity, major class disruptions) and to prevent future instances. Develop practices for hallways, yard, cafeteria and offices that are consistent with RJ principles and classroom based plan. Develop this with Administration (AP is Administrator-in-charge of this initiative), Restorative Justice Coordinator, School Climate Leadership Team/Discipline Team.	N/A			0	$0.00
Develop a culture of	Discipline/CSC	SQIS Target	Weekly	Assistant Principal	4/3/2014	224SQI2B5275	Hire Restorative Justice/Conflict	3180-SIG -	5825-CONSULTANTS		0	$40,000.00

Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.		Group					Mediator.	ORIGINAL - 2008				
Plan a series of celebrations for academics, attendance, improved attendance, improved behavior and improved academics, as well as community service for every six weeks.			Every Marking Period	TSA/Coach	5/4/2014	224SQI2B2846	Celebration Calendar	N/A			0	$0.00
Plan a series of celebrations for academics, attendance, improved attendance, improved behavior and improved academics, as well as community service for every six weeks.	Survey data (CHKS, etc.)		Every Marking Period	TSA/Coach	5/4/2014	224SQI2B5268	Provide food at meetings for teachers and parents related to academics.	N/A			0	$0.00

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

Strategic Priority C. Health & Wellness

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Alliance Academy's chronic attendance reports have ranged from 14%-22% chronic absences. This reflects on students' health and wellness.
- Alliance Academy reflects that 71% of students participate in lunch program while only 25% participate in the breakfast program. Many students are observed not eating breakfast or lunch and this can contribute to their focus/lack of focus.

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

- CHKS surveys about medical care shows that only 25% of students state that they received medical care when sick. With a Health Clinic that opened in 2012, Alliance Academy has the opportunity to directly impact that health statistic.
- CHKS survey about physical education shows that 51% of the students responded that they did not have a physical education class. Only 23% of the students indicated that they exercised 20 minutes or more in the past 7 days in PE class.
- CHKS survey responses show that 40% of respondents felt hopeless for 2 weeks straight while 18% of them contemplated suicide.

Theory of Action

- A school community that places a priority on meeting the social and emotional wellness needs of students is best positioned to meet the academic needs of students.
- A school community that partners with expert providers for health, emotional wellness is able to serve a broader number of students and build capacity.
- A school community that offers a preventative as well as responsive series of supports for physical health and emotional wellness has a higher number of students engaged and learning at school daily.

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire additional PE teacher	Health data			Assistant Principal	5/4/2014	224SQI2C7501	Hire additional PE teacher	N/A			0	$0.00

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth (Standard 2.2)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5)
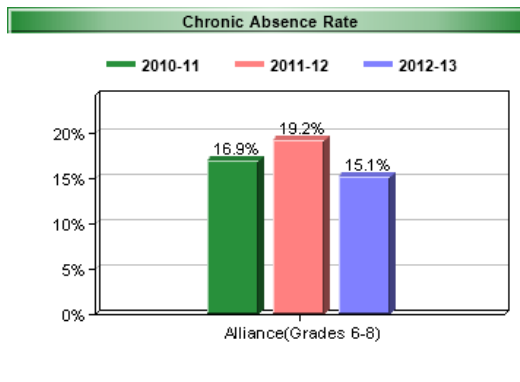
2012-13 Summative Data and 2013-14 Progress Monitoring Data
- Alliance Academy's chronic truancies have ranged from 14% to 22% during the 2012-2013 school year.

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

- Alliance Academy has a serious need to reduce the chronic absences and to establish more systems for daily attendance monitoring and reporting - as well as celebrating students with excellent attendance or improved attendance.

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
Fund full time counselor for AAMA program to address the needs of African American boys on campus.	Grades/GPA	SQIS Target Group	Weekly	Principal	4/3/2014	224SQI2D6740	Fund full time counselor for AAMA program to address the needs of African American boys on campus.	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	$9,000.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

2012-13 Summative Data and 2013-14 Progress Monitoring Data
- Overall, teachers feel that they need more professional development in all major areas of concern.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
- Results of the 2012-2013 teacher survey shows that teachers do not feel that they have enough time to collaborate or that PD enhances their instruction.
- Prioritizing collaboration time on a weekly basis with strategies to measure impact addresses the TELL data about collaboration and PD Effectiveness.

Theory of Action
- Engagement of all adults in the analysis of school data, the consumption of relevant research and implementing and monitoring interventions builds the site's capacity to serve all students equitably and effectively.
- Structures and systems for adult learning and accountability build the coherence of programs and the efficacy of initiatives at our site.
- A thriving school is built with the active involvement of all adults (faculty, staff, administration) in the productive daily operations of the school.

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
English Language Arts teachers will use a common				Department/Team Lead	5/4/2014	224SQI3A2381	Springboard English Curriculum	N/A			0	$0.00

curriculum and work weekly on lesson design to support teaching and learning of implementation of three main instructional shifts.												
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of implementation of three main instructional shifts.				Assistant Principal	5/4/2014	224SQI3A3950	Provide retreat for teachers for professional development	N/A			0	$0.00
Fund data analyst position to support data collection and analysis	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Assistant Principal	4/3/2014	224SQI3A6775	Fund data analyst position to support data collection and analysis	3180-SIG - ORIGINAL - 2008		24DAII9999	0.13	$5,415.16
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Grades/GPA	SQIS Target Group	Weekly	Leadership Team	5/4/2014	224SQI3A2850	Weekly work with Instructional Coaches	N/A			0	$0.00
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Grades/GPA	SQIS Target Group	Weekly	Principal	5/4/2014	224SQI3A3966	Fund Instructional Facilitator	3180-SIG - ORIGINAL - 2008		TC11IF0096	0.5	$47,759.16

All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Grades/GPA	SQIS Target Group	Weekly	Principal		5/4/2014	224SQI3A3967	Fund instructional facilitator	3180-SIG - ORIGINAL - 2008		TC11IF0098	1	$118,964.70
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Grades/GPA	SQIS Target Group	Weekly	Principal		5/4/2014	224SQI3A3968	Fund manager of content coaches	3180-SIG - ORIGINAL - 2008		SCHICH0017	0.5	$62,307.69
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Grades/GPA	SQIS Target Group	Weekly	Principal		5/4/2014	224SQI3A6754	Fund instructional facilitator	3180-SIG - ORIGINAL - 2008		TC11IF0104	0.5	$39,811.61
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Grades/GPA	SQIS Target Group	Weekly	Principal		5/4/2014	224SQI3A6755	Fund instructional facilitator	3180-SIG - ORIGINAL - 2008		TC11IF9999	1	$89,027.28
All teachers will work in structured department	Grades/GPA	SQIS Target Group	Weekly	Department/Team Lead	5/4/2014	224SQI3A4776	Fund extended contract hours for	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	$204,096.60

meeting PD sessions weekly to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.							department meetings and professional development.					
All teachers will work in structured department meeting PD sessions weekly to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.	Grades/GPA	SQIS Target Group	Weekly	Department/Team Lead	5/4/2014	224SQI3A6747	Continue funding in 2015-2016	3180-SIG - ORIGINAL - 2008	4399-SURPLUS		0	$197,249.90
Fund additional subs for teacher coverage to support collaboration and professional development	Grades/GPA	SQIS Target Group	Weekly	Leadership Team	4/3/2014	224SQI3A6760	Fund additional subs for teacher coverage to support collaboration and professional development	3180-SIG - ORIGINAL - 2008	1150-TEACHERS SUBSTITUTES		0	$5,000.00

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

Strategic Priority A. Family & Community Engagement

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

2012-13 Summative Data and 2013-14 Progress Monitoring Data
- Alliance Academy events for parent participation in 2011-12: School Site Council, Family Math Night, Fall Winter Concert, Winter Parent-Teacher Conferences, Family Center weekly nutrition class
- School Site Council meeting attendance ranged from 8-14 families per meeting.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
- From current calendar of events, we see a need for more events, scheduled in advance and publicized to families and the community multiple times each year.

