

**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 Joaquin Miller Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

**Recommendation:**

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



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Joaquin Miller Elementary**

**6001945**

**School Year: 2014-2015**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

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

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

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

#### SCHOOL SITE

##### CONTEXT

SCHOOL SUMMARY Joaquin Miller Elementary is a public K-5 school, in the Oakland Unified School District. JM is located in the Piedmont Pines Neighborhood off Highway 13. Each of our 415 students receives a caring, rigorous and meaningful educational experience. We also provide an excellent learning and socio-emotional program to our students on the Autism Spectrum and in the Special Day Class. Our students are a mosaic of engaged, intellectual, and culturally diverse community of learners. Our demographic data shows that 90% of our students live in the neighborhood, and the remainder of our students join us from all over Oakland. When you visit our school you will be amazed by how inclusive and safe our school feels to all students, regardless of race, religion, gender, economics, and language. ACADEMIC PROGRAM Joaquin Miller has a wonderful team of highly qualified staff including 15 Classroom teachers, 2 Special Education Teachers, 7 Instructional Aides, Mental Health Services, 3 Academic Mentor Tutors, 6 Teacher Assistants, 1 Librarian, 1 Computer Lab Instructor and 1 PE Instructor. We have an awesome COST Team of leaders including, Speech Therapist, Occupational Therapist, and School Psychologist who work tirelessly on the behalf of children. We pride ourselves on authentic and meaningful collaboration to support all students. As a result, our AYP and AMO have increased over the past two years to a score of 922 on the California State Standardized Test. Additionally, we have strategically closed the achievement gap for our subgroup populations through data analysis, targeted interventions, and socio-emotional support. Our teachers are vanguards in Math and Science Instruction at both our school and in the District. Our students are immersed in math content that is both challenging and engaging. Three times a year our entire school participates in The Problem of the Month, an open ended math problem that

has multiple academic levels for students to solve as individuals and in teams. Our science curriculum is FOSS, a hands on learning module which allows students to learn through trial and error and the scientific method. All of our students are required to maintain science journals to show their thinking and reflection on what they learned. In addition, each grade level immerses students in a Living History Cultural Experience that is unique to Joaquin Miller and a long tradition. We also integrate technology across the content areas and as a result, students are building a repertoire of 21st Century skills. As a result of these high leverage learning strategies, projects, and core curriculum JM students are very prepared for Middle School and beyond. A quote from an JM Alum Parent: "I just wanted to write and let you know what private schools think of JM alumni. My daughter is an alum of Joaquin Miller. She is now in eighth grade at Head Royce School. When she applied and received her acceptance letter the school made numerous comments that they loved the students who transferred from JM. They are bright, articulate, have background knowledge they are willing to share with others and most of all, they are kind to other students, teachers and staff members. When Blythe came to Head Royce she was actually ahead almost a grade level in math and science. While she was a little lower in writing than she should have been, the third and fourth grade teacher (same one) who did not teach, grade or prepare her for writing at grade level is no longer at the school. Mrs. Moran did an excellent job of helping Blythe catch up in fifth grade. I know that every one of the girls who applied to Julia Morgan from JM were also enthusiastically accepted as well. Joaquin Miller consistently produces well-rounded, kind, hard-working students. Kudos to the teachers, support staff and Paulette. And again, thank you all for helping prepare Blythe so well for middle school and beyond." Deb Rhinehart INSTR

## VISION

Our school's motto is "Joaquin Miller PRIDE: Persistent, Responsible, Intellectual, Diverse, and Environmentally Friendly for all." The students and adults of the Joaquin Miller School Community proactively work together to empower a thoughtful, interconnected and rigorous educational framework in math, language arts, science and social science. We purposely engage all students in an additional layer of learning that revolves around cultural diversity, the arts, ecological sustainability and social equity. Joaquin Miller Elementary is committed to providing our students with the tools they need in order to act locally and globally with pride, innovation, and academic excellence.

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

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

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	83.5%	Yes	76.8%	No
	Black or African American	51.2%	--	53.1%	--
	Asian	100%	--	88.9%	--
	Hispanic or Latino	59.1%	--	60.7%	--
	White	93.2%	Yes	84.5%	No
	Two or More Races		--	87.5%	--
	Socioeconomic Disadvantaged	45.7%	--	58.6%	Yes
	English Learner	61.1%	--	60%	--
	Students with Disabilities	44.4%	--	37.8%	--
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	83.4%	Yes	82.4%	No
	Black or African American	50%	--	59.2%	--
	Asian	100%	--	100%	--
	Hispanic or Latino	68.2%	--	71.4%	--
	White	91.2%	Yes	89.2%	Yes
	Two or More Races		--	93.8%	--
	Socioeconomic Disadvantaged	45.7%	--	67.2%	Yes

English Learner	72.2%	--	75%	--
Students with Disabilities	30.8%	--	37.8%	--

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

#### SQIS Target Student Group and Content Area

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

Student Group: Schoolwide

Content Area: ELA

#### School Quality Review (SQR)

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

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

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

#### SQR Summary Report

- [2012-2013 Summary Report](#)

#### SQR Improvement Priorities

#### 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:

School Site Council and English Language Advisory Council will meet monthly to monitor the progress of the CSSSP 2012-2013 according to the indicators of success. Both parent/staff bodies will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress for all students. Throughout the year teachers use authentic, formative, performance and benchmark assessments to inform instruction. Within the classroom teachers set up peer tutoring situations, group-work, partner work and engagement strategies for students to participate fully in classroom expectations.



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

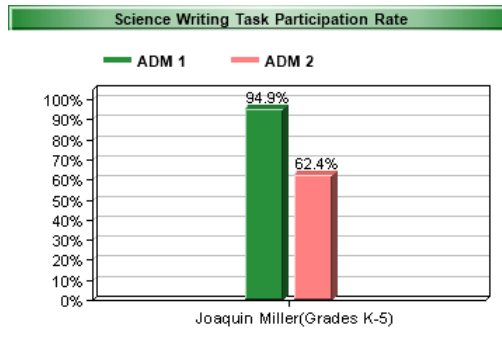
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

#### School Quality Standards relevant to this Strategic Priority

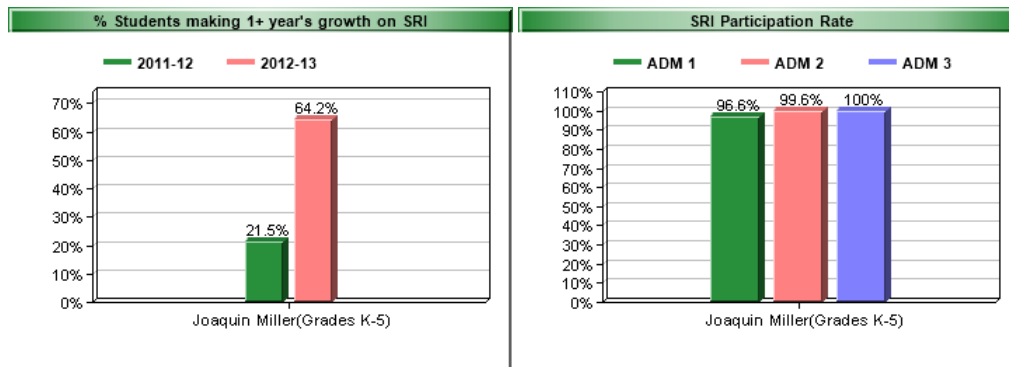
A quality school...