Theory of Action
- A school community that has structures that inform parents and actively seek input builds a strong, resilient and vibrant community for our students.
- A school community that is responsive to what parents identify as priorities will be in service of the child, school and community.
- A school community that has regular rituals for celebration of students and for parents to attend and participate in school-related activities has a sustainable foundation and supports all students.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Fund full time	Grades/GPA	SQIS Target	Weekly	Principal	4/3/2014	224SQI4A6740	Fund full time counselor for AAMA	3180-SIG - ORIGINAL -	4399-SURPLUS		0	$9,000.00

counselor for AAMA program to address the needs of African American boys on campus.		Group					program to address the needs of African American boys on campus.	2008				
Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.	Discipline/CSC			Assistant Principal	4/3/2014	224SQI4A2835	Develop Restorative Justice Practices for use in the classroom by having all staff Restorative Justice Level 1 Certified and continuing to incorporate training in monthly Alliance professional development (including restorative conversations, circles and alternatives to referrals at the classroom level).	N/A			0	$0.00
Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.	Discipline/CSC			Assistant Principal	4/3/2014	224SQI4A5223	Develop Restorative Justice practices for use out of the classroom for conflicts, violations of community agreements (conflicts, fights, harrassment/bullying, substance use, dangerous objects, profanity or obsenity, major class disruptions) and to prevent future instances. Develop practices for hallways, yard, cafeteria and offices that are consistent with RJ principles and classroom based plan. Develop this with Administration (AP	N/A			0	$0.00

						is Administrator-in-charge of this initiative), Restorative Justice Coordinator, School Climate Leadership Team/Discipline Team.						
Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.	Discipline/CSC	SQIS Target Group	Weekly	Assistant Principal	4/3/2014	224SQI4A5275	Hire Restorative Justice/Conflict Mediator.	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	$40,000.00
Plan a series of celebrations for academics, attendance, improved attendance, improved behavior and improved academics, as well as community service for every six weeks.			Every Marking Period	TSA/Coach	5/4/2014	224SQI4A2846	Celebration Calendar	N/A			0	$0.00
Plan a series of celebrations for academics, attendance, improved attendance,	Survey data (CHKS, etc.)		Every Marking Period	TSA/Coach	5/4/2014	224SQI4A5268	Provide food at meetings for teachers and parents related to academics.	N/A			0	$0.00

improved behavior and improved academics, as well as community service for every six weeks.												
Plan community based events that help staff and faculty and community members to connect personally, outside of the school, identifying the assets of the community.	Survey data (CHKS, etc.)		Every Semester	Community Engagement Lead	5/4/2014	224SQI4A2843	Host multiple community events (two per semester).	N/A			0	$0.00
Schedule student conferences following each marketing period.		SQIS Target Group		Community Engagement Lead	5/4/2014	224SQI4A3220	Schedule student conferences following each marketing period.	N/A			0	$0.00
Provide meeting refreshments for parent meetings.	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	Community Engagement Lead	4/3/2014	224SQI4A6735	Provide meeting refreshments for parent meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,994.99
Fund two parent outreach coordinator positions.	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	Community Engagement Lead	5/4/2014	224SQI4A6769	Fund one parent outreach coordinator positions.	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	$35,000.00
Fund two parent outreach coordinator positions.	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	Community Engagement Lead	5/4/2014	224SQI4A6770	Fund one parent outreach coordinator positions.	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	$35,000.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Alliance Academy   **Principal:** CHARLES WILSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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
Bilingual Office clerk to facilitate operations and provide translation support for families.	Survey data (CHKS, etc.)	SQIS Target Group	End of Year	Principal	5/4/2014	224SQI5A6745	Bilingual Office clerk to facilitate operations and provide translation support for families.	791-Unrestricted EIA-LEP Support		20CLTB0003	1	$25,090.76
Bilingual Office clerk to facilitate operations and provide	Survey data (CHKS, etc.)	SQIS Target Group	End of Year	Principal	5/4/2014	224SQI5A6746	Surplus Funds	791-Unrestricted EIA-LEP Support	4399-SURPLUS		0	$90.34

translation support for families.											

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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:

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	$84,072.81	
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	$1,994.99	
School Improvement Grant ▶ Purpose: Address the needs of schools in improvement, corrective action, and restructuring to improve student achievement ...SIG RESOURCE #3180	$1,151,191.00	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$1,237,258.80	

Appendices

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

Alliance Academy School

CDS Code [0112771]

Phone: (510) 639-2893
Fax: (510) 639-3387

1800 98th Avenue
Oakland, CA 94603

School Year: 2014-2015
Comprehensive School Safety Plan

(Education Code Section 32280-32288)

CHARLES WILSON
Principal

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

Introduction

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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Section 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:	CHARLES WILSON - PRINCIPAL MIDDLE SCHOOL			
Teacher:	SAMANTHA CARTER - 11 MONTH CLASSROOM TSA			
Classified:	ROSAURA ALTAMIRANO - ADMINISTRATIVE ASSISTANT III			
Parent Representative:	Dulce Rodriguez - Parent			

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal:	CHARLES WILSON - PRINCIPAL MIDDLE SCHOOL	415-794-3837	510-639-2893	415-794-3837
Assistant Principal:	MARCEL BAKER - ASSISTANT PRINCIPAL MIDDLE	702-238-8208	510-639-2893	702-238-8208
Custodian:	GREGORY NELSON - HEAD CUSTODIAN 2	510-390-8132	501-639-2898	510-390-8132

• **Secretary/Other**:	ROSAURA ALTAMIRANO - ADMINISTRATIVE ASSISTANT III	510-219-0930	510-639-2893	510-219-0930

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: Reduce conflicts and physical conflicts that result in loss of class time (referrals or suspensions) by 30%.

- Strategy 1.1: Implement a conflict mediation and restorative justice program to have a systematic way for students to meet about conflicts. Train students in conflict mediation to do peer mediations.

- Strategy 1.2: Connect data on student conflicts to COST process and expand level of services available to students experiencing more than one argument, physical conflict, or report of bullying.

Goal 2: Increase student engagement and time in class through initiatives to address social-emotional needs of students and ability to interact positively with one another and adults.

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| Strategy 2.1: | Continue with year two implementation of No Nonsense Nurturer system which teaches expectations for behavior and rewards students for exhibiting positive behaviors. This system goal is to be consistent throughout all spaces and places in school. |

- Strategy 2.2: Use restorative practices following high numbers of referrals to help students and adults reach understandings and agreements to lessen class conflicts and referrals for disruption/defiance.

Policies and Procedures

Child Abuse

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

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

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

Suspected Physical Abuse or Significant Neglect:
Notify appropriate staff and CPS immediately.
Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
Notify immediate director/supervisor

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

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

Sexual Harassment

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

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.

2. Publicizing and disseminating the district's sexual harassment policy to staff.

3. Ensuring prompt, thorough and fair investigation of complaints.

4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

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

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

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

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

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

Suspension & Expulsion/Due Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Decision Not to Enforce Expulsion Order
On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Grounds for Suspension and Expulsion
A student may be subject to suspension or expulsion when it is determined that he/she:

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

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

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code48900(b))

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. While on school grounds

2. While going to or coming from school

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

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

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

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

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal 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.

Mr. Alliance, Please come to the main office!