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

#### Benchmark



SRI



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

- Scholastic Reading Inventory data shows that students are making improvements in their reading comprehension across the board. We have targeted students comprised of ELL students, African American students, students with disabilities, and students from socio-economic disadvantage backgrounds, who will continue to need RTI Tier II supports to meet the District Reading Goal.
- School data reflects strategic efforts by circuit teams to review data and best practices. Our teachers use student work, data, and observations to drill down on student progress levels. Teachers collaborate across grades to determine intervention action plans for targeted students.

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

- Grades k-2 have daily parent readers who read one to one with our students using leveled readers. Grades 3-5 are using Scholastic Reading Counts, an online program to encourage, promote, and track reading and comprehension for students.
- 2nd through 5th graders read for pleasure for 30 minutes each day. All classes have leveled readers and a combination of complex text, rich fiction, and nonfiction literature to access in the classroom.
- Students go to the school library weekly. Librarian reads aloud to all classes, uses the District Library site to help students find books, and promotes the SRI leveled reading choices with students.
- Students can be found reading at recess on their own or in groups. There are groups of children who go to the Library during the recess to curl up with a good book. The school promotes reading through school wide events and activities.

#### Theory of Action

- If our reading program includes Balanced Literacy Instructional Practices and our core curriculum is aligned to the Common Core Standards in ELA,
- If grades 3-5 include additional programs and strategies such as Scholastic Reading Counts, reading for content and silent reading on a daily basis,
- If each classroom has an extensive fiction and non-fiction class library, weekly library sessions,
- If JM hosts a Family Reading Night each year to promote reading and writing for all families, and
- If our teachers lead a parent education workshop on reading and writing, with specific support for our African American and ELL families, then all of our students will excel in ELA, Reading, and Writing.

#### 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
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.	State tests	SQIS Target Group	End of Year	Principal	4/24/2014	142SQI1A7340	Blended learning	Non-SSC approved			0	\$0.00
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.					4/24/2014	142SQI1A7341		N/A			0	\$0.00
Provide K readiness materials and K assessments.	Other (OCR, etc)	SQIS Target Group	Every Semester	Grade level/Department Team	3/20/2014	142SQI1A2471	Teacher extended time to assess and analyze data.	Non-SSC approved			0	\$0.00
Teacher Leads will provide Professional Development on Common Core Standards in	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Leadership Team	3/18/2014	142SQI1A2467	Circuit Level Collaboration	Non-SSC approved			0	\$0.00

ELA with a focus on science literacy.												
RTI Literacy Intervention for Targeted LCFF students through a part time Academic Tutor. The Tutor would teach EL student for one hour (5) Days a week and teach EL Parents for one hour (1) day a week starting on October 1 and ending on May 30, 2015.	CELDT	English Learners & Redesignated	End of Year	After school program coordinator	4/25/2014	142SQI1A2325	Academic Support for EL students only and their parents.	5-LCFF Supplemental	5825-CONSULTANTS		0	\$9,551.50
Teachers lead will provide professional development in the area of Process Writing Assessment and Writer's Workshop with support from LCI.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Semester	Leadership Team	3/18/2014	142SQI1A4083	Writer's Process Assessment and Writer's Workshop	Non-SSC approved			0	\$0.00
Parent Workshop Series: Mini workshops led by teachers to provide EL Parents/All Parents with support for students in academics.	Survey data (CHKS, etc.)	English Learners & Redesignated	Every Semester	Grade level/Department Team	4/6/2014	142SQI1A7163	EL Parent Educational Workshop series.	Non-SSC approved			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

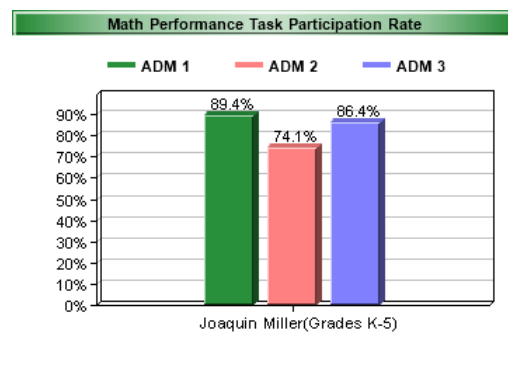
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- 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

- 77% of our 5th Grade students are proficient or advanced on the Science State Exam. While only 7% of our students are far below in Science. Our teachers have had years of quality science professional development, many of our teachers are leaders in the District's Science community. As a result, high quality instruction has directly impacted our school's increased rate of proficiency in science.
- We strategically aligned our Prep teacher to provide science to all grades with high quality, content based and hands on

instruction. As a result, our students exceed the number of required science instructional minutes, because our classroom teachers also teach science each week.

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

- o Joaquin Miller is phasing out of a 2 Year Science Cohort program, and we are moving into a new phase of STEM integration. As a result, our teachers will receive professional development with implementing engineering, computer science, and robotics.
- o JM students are involved in creek restoration through the Friends of Sausal Creek, where they collect data on native plants, plant native plants at the creek and learn about the importance of the watershed.
- o Parents who are employed in math and science fields come in to our school to provide hands on presentations and career pathways for all students. We host a Career Day with a special focus on Math and Science.
- o Our Family Math and Science Night and Science Fair Expo have been highly successful in promoting STEM with our students.
- o Odyssey of the Mind is an afterschool program for students in K-5. This program is known for it's GATE and STEM focus. Students are encouraged to work collaboratively on solving STEM short and long term problems.

**Theory of Action**

- o If Joaquin Miller aligns the national common core standards in math, science, technology and engineering,our school's instructional program will prepare students for College and Career opportunities.
- o If our ILT and Teaching team, set a priority to give students authentic, strategic, and high leverage lessons with academic discourse, science literacy, science writing and science models our students will embrace and excel in STEM instruction.
- o If our students have broad experiences with engineering and robotic programming, computer science programming, and environmental fieldwork, then our students will be able to transfer to higher learning with a strong background in STEM.
- o If JM promotes a school-wide and family engagement events such as, Science Exploration Fair, Math and Science Family Night, and science challenges such as the "Egg Drop", Math competitions, and Robotic challenge.
- o If our k-5 after school extended day includes programs such as, Lego engineering, coding, digital media, Odyssey of the mind, Geek squad, and animation, then our students will have a broad repertoire of tools and experience.

**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 additional Google Chromebooks, carts, and wireless to support student	State tests	SQIS Target Group	End of Year	Principal	4/24/2014	142SQI1B7340	Blended learning	Non-SSC approved			0	\$0.00

learning in the classrooms.												
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.					4/24/2014	142SQ11B7341		N/A			0	\$0.00
iPlay robotic technology instruction during class time k-5.	Survey data (CHKS, etc.)	High Performing/GATE	Every Semester	Leadership Team	3/18/2014	142SQ11B2326	STEM	Non-SSC approved			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

**School:** Joaquin Miller Elementary

**Principal:** PAULETTE SMITH

**From OUSD Strategic Plan:**

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

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- 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**

- All 3-5 Grade students receive a free student planner and all k-5 students receive a free Boomerang Folder to prepare them for organization and planning.
- Principal monthly assignment covers many important life pathway topics, such as, the meaning of personal excellence, exploring family history, and planning for college and career.

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

- 100% of 5th Grade Students are promoting to Middle School.

**Theory of Action**

- If pre-Kinder students are introduced to Kindergarten the week before school starts, they meet their teacher, tour the school, and participate in community building activities, then they will be better prepared to enter school and succeed.
- If our students are promoted to middle school after completion of 5th grade with a well-rounded education experience and high quality instruction aligned to the Common Core Standards, then they will be prepared for the middle school program.

**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
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Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.	State tests	SQIS Target Group	End of Year	Principal	4/24/2014	142SQI1C7340	Blended learning	Non-SSC approved			0	\$0.00
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.					4/24/2014	142SQI1C7341		N/A			0	\$0.00
Provide K readiness materials and K assessments.	Other (OCR, etc)	SQIS Target Group	Every Semester	Grade leve/Department Team	3/20/2014	142SQI1C2471	Teacher extended time to assess and analyze data.	Non-SSC approved			0	\$0.00
Information, materials, school visits for 5th Grade Middle School are provided.	Survey data (CHKS, etc.)	Low to Middle-Performing	End of Year	Grade leve/Department Team	3/20/2014	142SQI1C2327	5th Grade Transition opportunities.	Non-SSC approved			0	\$0.00
Maintaining a caring school community for all stakeholders.	Survey data (CHKS, etc.)		Every Semester		3/20/2014	142SQI1C2470	Monitor and improve upon all aspects of the school environment including: physical, social and cultural to build out a welcoming school community for all backgrounds.	N/A			0	\$0.00
Kinder Transition activities that include establish relationships, tours, picnics,	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Grade leve/Department Team	3/18/2014	142SQI1C2171	Building community is an ongoing aspect of Pre-K.	Non-SSC approved			0	\$0.00

and social  
events.

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## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

**From OUSD Strategic Plan:**

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

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

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

- JM Students are exposed to arts, sports, academic fields and learning experiences which help to provide a well-rounded education.
- Students are exposed to a wide variety of in-class presentations from a wide range of career and college fields. A piloted computer coding program, called Hour of Code is available to all students.

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

- 90% of our parents have a high school diploma, a college degree or higher, which creates a family value added component to our overall readiness for creating future graduates.
- Technology platforms are incorporated into the core Joaquin Miller experience. All students participate in weekly sessions with computers and teachers leverage computer-based tools in their daily lessons.

**Theory of Action**

- If students are exposed to a wide variety of careers, colleges, and pathways, then they will be prepared to enter a field of interest.
- If students develop habits of a scholar, and college readiness skills, systems, and communication skills, then students will be prepared to succeed in college and career.

**Strategic Priority Goals**

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

Measure	Goal	School Specific Target
School Scorecard: High School Cohort Graduation	Increase the cohort graduation rate by 2% annually	

School Scorecard: High School Cohort Dropout	Decrease the cohort dropout rate by 3% annually	
School Scorecard: High School A-G Completion	Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for African American Students	Increase the percent of 11th grade African American students who pass both ELA & Math by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for Latino Students	Increase the percent of 11th grade Latino students who pass both Math & ELA by 10 percent annually	
School Scorecard: High School Advanced Placement Course Completion	Increase the percent of 10th, 11th, & 12th grade students completing AP courses by 20% annually	
School Scorecard: High School Advanced Placement Test Scoring	Increase the percent of AP test takers earning a score of 3 or better by 20% annually	
School Scorecard: High School PSAT Participation Rate	Increase the percent of all 11th graders taking the PSAT to 100% annually	
School Scorecard: MS & HS College-Career Plans	Ensure 100% of 6th & 9th graders have developed a college-career readiness plan by the end of the 1st semester	

**Strategic Priority Improvement Strategies**

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.	State tests	SQIS Target Group	End of Year	Principal	4/24/2014	142SQI1D7340	Blended learning	Non-SSC approved			0	\$0.00
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.					4/24/2014	142SQI1D7341		N/A			0	\$0.00
Annual Career Fair to showcase careers in the area of STEM.	Survey data (CHKS, etc.)	SQIS Target Group	End of Year	Community Partner	4/2/2014	142SQI1D2172	Career Fair to promote college/career goals	N/A			0	\$0.00
5th Grade Girls Science Program After School to promote	State tests	SQIS Target Group	End of Year	Leadership Team	4/2/2014	142SQI1D2174	Girls' Science and engineering Program	N/A			0	\$0.00

career/college												
5th Grade College Tour on campus.	Survey data (CHKS, etc.)	SQIS Target Group	End of Year		5/6/2014	142SQ11D7568	College readiness	N/A				0 \$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Sylvan Center provides a 36 hour, on-site reading intervention for 17 students, including African American and ELL students. The objective of the support is to address reading fluency, word analysis, vocabulary, comprehension.
- 2-suspensions in 2013-2014. Suspensions have increased from the prior year due to an increase in issues around social-emotional factors. We use several services to reduce behavior, through on-site social workers, implementation of services from Insights Behavior Plans. We also provide excellent Tier II supports through the Resource Teacher, Speech Teacher, and our Occupational Therapist.

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

- JM has a very supportive and collaborative COST Team in place to address across school services in the areas of Speech, therapy, psychology, and health referrals.
- Our ASIP program has doubled in size due to the outstanding program offered at JM. Success comes from teacher collaboration, welcoming and inclusive environment, awareness education, messaging, and parent involvement.
- Our SDC program has an excellent and caring staff. Our students mainstream into general ed classes for part of their instruction. They participate in a school wide recycling program and take on leadership roles within our school.
- ELAC and SSC are established parent forums to provide opportunities for families to engage in community building and educational support.
- JM has an aide who coordinates our intervention program. She monitors student's data, SRI data, Benchmark data and then communicates with the teacher to target specific interventions. We also have IXL are computer based programs.

#### Theory of Action

- If we are purposeful and strategic with our student Tier II intervention services, then we will reduce office referrals and suspensions. We will also have increased on task time in class, and a caring school environment on campus.

#### Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: MS & HS College-Career Plans	Submit 100% of IEPs within the timeline.	