Section 4: **Fire and Earthquake Drill Schedule**

Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/10/2014	12:30 PM	Both
October	10/8/2014	12:30 PM	Both
November	11/12/2014	12:30 PM	Both
December	12/10/2014	12:30 PM	Both
January	1/14/2015	12:30 PM	Both
February	2/11/2015	12:30 PM	Both
March	3/11/2015	12:30 PM	Both
April	4/8/2015	12:30 PM	Both
May	5/13/2015	12:30 PM	Both
June	6/3/2015	12:30 PM	Both

Lockdown Drill Schedule

	Date	Time
Fall	10/22/2014	12:30 PM
Spring	4/1/2015	12:30 PM

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 #
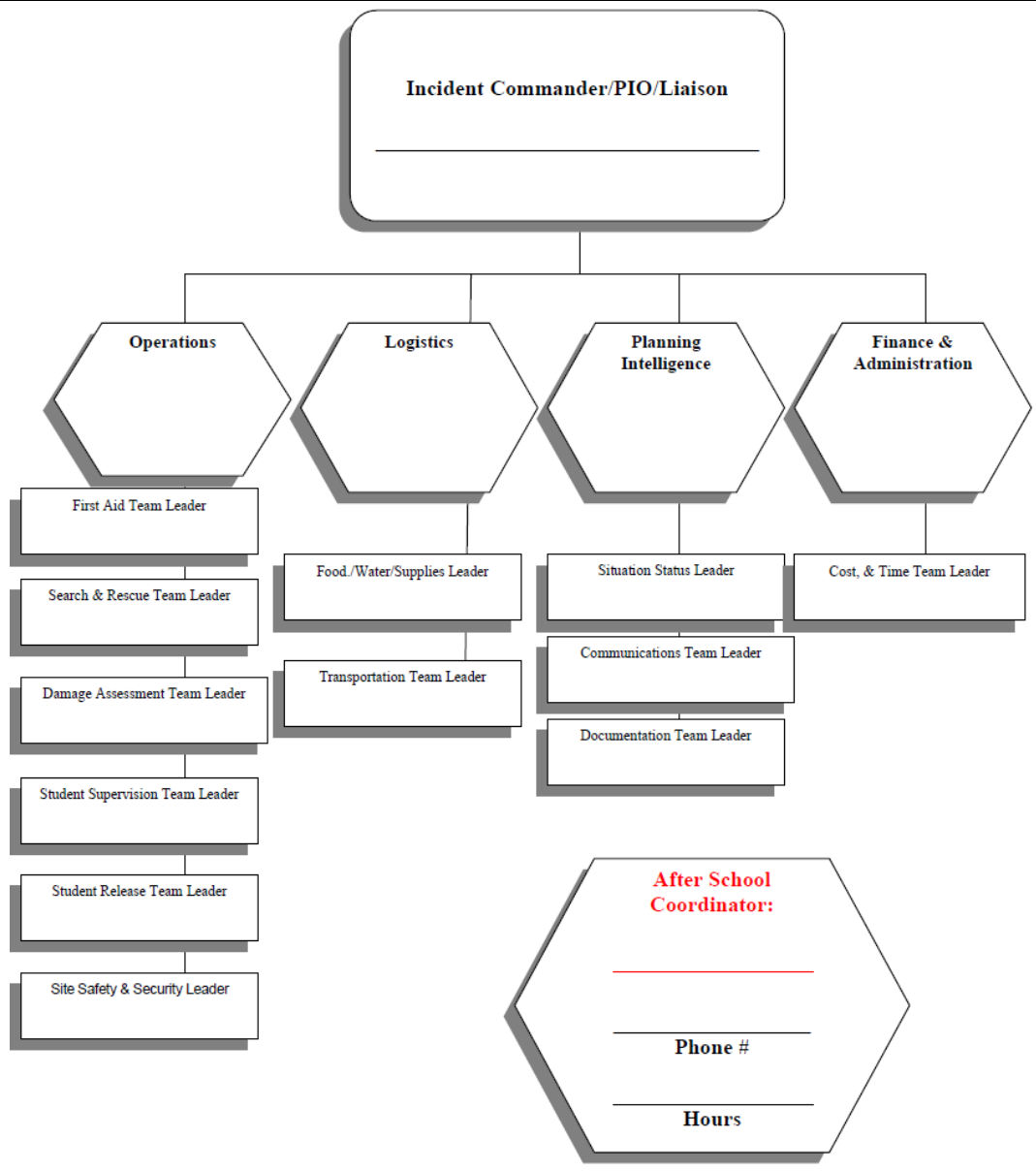
_____
Hours

Your OUSD LID Radio Number. 4826

MARCEL BAKER

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.)

SAMANTHA CARTER   ALIA GHABRA   TRACIE HIGHBAUGH   CLAUDIA HERNANDEZ

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

NATALIE MITT

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Two students, one in grade 7 and one in grade 8 for 2013-2014 have
diabetes. One student has toileting needs. All students are
mainstreamed in classes. One student in grade 7 is eligible under the
category of Emotional Disturbance.
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ASHLEY SEWELL
ELYSE HATSCHEK   SHAW'SAE MOSES
MICHAEL LEWINSKI

(Max Length: 500)

KAMAR O'GUINN

VERONICA DEL TORO

MICHAEL RAINES

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	1
NATALFA KHALIFA			Speech & Language Impairement	SLI	0
Deaf	DEA	0	Emotionally Disturbed	ED	1
Visually Impaired	VI	0	Other Health Impaired	OHI	2
ROSAURA ALTAMIRANO			Erika Williams		
Orthopedically Impaired	OI	0	Deaf / Blind	DB	0
Specific Learning Disability	SLD	10	Traumatic Brain Injury	TBI	0
RENE ESSEX			510-750-6561		
Multipally Disabled	MD	0			
Est Medical Disability	EMD	0			

LYNETTE HILL

9:00 a.m. -6:00 p.m.

Determine proper signage and equipment.

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

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Wheel chairs and stretcher available in health clinic.
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(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name:	K'hia Sappeneh	Title:	NUrse	
Name:	Rosemary Polanco	Title:	Medical Assistant	
Name:	Tiffany Chan	Title:	RSP Teacher	

Emergency Evacuation: Principal's checklist

❑ Determine appropriate evacuation areas that have been pre-designated.

❑ Activate alarm/PA system or send message runner.

❑ Telephone emergency service personnel:

- *9-911*
- *Superintendent's office*
- *Utilities*

Activate key personnel to:

❑ Attend to the injured.

❑ Assure complete evacuation and student/staff are accounted for.

❑ Ensure special needs students are evacuated accordingly.

❑ Secure school for specific emergency.

❑ Clear road/fire lanes for emergency vehicles (pre-assigned).

❑ Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.

❑ Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).

❑ Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.

❑ Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.

❑ Seek Superintendent or designee/Assistant Superintendents approval for school closure if damage cannot be immediately restored or repaired.

❑ If possible, have students/staff re-enter parts of the school that are declared safe.

❑ Make sure all students/staff are accounted for once outside.

Emergency Evacuation: Employees checklist

Emergency Evacuation: Employees checklist

- ❑ Upon emergency alert, secure work area as advised and depart/report to assigned area.

- ❑ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

- ❑ DO NOT re-enter the building without permission or request of emergency service authorities.

- ❑ Remain in the general assembly areas and calm students if not assigned another duty.

- ❑ If dismissed, inform Principal of departure.

- ❑ When signaled to re-enter safe areas of the school, quickly do so.

- ❑ Upon safe re-entry, report anything amiss to the Principal.

Emergency Evacuation: Teachers checklist

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

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

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

Emergency Student Release Procedures

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

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

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

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

per normal absence/release procedures.

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

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

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.

```
Main Field (grass field) behind campus (labeled Elmhurt Lion's Field
Fence)
```