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.	State tests	SQIS Target Group	End of Year	Principal	4/24/2014	142SQ11E7340	Blended learning	Non-SSC approved			0	\$0.00
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.					4/24/2014	142SQ11E7341		N/A			0	\$0.00
Provide K readiness materials and K assessments.	Other (OCR, etc)	SQIS Target Group	Every Semester	Grade level/Department Team	3/20/2014	142SQ11E2471	Teacher extended time to assess and analyze data.	Non-SSC approved			0	\$0.00
Teacher Leads will provide Professional Development on Common Core Standards in ELA with a focus on science literacy.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Leadership Team	3/18/2014	142SQ11E2467	Circuit Level Collaboration	Non-SSC approved			0	\$0.00
5th Grade College Tour on campus.	Survey data (CHKS, etc.)	SQIS Target Group	End of Year		5/6/2014	142SQ11E7568	College readiness	N/A			0	\$0.00

Student Intervention and Support toward meeting grade level standards IN READING BY 3RD GRADE	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year		4/2/2014	142SQ11E644	Classroom Aides/Parent Readers	N/A			0	\$0.00
Provide compact learning contracts for GATE students.	Survey data (CHKS, etc.)	High Performing/GATE	Monthly	Leadership Team	4/6/2014	142SQ11E4604	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into classroom instructional program.	Non-SSC approved			0	\$0.00
4th Grade Overnight Trip to Project Moasic to develop youth leadership.	Survey data (CHKS, etc.)	SQIS Target Group	End of Year	Grade leve/Department Team	5/6/2014	142SQ11E7567	Youth Development	N/A			0	\$0.00



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

**From OUSD Strategic Plan:**

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

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

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

- We have over 40 different learning activities for students to engage in. We also provide learning and social groups such as, Odyssey of the Mind, Girl Scouts, Boy Scouts, and a 5th Grade Girls Science Session.
- Teachers provide tutorial for students needing additional academic support in ELA, Writing, Math and Reading Comprehension.

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

- Homework learning session is offered for students who need a quiet space to learn, additional support after school.

**Theory of Action**

- If we provide after school tutoring to students who are struggling academically, then our students will be more successful.
- If we provide enrichment opportunities after school, then students will feel connected, engaged, and supported during after school hours.

**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
4th Grade Overnight Trip to Project Moasic to develop youth leadership.	Survey data (CHKS, etc.)	SQIS Target Group	End of Year	Grade leve/Department Team	5/6/2014	142SQI1F7567	Youth Development	N/A			0	\$0.00

Provide a broad range of after-school enrichment classes that are open and accessible to all students (fee based, but scholarships provided)	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	After school program coordinator	4/6/2014	142SQI1F2614	After School Enrichment	Non-SSC approved			0	\$0.00
Before and After School Teacher Led Tutor Sessions for targeted students in homework assistance, reading and math.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Grade level/Department Team	4/6/2014	142SQI1F2615	Tutor Sessions	Non-SSC approved			0	\$0.00

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

### Strategic Priority A. School Safety Plan

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### School Safety Plan Goals

Goal 1: Increase student engagement and safety in schools; reduce bullying. Build caring relationships with students and families.

- Strategy 1.1: Implement Caring School Community. Implement Welcoming School's curriculum and training with staff and parents. Implement cyber bullying citizenship for students.
- Strategy 1.2: Class orientations for all classes to review safety goals and community engagement expectations Cross-age buddies to promote community Class meetings to develop safety in the classroom

Goal 2: Reduce physical altercations and conflicts.

- Strategy 2.1: Increase staff and parent presence and supervision on play ground during lunch.
- Strategy 2.2: Referral for students SES to onsite counseling, and mentor ship with yard duty Coach. Implement monthly COST Team to collaborate on specific Tier II and Tier III student behavior needs.

#### Strategic Priority Improvement Strategies

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

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

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### School Safety Plan Goals

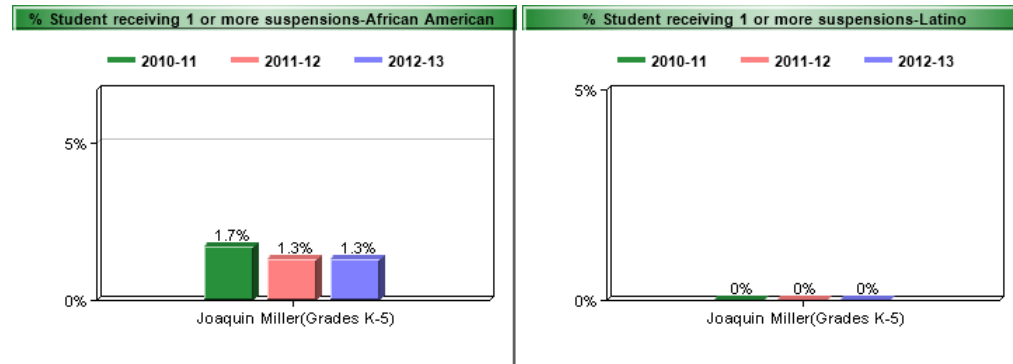
Goal 1: Increase student engagement and safety in schools; reduce bullying. Build caring relationships with students and families.

- Strategy 1.1: Implement Caring School Community. Implement Welcoming School's curriculum and training with staff and parents. Implement cyber bullying citizenship for students.
- Strategy 1.2: Class orientations for all classes to review safety goals and community engagement expectations Cross-age buddies to promote community Class meetings to develop safety in the classroom

Goal 2: Reduce physical altercations and conflicts.

- Strategy 2.1: Increase staff and parent presence and supervision on play ground during lunch.
- Strategy 2.2: Referral for students SES to onsite counseling, and mentor ship with yard duty Coach. Implement monthly COST Team to collaborate on specific Tier II and Tier III student behavior needs.

## Suspensions



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

- Our school's Discipline Data is very limited to less than 3 suspensions a year. We do not have any history of DHPs. We are building a school culture where all learners are welcome and diversity is respected and valued. While there is evidence diverse students feel included, there is still a small concern with an opportunity gap among students and how that plays out in student discourse and project based instruction.
- Students take on many leadership roles, such as Safety Patrol, Student Council, Office Monitors, Green Waste Team, Jr. Coaches, and Lunch Monitors. In addition, we have students learning how to be tech support to classrooms in their Geek Squad class. We also provide a student generated social thinking message, skit, and problem of the month.

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

- Joaquin Miller offers an extensive enrichment program after school. The enrichment opportunities range from cooking, languages, to rock climbing, drama and music.
- We also provide students with cost free before and after school tutorials led by classroom teachers. These targeted sessions focus on Math, reading comprehension, homework support, and writing.
- We have many school wide events such as, The Walk-A-Thon, Spelling Bee, Martin Luther King Jr. Oratorical, Spring Fair, Science Fair, Family Learning Nights, Harvest Festival, Back to School Night and Open House.
- We have an excellent Coordination of Services Team (COST) to assess, monitor, and support students with academic and socio-emotional interventions. We are able to provide mental health, speech services, Occupational Therapy, Mentor-ship, Behavior S

### Theory of Action

- If Joaquin Miller is a Caring School Community and if we engage in class meetings to build relationships, cross age buddies to build relationships in school, and school wide events to build community; and
- If, students engage in non-violence Second Step instruction to reduce conflicts, increase empathy, and recognize impulse control, and
- If, our school learns the socio-emotional skills in the Super-Flex Academy curriculum and if Super-Flex is a tool to improve student's social thinking, and
- If we hold each student to a high code of student conduct, and if students are recognized for making good choices, kindness,

and safe behavior by our monthly Wolverine Pride Assemblies; then all children will be safe, respectful and responsible.

**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	Maintain off-campus rates of suspension for AA Males at less than 5% 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	Maintain off campus suspension rates of Latino students at less than 5% 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
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.	State tests	SQIS Target Group	End of Year	Principal	4/24/2014	142SQI2B7340	Blended learning	Non-SSC approved			0	\$0.00
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.					4/24/2014	142SQI2B7341		N/A			0	\$0.00
iPlay robotic technology instruction during class time k-5.	Survey data (CHKS, etc.)	High Performing/GATE	Every Semester	Leadership Team	3/18/2014	142SQI2B2326	STEM	Non-SSC approved			0	\$0.00
Kinder Transition activities that	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Grade leve/Department Team	3/18/2014	142SQI2B2171	Building community is an ongoing	Non-SSC approved			0	\$0.00

include establish relationships, tours, picnics, and social events.							aspect of Pre-K.					
5th Grade College Tour on campus.	Survey data (CHKS, etc.)	SQIS Target Group	End of Year		5/6/2014	142SQI2B7568	College readiness	N/A			0	\$0.00
4th Grade Overnight Trip to Project Moasic to develop youth leadership.	Survey data (CHKS, etc.)	SQIS Target Group	End of Year	Grade level/Department Team	5/6/2014	142SQI2B7567	Youth Development	N/A			0	\$0.00
Promote STEM through iplay robotics program for EL learners.	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Department/Team Lead	4/6/2014	142SQI2B2474	Ipads to operate robots.	791-Unrestricted EIA-LEP Support	4420-Computer \$500-4,999		0	\$7,560.80
Multiple opportunities to participate in student leadership activities.	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	Leadership Team	4/6/2014	142SQI2B2475	Safety Patrol, Student Council, Jr. Coaches, Green Team, Cross Age Buddies and Office Monitors provide concrete opportunities for student voice and input	Non-SSC approved			0	\$0.00
Anti Bullying Activities are employed to create a hate free atmosphere and student accountability.	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Principal	4/6/2014	142SQI2B2477	Special assemblies, signage, school vision, Paws For Praise, CSC all support a Bully Free School	Non-SSC approved			0	\$0.00
Extensive and Student Initiated Waste Reduction and	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	Community Partner	4/6/2014	142SQI2B2478	Custodial support and leadership; Parent Action Group;	Non-SSC approved			0	\$0.00

school wide Awareness activities.							Student leadership combine to reduce waste					
Counseling program	Local assessments (benchmarks, PWA)		Weekly		3/13/2014	142SQI2B6251	Individual, group, & family counseling provides to referred students on an as needed basis. Other services include: behavioral support in the classroom, case management, and referrals to community agencies.	N/A			0	\$0.00



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

### Strategic Priority C. Health & Wellness

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- There is clear data to show that at least 15% of our students do not have breakfast daily, and they are not able to provide a healthy snack during recess breaks. As a result, the school and community tries to supplement nutritional options to students in need of this added support. The school relies heavily upon parents and neighbors for these nutritional donations.
- OUSD Nutrition Services does not provide breakfast to the students of JM, because we are unable to sustain a minimum daily attendance in the cafeteria of 50 students. Nutrition Services does provide a small quantity of snack bags for students at the morning.

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

- Joaquin Miller would benefit from a breakfast service, to feed students who are unable to access breakfast or a morning snack. Joaquin Miller will seek to reply to Nutritional Services for a breakfast service in 2014-2015.
- There is a consistent mental health support for students and families. The program is a free service and based upon COST Referrals. As a result, some very serious socio-emotional concerns are addressed to help our students balance the whole child.
- Adult stress is another factor, we attempt to address through our Site Wellness Leader. Mini classes on Zen yoga and meditation, massage, mindfulness, community social gatherings are some of the ways we support each other through the work.
- Joaquin Miller is proud to be a Triple Crown Winner for two consecutive years. We exceeded our California Healthy Kids Survey. The survey data reflects a thriving and positive school culture.

#### Theory of Action

- If we provide social and emotional, social thinking skills, love and kindness to our students we create a safe and caring learning environment for all learners and their families.
- If we provide Eco-environmental programs, hands on science, learning trips in our community, then our students will learn to explore, advocate and care for their school, community, state, and world.
- If we offer physical education instruction, organized recess play, student peace makers, then our students will have a clear understanding of a healthy lifestyle and how to engage in positive peer relationships.

- If we stagger the lunches, to reduce the number of students on the yard and increase the number of adults to supervise, we will see fewer incidences of inappropriate play, exclusion, poor sportsmanship, and bullying.

**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 additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.	State tests	SQIS Target Group	End of Year	Principal	4/24/2014	142SQI2C7340	Blended learning	Non-SSC approved			0	\$0.00
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.					4/24/2014	142SQI2C7341		N/A			0	\$0.00
Counseling program	Local assessments (benchmarks, PWA)		Weekly		3/13/2014	142SQI2C6251	Individual, group, & family counseling provides to referred students on an as needed basis. Other services include: behavioral support in the classroom, case management, and referrals to community agencies.	N/A			0	\$0.00
Full time recess support	Survey data (CHKS, etc.)	SQIS Target Group	End of Year		4/2/2014	142SQI2C2601	Recess/Peace Keepers/Mentorship/and mini PE lessons.	N/A			0	\$0.00
Full time recess support	Survey data (CHKS, etc.)	SQIS Target Group	End of Year		4/2/2014	142SQI2C2602	Recess Instructor	N/A			0	\$0.00
Provide social and emotional counseling to	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Community Partner	4/2/2014	142SQI2C2605	Social and emotional Support through Mental Health Internship.	N/A			0	\$0.00

students who  
need support.



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

### Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

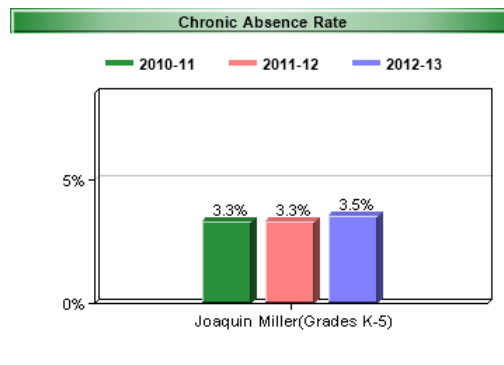
#### From OUSD Strategic Plan:

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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

- Attendance at JM is 96.7%.
- Attendance is impacted by long term illnesses like asthma, and viruses. Additionally, our students take extended vacations during the school year.

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

- The location of the school is in a wooded area with a lot of pollen, which increases students' asthmatic conditions, and as a result these students miss school days.
- Parents plan extended vacations or learning trips during school days.

**Theory of Action**

- o If families and students are made aware of the importance of daily school attendance, the proper attendance protocols, and financial and educational impact on student achievement, then our attendance rate will improve to meet the District's Goal.