◯ Upload Copy of Map ⦿ Use Last Years Map

Evacuation Map

Main Field (grass field) behind campus (labeled Elmhurt Lion's Field Fence)
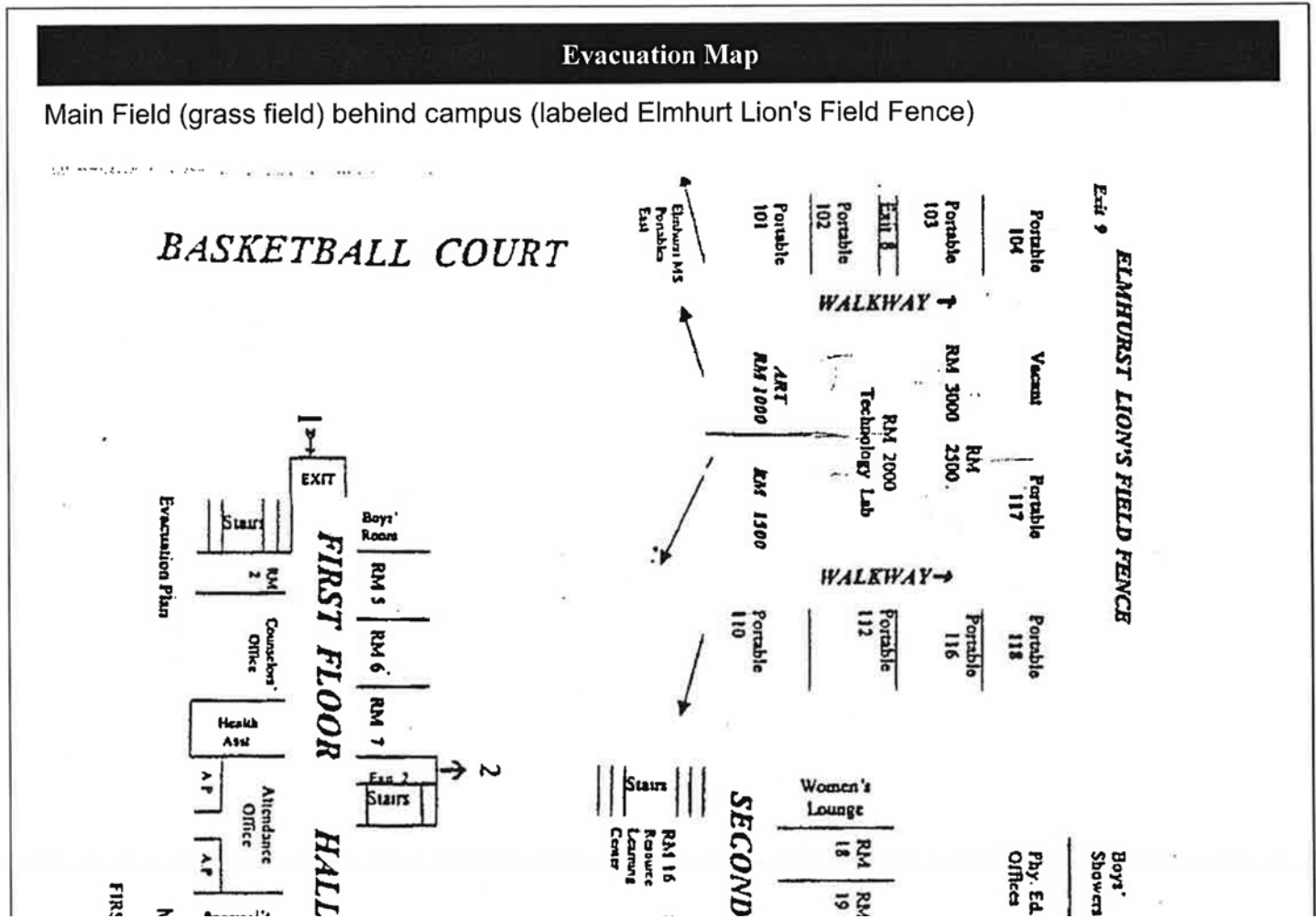
GYMNASIUM

ELMHURST M.S.
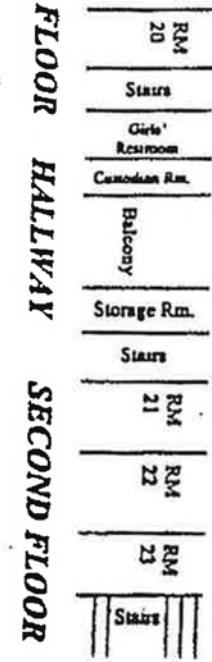
FLOOR HALLWAY SECOND FLOOR

SECOND FLOOR PLAN

RM 20
RM 15
Men's Lounge
Enrichment Prog
RM 27
A. P. Office
RM 26 Math
RM 25 Computer Lab.
RM 24 Computer Lab.

Stairs
Girls' Restroom
Custodian Rm.
Balcony
Storage Rm.
Stairs
RM 21
RM 22
RM 23
Stairs

Phy. Ed. Office
Girls' Showers

HALLWAY

Room 221 Men's Rm
Room 223
Room 225
Room 227
Exit 9

HALLWAY

Room 201
Kitchen Serving Area
Custodian Office
Exit 5
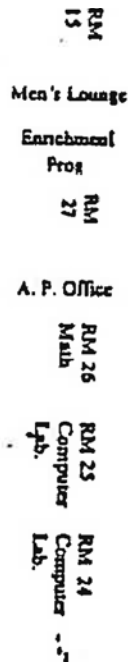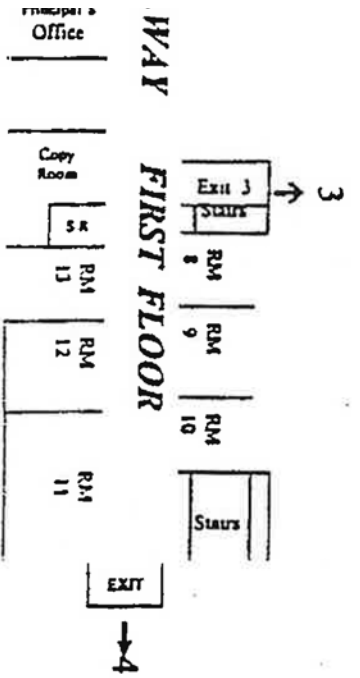
FIRST FLOOR

Principal's Office
Copy Room
Exit 3
Stairs
S R
RM 13
RM 8
RM 9
RM 10
RM 11
RM 12
Stairs
EXIT 4

Main Entrance

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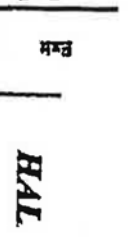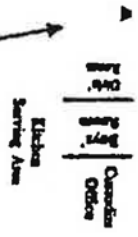
Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

Off-Campus Evacuation/Assembly Location

a-1. Description/Name of location

Verdese Carter Park

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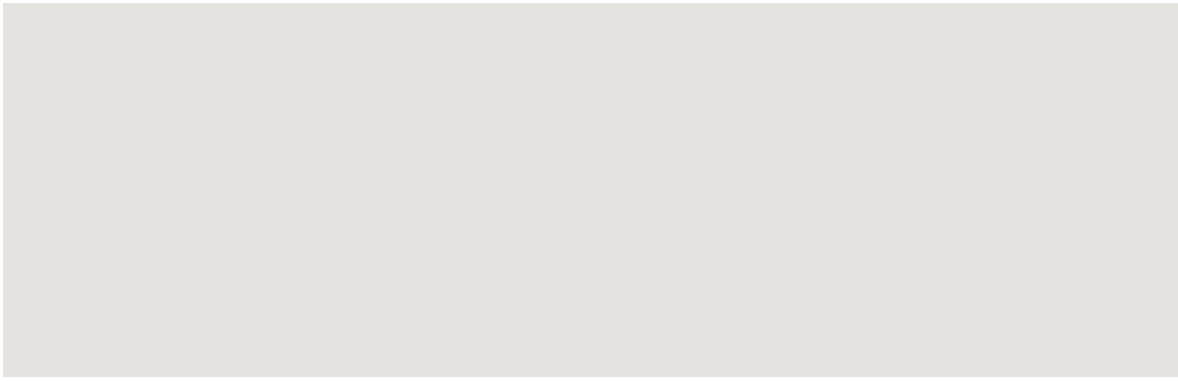Name of person or organization memorandum was established with

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: 1800 98th Avenue , Oakland, CA