**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
RTI Literacy Intervention for Targeted LCFF students through a part time Academic Tutor. The Tutor would teach EL student for one hour (5) Days a week and teach EL Parents for one hour (1) day a week starting on October 1 and ending on May 30, 2015.	CELDT	English Learners & Redesignated	End of Year	After school program coordinator	4/25/2014	142SQI2D2325	Academic Support for EL students only and their parents.	5-LCFF Supplemental	5825-CONSULTANTS		0	\$9,551.50
Phone calls home by the school's Attendance Clerk regarding student absences	Attendance	SQIS Target Group	Weekly	Attendance Team	4/6/2014	142SQI2D2558	Attendance Management by Attendance Clerk	Non-SSC approved			0	\$0.00

and tardies.												
SART and SARB Meetings between parents and administrator to set attendance goals and form a contract to improve attendance for our most chronically absent students.	Attendance	SQIS Target Group	Weekly	Attendance Team	4/6/2014	142SQI2D2559	Refer, monitor, and hold SART and SARB Meetings to reduce chronic absences and meet district attendance expectations.	Non-SSC approved			0	\$0.00

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

#### From OUSD Strategic Plan:

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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress (Standard 3.1)
- 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

- Teachers and staff will continue to build capacity in the following instructional areas: Balanced Literacy, academic discussions, depths of knowledge, writing process and science and literacy.
- Teachers will continue to take the lead in District Leadership Roles to support our site's professional development. The Administrator will also participate in meaningful professional development at the District Level, and through high quality workshops, seminars, and conferences to assist with Common Core Implementation.

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

- Math, Science and CSC Instructional Leadership Teams exist and contribute to the success of all students.
- General ED Teachers meet monthly to collaborate around the progress and success of ASIP students.
- Teachers lead high quality, hands on PD sessions in Math, Science, CSC and writing with teachers during Wednesday meetings.
- Teachers have input and voice in the structure of professional development on site.

#### Theory of Action

- If we continue our monthly grade level collaboration, then we will be able to effectively plan for closing our achievement gap.
- If we create authentic learning partnerships with the students who are not in our sphere of success and we consistently use a data inquiry cycle to plan for instruction for these students, then we will make gains towards closing our achievement gap.
- If we work together as a professional learning community then we will be able to support one another and hold one another accountable for the success of our students.

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher Leads will provide Professional Development on Common Core Standards in ELA with a focus on science literacy.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Leadership Team	3/18/2014	142SQI3A2467	Circuit Level Collaboration	Non-SSC approved			0	\$0.00
Teachers lead will provide professional development in the area of Process Writing Assessment and Writer's Workshop with support from LCI.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Semester	Leadership Team	3/18/2014	142SQI3A4083	Writer's Process Assessment and Writer's Workshop	Non-SSC approved			0	\$0.00
iPlay robotic technology instruction during class time k-5.	Survey data (CHKS, etc.)	High Performing/GATE	Every Semester	Leadership Team	3/18/2014	142SQI3A2326	STEM	Non-SSC approved			0	\$0.00
Create monthly grade level collaboration with substitutes.	Local assessments (benchmarks, PWA)		Monthly		2/26/2013	142SQI3A2592	Grade Level collaboration	N/A			0	\$0.00
Professional Development designates time for authentic student work and data analysis.	Local assessments (benchmarks, PWA)		Monthly		2/26/2013	142SQI3A2593	PLC Data Inquiry	N/A			0	\$0.00



Instructional Rounds and Learning walks are scheduled both among staff in our own school and with other schools.	Local assessments (benchmarks, PWA)		Monthly		2/26/2013	142SQI3A2595	Instructional Rounds with Cohort Schools and Consortium Schools.	N/A			0	\$0.00
Teachers lead high quality Professional Development for each other on topics in balanced literacy, Math, Science and Equity.	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	4/6/2014	142SQI3A2596	Teacher developed PD	Non-SSC approved			0	\$0.00

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

### Strategic Priority A. Family & Community Engagement

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

**From OUSD Strategic Plan:**

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

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership (Standard 4.2)
- 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**

- Our school has a very involved, supportive and caring Parent/Family community. JMPTA supports the school in many ways. They fund raise to ensure the school has quality enrichment programs for every child.
- Joaquin Miller has an active School Site Council and English Language Advisory Council. Parents and staff work collaboratively to ensure that there is deep community input to address real issues and opportunities to support student learning.

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

- Parents and Community Members support our school through multiple volunteer opportunities.
- Areas for meaningful volunteering are the Library, Computer Lab, Student readers, PTA, SSC, ELAC, Multi-Cultural Talent Event, and Living History Days.

**Theory of Action**

- If Joaquin Miller is a welcoming and caring community for all students and their families and
- If we make strong partnerships with our parents, local businesses, and neighborhood associations, then we will ensure a strong community to support 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
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.	State tests	SQIS Target Group	End of Year	Principal	4/24/2014	142SQI4A7340	Blended learning	Non-SSC approved			0	\$0.00
Purchase additional Google Chromebooks, carts, and wireless to support student learning in the classrooms.					4/24/2014	142SQI4A7341		N/A			0	\$0.00
RTI Literacy Intervention for Targeted LCFF students through a part time Academic Tutor. The Tutor would teach EL student for one hour (5) Days a week and teach EL Parents for one hour (1) day a week starting on October 1 and ending on May 30, 2015.	CELDT	English Learners & Redesignated	End of Year	After school program coordinator	4/25/2014	142SQI4A2325	Academic Support for EL students only and their parents.	5-LCFF Supplemental	5825-CONSULTANTS		0	\$9,551.50
Parent Workshop Series: Mini workshops led by teachers to provide EL Parents/All Parents with support for students in academics.	Survey data (CHKS, etc.)	English Learners & Redesignated	Every Semester	Grade level/Department Team	4/6/2014	142SQI4A7163	EL Parent Educational Workshop series.	Non-SSC approved			0	\$0.00

Kinder Transition activities that include establish relationships, tours, picnics, and social events.	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Grade leve/Department Team	3/18/2014	142SQI4A2171	Building community is an ongoing aspect of Pre-K.	Non-SSC approved			0	\$0.00
Counseling program	Local assessments (benchmarks, PWA)		Weekly		3/13/2014	142SQI4A6251	Individual, group, & family counseling provides to referred students on an as needed basis. Other services include: behavioral support in the classroom, case management, and referrals to community agencies.	N/A			0	\$0.00
Exceed all Participation Goals for the California Healthy Kids Survey Implementation.	Survey data (CHKS, etc.)	SQIS Target Group	End of Year		4/2/2014	142SQI4A706	Community Voice and Input	N/A			0	\$0.00
Parent Volunteers in the classroom with reading, science, math, and learning trips/activities	Survey data (CHKS, etc.)	SQIS Target Group	Weekly		4/2/2014	142SQI4A707	Individualized Intervention for Targeted Students	N/A			0	\$0.00
Staff, SSC, PTA, and ELAC discuss all aspects of the site budget allocations and determine	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Principal	4/2/2014	142SQI4A2597	Community voice in strategic decision making	N/A			0	\$0.00

priorities.



## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Joaquin Miller Elementary

Principal: PAULETTE SMITH

**From OUSD Strategic Plan:**

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

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

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

- Joaquin Miller has strong collaborative leadership teams in IT, Math, Science, Literacy, Caring School Communities, and Wellness. Teacher Leaders participate in District led ILT Professional Development opportunities to plan and lead the school.
- Teacher leaders attend centralized professional development, and are committed to leading PDs for staff.

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

- We are developing a budget which is aligned toward priorities set by the school site.
- Operational staff is committed to meeting all state and federal compliance and District expectations in a timely and efficient manner.
- Programs like Physical Education and Library assist our students with a well rounded education. In addition, we will offer a robust Computer/STEM instruction.

**Theory of Action**

- If all of our resources (time, money, and people) are strategically aligned to support our students then our students will thrive.

**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
Staff, SSC, PTA, and ELAC discuss all aspects of the site budget allocations and determine priorities.	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Principal	4/2/2014	142SQI5A2597	Community voice in strategic decision making	N/A			0	\$0.00

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## State & Federal Preliminary and Final Budget

### Programs Included in this Plan

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



## Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Joaquin Miller Elementary School  
CDS Code [6001945]

Phone: (510) 531-6688  
Fax: (510) 531-6667

5525 Ascot Drive  
Oakland, CA 94611

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# **School Year: 2014-2015**

# **Comprehensive School Safety Plan**

(Education Code Section 32280-32288)

PAULETTE SMITH  
Principal

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

## Introduction

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

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- 1.2 Emergency Telephone Number Directory

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- 3.1 Safety Policies & Procedures
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- 7.1 OUSD Emergency Response and Notification Protocol

### SECTION 8: Afterschool Program

- 8.1 Site Profile & Special Needs Students
- 8.2 Fire and Earthquake Drill Schedule
- 8.3 School Site Chain-of-Command Organization Chart

## **APPENDIX**

### **Planning for Special Needs Students**

## School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1)
- 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)

### 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.

● <b>Principal or Designee:</b>	PAULETTE SMITH - PRINCIPAL ELEMENTARY SMALL
● <b>Teacher:</b>	DEIDRE ROBINSON - TEACHER STRUCTURED ENG IMMERSN
● <b>Classified:</b>	JEANNE SIMS - ADMIN AST I
● <b>Parent Representative:</b>	Jeff Morelli - Parent

### Emergency Telephone Number Directory

	Name	Home	Work	Cell
● <b>Principal:</b>	PAULETTE SMITH - PRINCIPAL ELEMENTARY SMALL	510-282-0150	510-531-6688	510-282-0150
● <b>Assistant Principal:</b>	NA	000-000-0000	000-000-0000	000-000-0000
● <b>Custodian:</b>	SHEILA JOHNSON - CUSTODIAN	510-362-1837	510-531-6688	510-362-1837
● <b>Secretary/Other:</b>	JEANNE SIMS - ADMIN AST I	510-690-9067	510-531-6688	510-690-9067

## Section 2: School Safety Plan Goals

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

To be considered:

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

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

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

### Goal 1: Increase student engagement and safety in schools; reduce bullying. Build caring relationships with students and families.

- Strategy 1.1: Implement Caring School Community. Implement Welcoming School's curriculum and training with staff and parents. Implement cyber bullying citizenship for students.
- Strategy 1.2: Class orientations for all classes to review safety goals and community engagement expectations Cross-age buddies to promote community Class meetings to develop safety in the classroom

### Goal 2: Reduce physical altercations and conflicts.

- Strategy 2.1: Increase staff and parent presence and supervision on play ground during lunch.
- Strategy 2.2: Referral for students SES to onsite counseling, and mentor ship with yard duty Coach. Implement monthly COST Team to collaborate on specific Tier II and Tier III student behavior needs.

## Section 3: Safety Policies & Procedures

### Policies and Procedures

#### Child Abuse

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

Accompany victim to safe place at school and remain with her/him

Protect evidence of sexual assault

Notify Child Protective Services (CPS), and Police without delay

Notify district police and school nurse or appropriate staff immediately

##### **Sexual Abuse (Suspicion of past sexual incidents):**

Notify CPS and describe evidence

Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)

Leave notification of family to CPS or the Police

##### **Do not Destroy Evidence of Sexual Abuse:**

Do not wash clothes or victim's body or underwear. Do not have victim undress.

Do not allow victim to wash or wipe body

Do not wipe away dirt, semen or dried blood

Stay with the victim and reassure her/him of safety

##### **Suspected Physical Abuse or Significant Neglect:**

Notify appropriate staff and CPS immediately.

Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.

Notify immediate director/supervisor

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

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

#### Sexual Harassment

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

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

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

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

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

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

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

### **Suspension & Expulsion/Due Process**

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

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

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

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

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

### **Student Due Process**

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

### **On-Campus Suspension Program**

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

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

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

### **Required Parental Attendance**

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

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

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



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

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

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

### **Decision Not to Enforce Expulsion Order**

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

### **Grounds for Suspension and Expulsion**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Nondiscrimination/Harassment**

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

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

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

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

### **Notifications to Law Enforcement Authorities**

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

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

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

## **Outcome Data**

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

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

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

## **Dress and Grooming**

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

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

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

## **Gang-Related Apparel**

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

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

## **Uniforms**

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

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

## Employee Security

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

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

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

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

## School Site Emergency Supplies

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

CONTENTS INCLUDE:

- 60 Individually Wrapped Water Packets.
- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- Basic First Aid Kit General supplies are provided with a First Aid Guidebook.
- 6-Mylar Blankets - (1) blanket is included in the Sanitation Kit to be used as a privacy screen. (5) separately packed 52" x 84" blanket - use for first aid, to cover broken windows, slow smoke or dust seeping through air vents, or group students together to provide warmth.
- Two 10-Hour Light Sticks In the event of a power outage or if students are entrapped through the night, the light sticks will provide enough light for the teacher in charge to keep the group secure.
- One Sanitation Kit including:
  - 6-Trash Bag Liners
  - 1-Bio-Hazard Bag
  - 6-Cleansing Wipes
- Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.
- One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of long term entrapments or lockdowns. Complete instructions are provided.

## **Monthly Emergency Radio Testing**

Monthly emergency radio testing is on the first Wednesday of every month at 9:00 am. Emergency radio should be on Channel 1, OUSD Area A. When your school name is called, please respond with the following script: "This is {your name} responding for {school name} elementary, middle or high school. Our OUSD LID # is \_\_\_\_ {this can be found at the bottom of radio} - we are all clear."