B. Evacuation Street Address: Bancroft Avenue and 98t, Oakland, CA
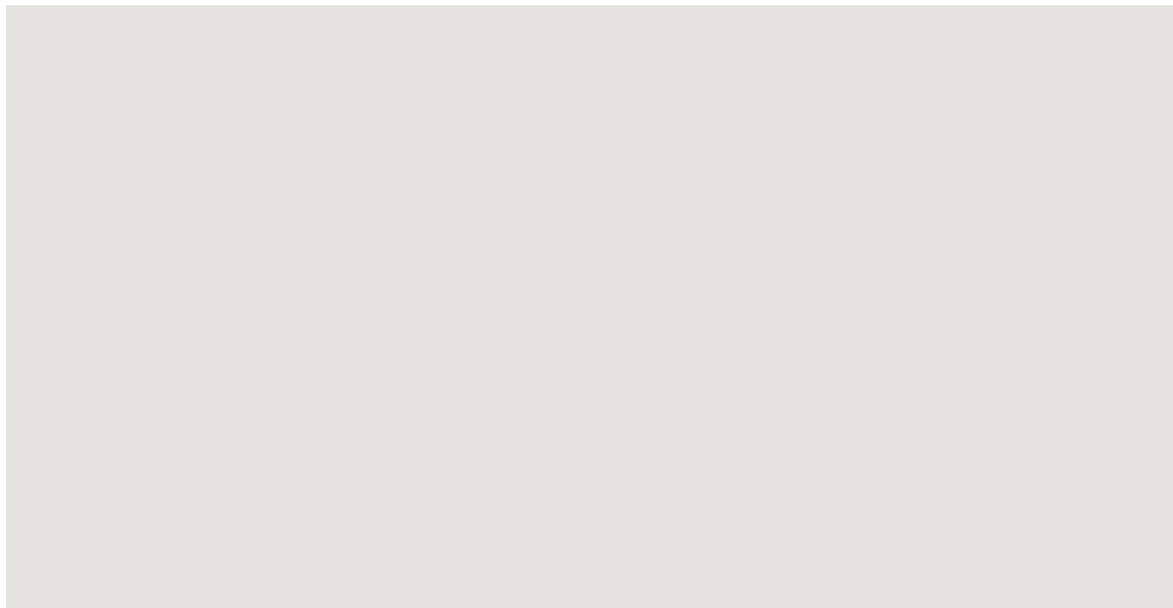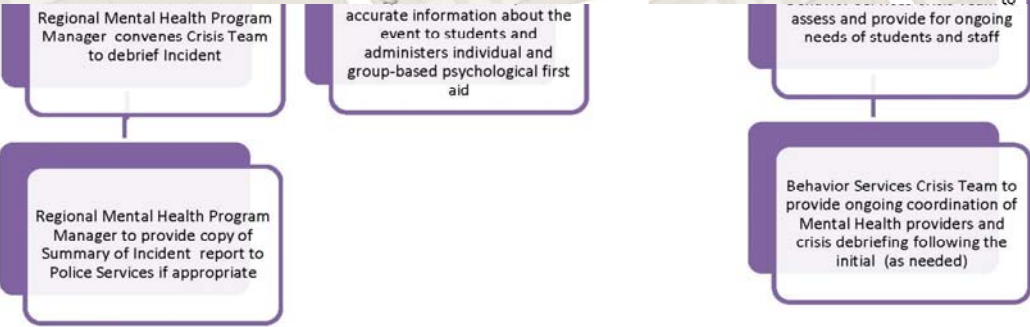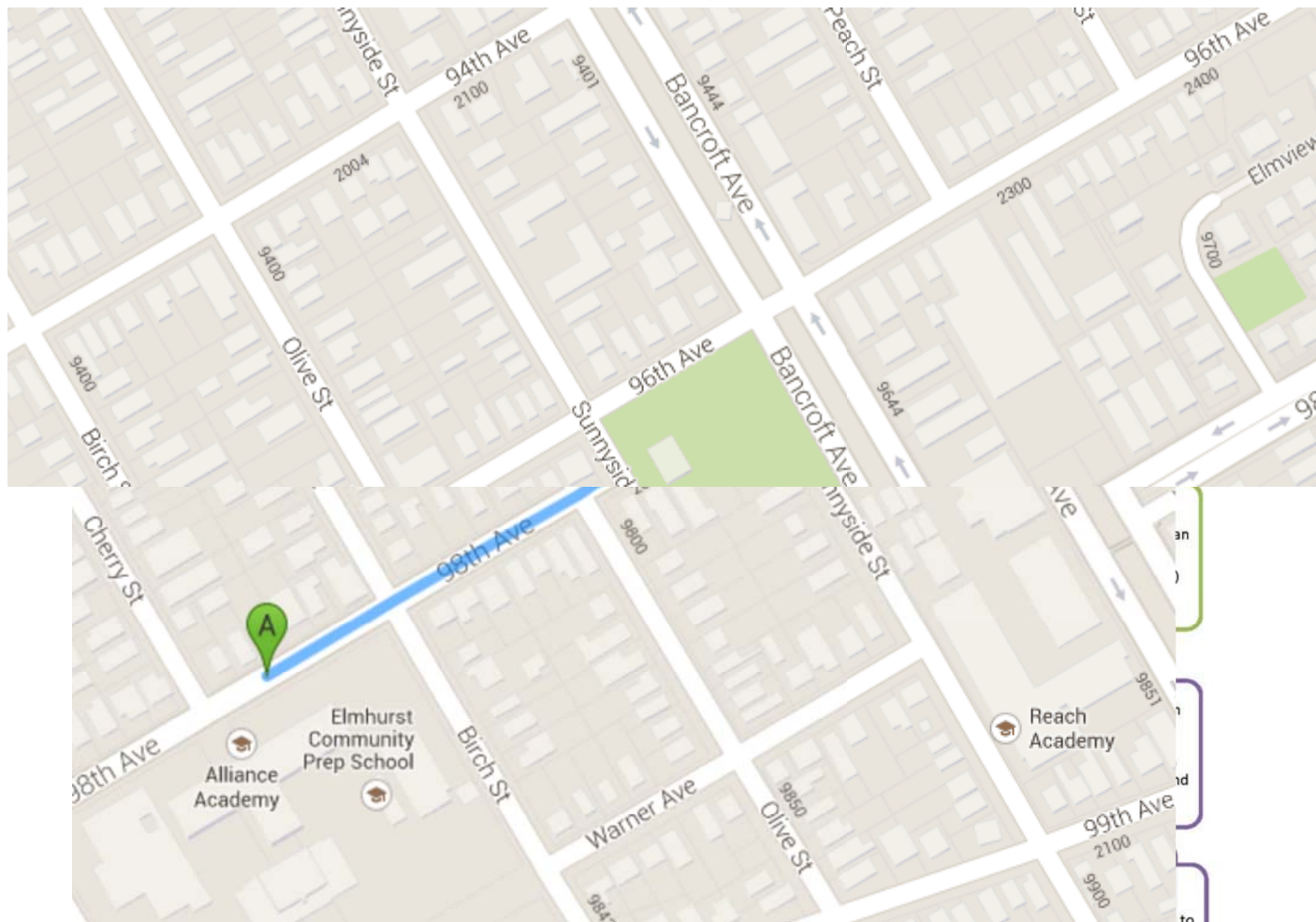
Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

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

Field Operations respond to scene & manage situation

Support Services respond to scene & manage situation

Deputy Sup of Instruction contacts Legal

Deputy Sup Bus & Ops contacts Communications & Risk Management

Debrief with Chief & Support Services

Debrief with Chief & Filed Operations

Legal will coordinate with Communications

District communications manages parent & press communication with Legal approval

Summary of Incident and/or parent letter distributed to **Board of Education** & site administrator for distribution

Last edited by Oakland School Police Department, July 2013

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)

Last edited by Oakland School Police Department, July 2013

AFTER SCHOOL PROGRAM

It is important to have a comprehensive safety plan that covers all programs on your school site during regular school hours (8:00 am – 3:00 pm) as well as <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

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

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

Earthquake

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

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

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

4. Telephone service may be interrupted.

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

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

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

8. It can take up to three days for emergency water to get to your area. Every person should

store at least 3 gallons, and more for those people who need extra water. And still more if you have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)

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

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

School Site Name/Site Number: Alliance / Site 224

X Title 1 School Wide Program   X 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: Monday, May 5, 2014

7. The public was alerted about the meeting through one of the following:
Fliers in students' home languages   (date) Wednesday 4/30/14
Announcement at the public meeting   (date) Thursday, 4/23/14
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

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Signatures

	Signature	Date
Print name of school principal Charles Wilson	*Charles Wilson*	5/5/14
Print name of SSC chairperson Dulce Rodriguez	*Morales*	5/5/14
Print name of Chief of Police or Designee Jenny Wong		5/21/14
Print name of Regional Executive Officer Kimi Kean		5/14/14
Print name of Director State & Federal Compliance Susana Ramirez	*Susana Ramirez*	5/27/14

Community Schools Strategic Site Plan 2014-2015														
School Name:	Alliance Academy	Site Code:224												
Date:														
#	School Quality Indicator	Priority Area	Strategies	Strategic Action	Budget Res.#	Res	Object Code	Object Name	FTE	Budget Amount	Turnaround Principle	1. SQIS Proposed Interventions	2. SQIS Proposed Interventions	3. SQIS Proposed Interventions
1	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum	All teachers will teach an advisory class daily with the focus being SSR for all students. Students will have access to leveled libraries and Accelerated Reader.	All teachers will teach an advisory class daily.	NA	N/A			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need		

2	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 E Accelerating Students through Targeted Approaches*	Engligh Language Arts teachers will work in departments to develop quarterly units focusing on academic literacy strategies in collaboration with whole school. Use of SRI scores (fall, mid-year and spring) to drive reading strategy selection and emphasis of free-choice reading.	Instructional Leadership Team will create an academic literacy goal based on SRI reading scores and targeted for whole school. This will be one key instructional focus on the ILT for 2013-2014	3180	SIG - ORIGINAL - 2008			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need		
3	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 E Accelerating Students through Targeted Approaches*	Instructional leadership team to meet weekly to plan school wide professional development related to instruction, monitor implementation and progress, and share out results with SSC and full faculty.	Instructional Leadership Team formed and supported by SIG Coaches for weekly meetings.	3180	SIG - ORIGINAL - 2008			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2d. Transfer effective teachers to low performing schools	2a. Teacher Cycles of Inquiry	2e. Implement walk-thru protocols

| 4 | School Quality Indicator 1:Quality Learning Experiences for All Students | SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 E Accelerating Students through Targeted Approaches* | Instructional leadership team to meet weekly to plan school wide professional development related to instruction, monitor implementation and progress, and share out results with SSC and full faculty. | Fund a full time math coach | 3180 | SIG - ORIGINAL - 2008 | | | 0 | $0.00 | 2. Ensure delivery of effective instruction for all students by all teachers | 2g. Instructional coach for job-embedded professional learning | | | |
| 5 | School Quality Indicator 1:Quality Learning Experiences for All Students | SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 E Accelerating Students through Targeted Approaches* | Instructional leadership team to meet weekly to plan school wide professional development related to instruction, monitor implementation and progress, and share out results with SSC and full faculty. | Fund a full time ELA coach | 3180 | SIG - ORIGINAL - 2008 | | | 0 | $0.00 | 2. Ensure delivery of effective instruction for all students by all teachers | 2g. Instructional coach for job-embedded professional learning | | | |

6	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 E Accelerating Students through Targeted Approaches*	Additional teaching staff to support electives and intervention instruction.	Additional teaching staff to support electives and intervention instruction.	5	LCFF Supplemental			0.447	$34,968.86	2. Ensure delivery of effective instruction for all students by all teachers	2b. Hiring tools and processes to recruit "ready" teachers	2c. Teacher/admin PD targets areas of instructional need		
7	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 E Accelerating Students through Targeted Approaches*	Additional teaching staff to support electives and intervention instruction.	Surplus funds	5	LCFF Supplemental	4399	SURPLUS	0	$78.37	2. Ensure delivery of effective instruction for all students by all teachers	2b. Hiring tools and processes to recruit "ready" teachers	2c. Teacher/admin PD targets areas of instructional need		
8	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 E Accelerating Students through Targeted Approaches*	Purchase renewal of licenses for Accelerated Reader.	Purchase renewal of licenses for Accelerated Reader	3010	Title I	5846	LICENSING AGREEMENTS	0	$3,000.00	3. Redesign school time to ensure adequate instruction and collaboration time	3c. Evaluate effectiveness of extended learning time			

9	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 E Accelerating Students through Targeted Approaches*	Purchase content coaching from CT3 in order to support NNN and instructional rigor	Purchase content coaching from CT3 in order to support NNN and instructional rigor	3180	SIG - ORIGINAL - 2008	5825	CONSULTANTS	0	$0.00	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system	6b. Facilities that support a culturally-responsive, safe environment	6d. Improve student attendance
10	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Additional Instructional staff to provide smaller class sizes for all CORE classes.	790	Unrestricted EIA-SCE Support			1	$54,941.93	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects		
11	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Additional Instructional staff to support intervention and enrichment classes.	790	Unrestricted EIA-SCE Support			0.1	$7,539.37	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects		

12	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Additional Instructional staff to support intervention and enrichment classes.	790	Unrestricted EIA-SCE Support			0.067	$5,241.42	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects		
13	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Surplus funds	790	Unrestricted EIA-SCE Support	4399	SURPLUS	0	$67.31	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects		
14	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Additional Instructional staff to provide smaller class sizes for all CORE classes.	791	Unrestricted EIA-LEP Support			0.266	$20,809.21	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects		

15	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	Additional Instructional staff to support intervention and enrichment classes.	791	Unrestricted EIA-LEP Support			0.1	$7,539.37	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects			
16	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional TSA and Instructional staff to provide smaller class sizes for all CORE classes as well as providing support for intervention and enrichment classes.	TSA to support integrated RTI interventions in all areas of instruction.	791	Unrestricted EIA-LEP Support			0.01	$770.64	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system			
17	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional certificated staff to reduce class sizes.	Additional certificated staff to reduce class sizes.	3180	SIG - ORIGINAL - 2008			1	$37,822.92	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects			
18	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional certificated staff to reduce class sizes.	Additional certificated staff to reduce class sizes.	3180	SIG - ORIGINAL - 2008			0.22	$17,210.63	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects			

19	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional certificated staff to reduce class sizes.	Additional certificated staff to reduce class sizes.	3180	SIG - ORIGINAL - 2008			0.8845	$39,354.46	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects			
20	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 F Extending Learning Time	Additional certificated staff to reduce class sizes.	surplus fund	3180	SIG - ORIGINAL - 2008	4399	SURPLUS	0	$8.35	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects			
21	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI3 A Building Capacity & Leadership	English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of implementation of three main instructional shifts.	Springboard English Curriculum	NA	N/A			0	$0.00	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS			

22	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI3 A Building Capacity & Leadership	English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of implementation of three main instructional shifts.	Provide retreat for teachers for professional development	NA	N/A			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need			
23	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 B Science, Technology, Engineering, Mathematics	Purchase three additional Chromebook carts to allow for 1;1 student:computer ratio to support Blended Learning and self-paced learning for students.	Purchase three additional Chromebook carts to allow for 1;1 student:computer ratio to support Blended Learning and self-paced learning for students.	3010	Title I	4420	Computer $500-4,999	0	$48,000.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need			
24	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 B Science, Technology, Engineering, Mathematics	Purchase blended learning classroom set ups to support implementation of 1.1 Chromebook usage by students.	Purchase blended learning classroom set ups to support implementation of Chromebook cart usage.	3010	Title I	4310	SUPPLIES	0	$15,000.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need			
25	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 C Transitions & Pathways PreK-12	Switch to district created math curriculum, which is closely aligned to Common Core State Standards.	Obtain curriculum for all grade levels in Math (Common Core aligned).	NA	N/A			0	$0.00	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS			

26	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 C Transitions & Pathways PreK-12	Switch to district created math curriculum, which is closely aligned to Common Core State Standards.	Provide supplies to implement curriculum including instructional materials (cooperative group materials, whiteboards, composition books)	NA	N/A			0	$0.00	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS			
27	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce	Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).	Create elective course offerings strategically and hire instructors in performing arts, business/tech, leadership, applied arts and enrichment (writing, math/science)	NA	N/A			0	$0.00	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning			
28	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 F Extending Learning Time	Fund PRO ARTS staff member who will serve 1 elective class of visual arts per day.	Fund PRO ARTS staff member who will serve 1 elective class of visual arts per day.	3180	SIG - ORIGINAL - 2008	5825	CONSULTANTS	0	$13,000.00	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning			

29	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships	SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI2 B School Culture ; SQI2 D Interrupting Chronic Absence (Attendance); SQI4 A Family & Community Engagement	Fund full time counselor for AAMA program to address the needs of African American boys on campus.	Fund full time counselor for AAMA program to address the needs of African American boys on campus.	3180	SIG - ORIGINAL - 2008	4399	SURPLUS	0	$9,000.00	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6d. Improve student attendance	6f. Improve discipline system
30	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches*	Individual Learning Plans for each student as a part of grade level curriculum and supports.	Individualizati on through Individual Learning Plans. Plans to be used in Advisory and integrated into grade level/school wide marking periods and student-led conferences.	NA	N/A			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	

31	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 C Transitions & Pathways PreK-12; SQI1 F Extending Learning Time	Fund Dean of Students position to promote positive school climate and increase academic achievement.	Fund Dean of Students position to promote positive school climate and increase academic achievement.	3180	SIG - ORIGINAL - 2008			1	$69,158.77	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system	6d. Improve student attendance	
32	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches*	Target literacy needs of students testing FBB or three or more grade levels below. Offer targeted supports to raise literacy/reading level.	Purchase of supplies to support increased access to academic content in all areas of students testing FBB or BB in literacy. Supplies purchased will support school wide instructional focus and directly connect to access to rigor and grade level content.	3010	Title I	4200	BOOKS-OTHER THAN TEXTBOOKS	0	$3,000.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need		

| 33 | School Quality Indicator 1:Quality Learning Experiences for All Students | SQI1 E Accelerating Students through Targeted Approaches* | Math teachers will provide additional targeted support to students below grade level during an advisory period. | Teacher will provide targeted support to students identified as below grade level in math through an advisory period focused on math. | NA | N/A | | | 0 | $0.00 | 2. Ensure delivery of effective instruction for all students by all teachers | 2c. Teacher/admin PD targets areas of instructional need | | | |
| 34 | School Quality Indicator 1:Quality Learning Experiences for All Students | SQI1 E Accelerating Students through Targeted Approaches* | All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Teachers will focus on strategies to increasing academic discourse and instructional rigor. | Weekly data-based department meetings focused on cycle of inquiry related to school wide instructional goal, examining student work and implementing instructional strategy focused on specific techniques to increase amount and level of student talk in the classroom. | NA | N/A | | | 0 | $0.00 | 5. Guarantee data driven collaboration to inform instruction and for continuous improvement | 5d. PLCs with data-driven conversations | | | |

35	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 E Accelerating Students through Targeted Approaches*	All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Teachers will focus on strategies to increasing academic discourse and instructional rigor.	Field trips for each grade in support of instructional goals.	3010	Title I	5826	NON-CONTRACT SERVICES	0	$15,072.81	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6d. Improve student attendance	6f. Improve discipline system		
36	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 E Accelerating Students through Targeted Approaches*	All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Teachers will focus on strategies to increasing academic discourse and instructional rigor.	Use of data to provide acceleration lessons, activities and enrichment to students.	NA	N/A			0	$0.00	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	5c. Local data system, with multiple assessments, to inform program and instructional decisions	5e. Differentiated teacher PD in use of data	5d. PLCs with data-driven conversations	

37	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 E Accelerating Students through Targeted Approaches*	Fund performance awards based on student learning outcomes to support and encourage improved student learning outcomes.	Fund performance awards based on student learning outcomes to support and encourage improved student learning outcomes.	3180	SIG - ORIGINAL - 2008			0	$3,550.00	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	5c. Local data system, with multiple assessments, to inform program and instructional decisions	5d. PLCs with data-driven conversations	
38	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 E Accelerating Students through Targeted Approaches*; SQI1 F Extending Learning Time	Fund extended hours for ASP staff to support enrichment and intervention during the school day.	Fund extended hours for ASP staff	3180	SIG - ORIGINAL - 2008	5825	CONSULTANTS	0	$47,750.00	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		
39	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 E Accelerating Students through Targeted Approaches*; SQI2 B School Culture	Implementation of Repsonse to Intervention (Tier 1, Tier 2 and Tier 3 Responses) by identifying effective interventions in place and developing additional ones in concert with PBIS, Restorative Justice and department work on academics and differentiation.	Hire TSA to develop, monitor, coach and lead RTI implementation.	NA	N/A			0	$0.00	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system	6e. Plan of action for identified "at risk" students	

40	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI1 E Accelerating Students through Targeted Approaches*; SQI3 A Building Capacity & Leadership	Fund data analyst position to support data collection and analysis	Fund data analyst position to support data collection and analysis	3180	SIG - ORIGINAL - 2008			0.13	$5,415.16	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	5d. PLCs with data-driven conversations	5c. Local data system, with multiple assessments, to inform program and instructional decisions	
41	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 F Extending Learning Time	Provide summer learning opportunities for students	Fund summer intervention programming	NA	N/A			0	$0.00	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		
42	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 F Extending Learning Time	Provide summer learning opportunities for students	fund admin for summer intervention programming	NA	N/A			0	$0.00	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		
43	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 F Extending Learning Time	Provide summer learning opportunities for students	fund clerical staff for summer intervention	NA	N/A			0	$0.00	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		
44	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 F Extending Learning Time	Provide summer learning opportunities for students	Provide materials for summer intervention	NA	N/A			0	$0.00	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		

| 45 | School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments | SQI2 B School Culture | Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors. | School Behavior Plan based on PBIS planning and resources. | NA | N/A | | | 0 | $0.00 | 6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement | 6f. Improve discipline system | 6e. Plan of action for identified "at risk" students | | |
| 46 | School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments | SQI2 B School Culture | Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors. | TSA for School Climate and Culture to be member of PBIS team and coordinate implementation with School Climate yearly plan. | NA | N/A | | | 0 | $0.00 | 6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement | 6f. Improve discipline system | | | |

| 47 | School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments | SQI2 B School Culture | Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors. | School-wide plan to teach common school wide expectations (PBIS based) and aligned to Restorative Practices. This is to be developed Summer 2014, incorporated into retreat August 2014 and taught explicitly in August/September 2014 and reinforced, monitored monthly through School Climate/Discipline Team monthly. | NA | N/A | | | 0 | $0.00 | 6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement | 6f. Improve discipline system | | | |

| 48 | School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments | SQI2 B School Culture | Continue implementation of Conflict Resolution program that includes adult led-mediations as well as development of peer leaders, with emphasis on restorative practices. | Continue full-time Conflict Resolution Program for student to student prevention/re solution of issues. Restorative Justice Coordinator to oversee and manage this program, including system for referrals and tracking and follow-up. Coordinate with COST team. | NA | N/A | | | 0 | $0.00 | 6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement | 6f. Improve discipline system | | | |

| 49 | School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments ; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships | SQI2 B School Culture ; SQI4 A Family & Community Engagement | Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school. | Develop Restorative Justice Practices for use in the classroom by having all staff Restorative Justice Level 1 Certified and continuing to incorporate training in monthly Alliance professional development (including restorative conversations, circles and alternatives to referrals at the classroom level). | NA | N/A | | | 0 | $0.00 | 6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement | 6f. Improve discipline system | | | |

| 50 | School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments ; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships | SQI2 B School Culture ; SQI4 A Family & Community Engagement | Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school. | Develop Restorative Justice practices for use out of the classroom for conflicts, violations of community agreements (conflicts, fights, harrassment/ bullying, substance use, dangerous objects, profanity or obsenity, major class disruptions) and to prevent future instances. Develop practices for hallways, yard, cafeteria and offices that are consistent with RJ principles and classroom based plan | NA | N/A | | | 0 | $0.00 | 6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement | 6f. Improve discipline system | | | |

51	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments ; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships	SQI2 B School Culture ; SQI4 A Family & Community Engagement	Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.	Hire Restorative Justice/Confli ct Mediator.	3180	SIG - ORIGINAL - 2008	5825	CONSULTAN TS	0	$40,000.00	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system
52	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments ; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships	SQI2 B School Culture ; SQI4 A Family & Community Engagement	Plan a series of celebrations for academics, attendance, improved attendance, improved behavior and improved academics, as well as community service for every six weeks.	Celebration Calendar	NA	N/A			0	$0.00	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student, family, community engagement

53	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments ; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships	SQI2 B School Culture ; SQI4 A Family & Community Engagement	Plan a series of celebrations for academics, attendance, improved attendance, improved behavior and improved academics, as well as community service for every six weeks.	Provide food at meetings for teachers and parents related to academics.	NA	N/A			0	$0.00	7. Ensure a healthy school environment that promotes parent and community engagement	7b. Evidence of efforts to increase effective parent/commu nity involvement			
54	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 C Health & Wellness	Hire additional PE teacher	Hire additional PE teacher	NA	N/A			0	$0.00	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS			
55	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Weekly work with Instructional Coaches	NA	N/A			0	$0.00	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	5e. Differentiated teacher PD in use of data			

56	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Fund Instructional Facilitator	3180	SIG - ORIGINAL - 2008			0.5	$47,759.16	2. Ensure delivery of effective instruction for all students by all teachers	2g. Instructional coach for job-embedded professional learning			
57	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Fund instructional facilitator	3180	SIG - ORIGINAL - 2008			1	$118,964.70	2. Ensure delivery of effective instruction for all students by all teachers	2g. Instructional coach for job-embedded professional learning			
58	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Fund manager of content coaches	3180	SIG - ORIGINAL - 2008			0.5	$62,307.69	2. Ensure delivery of effective instruction for all students by all teachers	2g. Instructional coach for job-embedded professional learning			

59	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Fund instructional facilitator	3180	SIG - ORIGINAL - 2008			0.5	$39,811.61	2. Ensure delivery of effective instruction for all students by all teachers	2g. Instructional coach for job-embedded professional learning			
60	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Fund instructional facilitator	3180	SIG - ORIGINAL - 2008			1	$89,027.28	2. Ensure delivery of effective instruction for all students by all teachers	2g. Instructional coach for job-embedded professional learning			
61	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	All teachers will work in structured department meeting PD sessions weekly to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.	Fund extended contract hours for department meetings and professional development.	3180	SIG - ORIGINAL - 2008	1122	TEACHERS SALARIES EXTRA COMP	0	$204,096.60	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning			

62	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	All teachers will work in structured department meeting PD sessions weekly to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.	Continue funding in 2015-2016	3180	SIG - ORIGINAL - 2008	4399	SURPLUS	0	$197,249.90	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning			
63	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	Fund additional subs for teacher coverage to support collaboration and professional development	Fund additional subs for teacher coverage to support collaboration and professional development	3180	SIG - ORIGINAL - 2008	1150	TEACHERS SUBSTITUTES	0	$5,000.00	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning			
64	School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships	SQI4 A Family & Community Engagement	Plan community based events that help staff and faculty and community members to connect personally, outside of the school, identifying the assets of the community.	Host multiple community events (two per semester).	NA	N/A			0	$0.00	7. Ensure a healthy school environment that promotes parent and community engagement	7b. Evidence of efforts to increase effective parent/commu nity involvement			

65	School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships	SQI4 A Family & Community Engagement	Schedule student conferences following each marketing period.	Schedule student conferences following each marketing period.	NA	N/A			0	$0.00	7. Ensure a healthy school environment that promotes parent and community engagement	7b. Evidence of efforts to increase effective parent/commu nity involvement			
66	School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships	SQI4 A Family & Community Engagement	Provide meeting refreshments for parent meetings.	Provide meeting refreshments for parent meetings.	9901	Title I - Parent Participation	4311	MEETING REFRESHME NTS	0	$1,994.99	7. Ensure a healthy school environment that promotes parent and community engagement	7b. Evidence of efforts to increase effective parent/commu nity involvement			
67	School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships	SQI4 A Family & Community Engagement	Fund two parent outreach coordinator positions.	Fund one parent outreach coordinator positions.	3180	SIG - ORIGINAL - 2008	5825	CONSULTAN TS	0	$35,000.00	7. Ensure a healthy school environment that promotes parent and community engagement	7b. Evidence of efforts to increase effective parent/commu nity involvement			
68	School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/ Partnerships	SQI4 A Family & Community Engagement	Fund two parent outreach coordinator positions.	Fund one parent outreach coordinator positions.	3180	SIG - ORIGINAL - 2008	5825	CONSULTAN TS	0	$35,000.00	7. Ensure a healthy school environment that promotes parent and community engagement	7b. Evidence of efforts to increase effective parent/commu nity involvement			
69	School Quality Indicator 5:Effective School Leadership & Resource Management	SQI5 A Strategic Operational Practices	Bilingual Office clerk to facilitate operations and provide translation support for families.	Bilingual Office clerk to facilitate operations and provide translation support for families.	791	Unrestricted EIA-LEP Support			1	$25,090.76	7. Ensure a healthy school environment that promotes parent and community engagement	7b. Evidence of efforts to increase effective parent/commu nity involvement			

70	School Quality Indicator 5:Effective School Leadership & Resource Management	SQI5 A Strategic Operational Practices	Bilingual Office clerk to facilitate operations and provide translation support for families.	Surplus Funds	791	Unrestricted EIA-LEP Support	4399	SURPLUS	0	$90.34	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects			

School Site Council Membership Roster – Middle School

School Name: __Alliance Academy MS__   **School Year** __2013/2014__

Chairperson : Dulce Rodriguez	**Vice Chairperson: Maya Jeffries**
Secretary: Natalia Khalifa	**DAC Representative**: Heather Nunez

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
Charles Wilson		X				
Rosaura M. Altamirano				X		
Maria Sanchez					X	
Dulce Rodriguez					X	
Maya Jeffries					X	
Ilda Perez					X	
Maricela Rodriguez					X	
Tracie Highbaugh			X			
Natalia Khalifa			X			
Deborah Juarez			X			
Ashley Sewell			X			
Amiko Mayeno					X	
DAC Representative						
Heather Nunez					X	
Home Ph.	Email:					

Meeting Schedule

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/student members;

3 Majority of school staff members must be classroom teachers;

4 **Students are not required to be members of the Middle School SSC**

5 Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
Or
3 –Parent/Community
And 3 - students

Title I School Parental Involvement Policy 2013 - 2014

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

Involvement of Parents in the Title I Program

Alliance Academy 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. The Annual Title I meeting was held the night of our Back to School Night Program. Parents all met in the auditorium for an opening program to review the major school goals and the Title I areas of focus as well to name the meeting dates and ways in which parents could get information, give input and participate in the school program. The Family Center (a physical location on campus) was identified and the meeting was provided in English and simultaneously translated into Spanish.

- Offer a flexible number of meetings for parents.
  All SSC meetings have been scheduled on the first Monday of the month, with additional meetings around the Community Schools Site Plan. Posters in English and Spanish were posted and autodialers went out.

- 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.
    1. During SSC meetings, parents work with staff in small groups to look at plan and to provide suggestions for new topics. In addition, parents have other formal and informal input opportunities through the work of the Family Engagement Center.
- Provides parents of Title I students with timely information about Title I programs.
    1. This is provided at the start of the year (Back to School Night) and throughout the Spring semester through SSC meetings and community meetings. Dinner is also provided when discussing academic programs.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
    1. Student parent conferences are scheduled 2 times a year for many students. We also review this information at the SSC meetings.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
    1. All parents are able to request a meeting by coming into the office, calling the school or emailing the school.

School-Parent Compact

Alliance Academy 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

Alliance Academy 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

    At the start of the year, parents are told about the report card cycle, how to come to school as a visitor to observe classes, how to schedule a meeting and the availability of progress reports for students to take to classes and bring home.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  o The Family Engagement Director is working closely with teachers and school on an improved plan of providing this information more systematically to parents.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  o Professional Development Session in April on Parent Participation and various asset-lenses to use for parent participation.

- 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.
  o Family Engagement Director and Parent Liaison began attending grade level meetings to help improve and systematize this collaboration.
- 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.
Flyers in Spanish and English, posters in Spanish and English and autodialer calls home in Spanish and English.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
  o A series of three evening parent meetings and in-between parent meetings were held in the Spring 2013 to address parental requests for activities.
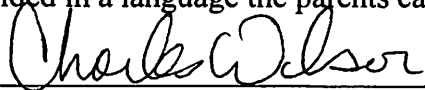
Accessibility

- 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.
Flyers in Spanish and English, posters in Spanish and English and autodialer calls home in Spanish and English. Live translation at meetings.
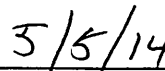
Adoption

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

This policy was adopted by the Alliance Academy School Site Council on (mm/dd/yy) and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (*Alliance Academy*) 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____   _____
(Principal's Signature)   (Date)

Alliance Academy School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

_____
Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

_____
Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.

- Communicate regularly with families about their child's progress in school 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 assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

_____
Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20__.