## Section 4: Emergency Disaster Procedures and Drills

### Earthquake Procedures

#### In the classroom or office

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

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

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

#### Earthquake procedures in other parts of the building

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

#### Earthquake procedures while outside

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

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

### Fire Procedures

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

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

Fire Extinguisher Instructions:

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

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

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

## Emergency Lockdown

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

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

- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Staff without students will report to the office for instruction or as otherwise directed.
- Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
- Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
- When the emergency is over, a coded "all clear" will be announced.
- The Crisis Response Team will meet to determine needs of school.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

## Shelter-in-Place

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

- SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
  - Students should also be advised to do the following when possible:
  - Select rooms on higher floor levels and avoid basements.
  - Select an internal room or a room with as few windows as possible.
  - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
- SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.
- LISTEN.** Remain quiet to hear critical instructions from school officials.

## Section 4: Emergency Lockdown

Mr. Joaquin Miller, Please come to the Principal's Office!

## Section 4: Fire and Earthquake Drill Schedule

### Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/23/2014	9:50 AM	Both
October	10/16/2014	1:00 PM	Both
November	11/4/2014	1:10 PM	Both
December	12/16/2014	9:50 AM	Both
January	1/23/2015	9:00 AM	Both
February	2/17/2015	9:50 AM	Both
March	3/5/2015	10:45 AM	Both
April	4/2/2015	9:50 AM	Both
May	5/28/2015	9:50 AM	Both
June	6/4/2015	9:50 AM	Both

### Lockdown Drill Schedule

	Date	Time
Fall	9/23/2014	9:55 AM
Spring	4/2/2015	9:55 AM



## Emergency Evacuation: Principal's checklist

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

### Activate key personnel to:

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

### Emergency Evacuation: Employees checklist

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

## Emergency Evacuation: Teachers checklist

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

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

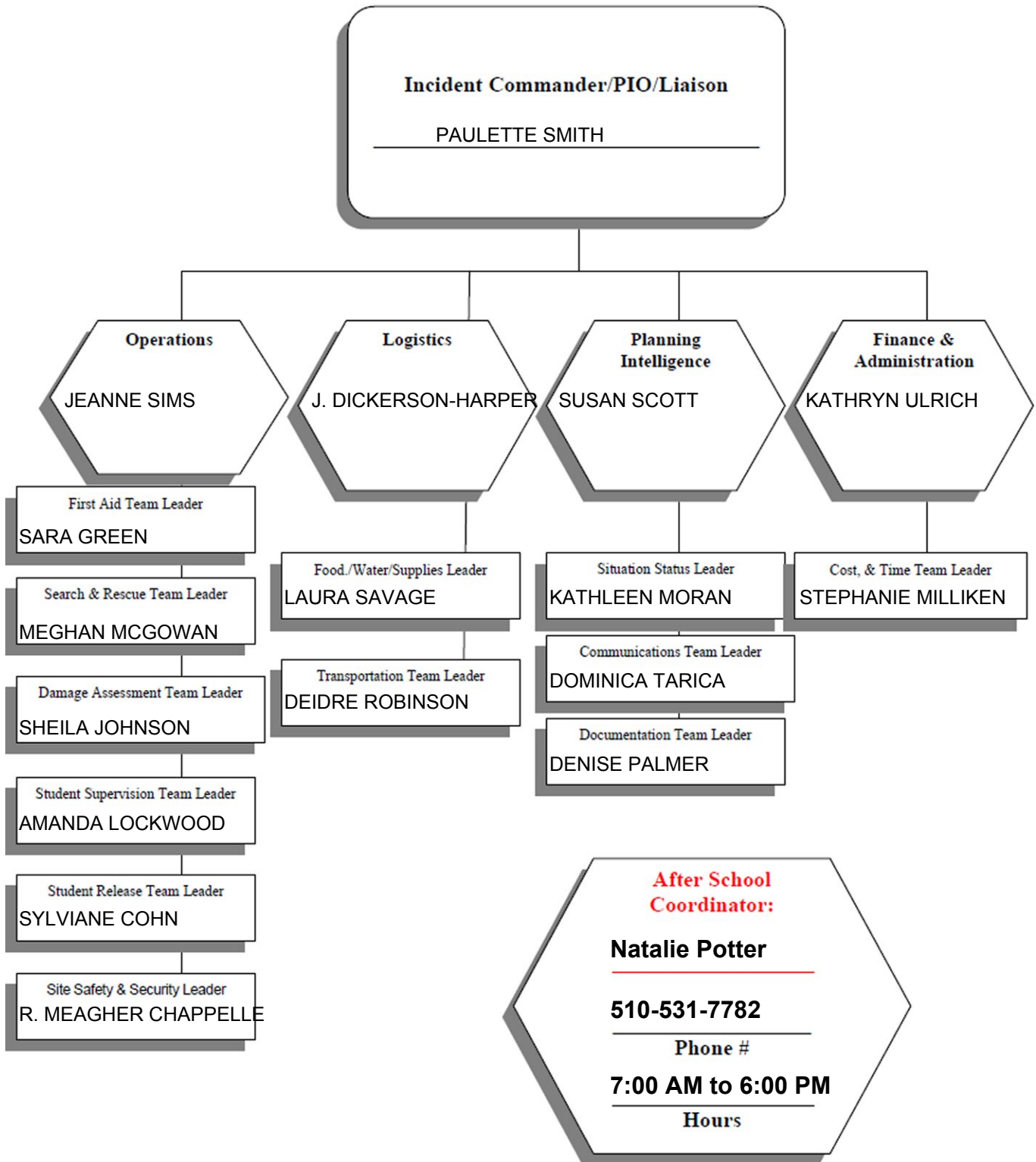
- Contact the Superintendent or designee.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

### **Emergency Student Release Procedures**

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.
3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.
5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whom the student is being released and address or destination.

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

**Section 5: Chain of Command**



## Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number.

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

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

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

There are (8) students identified with disabilities at JM. The students are located in room 12 for 60% of the day and in mainstream classes, rooms 14, 10, P16, P17 for 40% of the day. The disabilities range from ED, SLD, AUT, OHI, and SLI.

### Special Needs Population In Detail.

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

Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	<input type="text" value="0"/>
Hard of Hearing	HH	<input type="text" value="0"/>
Deaf	DEA	<input type="text" value="0"/>
Speech & Language Impairment	SLI	<input type="text" value="1"/>
Visually Impaired	VI	<input type="text" value="0"/>
Emotionally Disturbed	ED	<input type="text" value="1"/>
Orthopedically Impaired	OI	<input type="text" value="0"/>
Other Health Impaired	OHI	<input type="text" value="1"/>
Specific Learning Disability	SLD	<input type="text" value="4"/>
Deaf / Blind	DB	<input type="text" value="0"/>
Multipally Disabled	MD	<input type="text" value="0"/>
Traumatic Brain Injury	TBI	<input type="text" value="0"/>
Est Medical Disability	EMD	<input type="text" value="0"/>

### Determine proper signage and equipment.

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

Exit signs are posted on entry and exit doors; emergency evacuation signs are posted in every school.

### Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name: Rita Meagher	Title: SDC Teacher Certificated
Name: Betty Dean	Title: Aide to the Handicap

**Section 6: On Campus Evacuation Map**

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

**On-Campus Assembly Location**

Describe on-campus evacuation/assembly location.

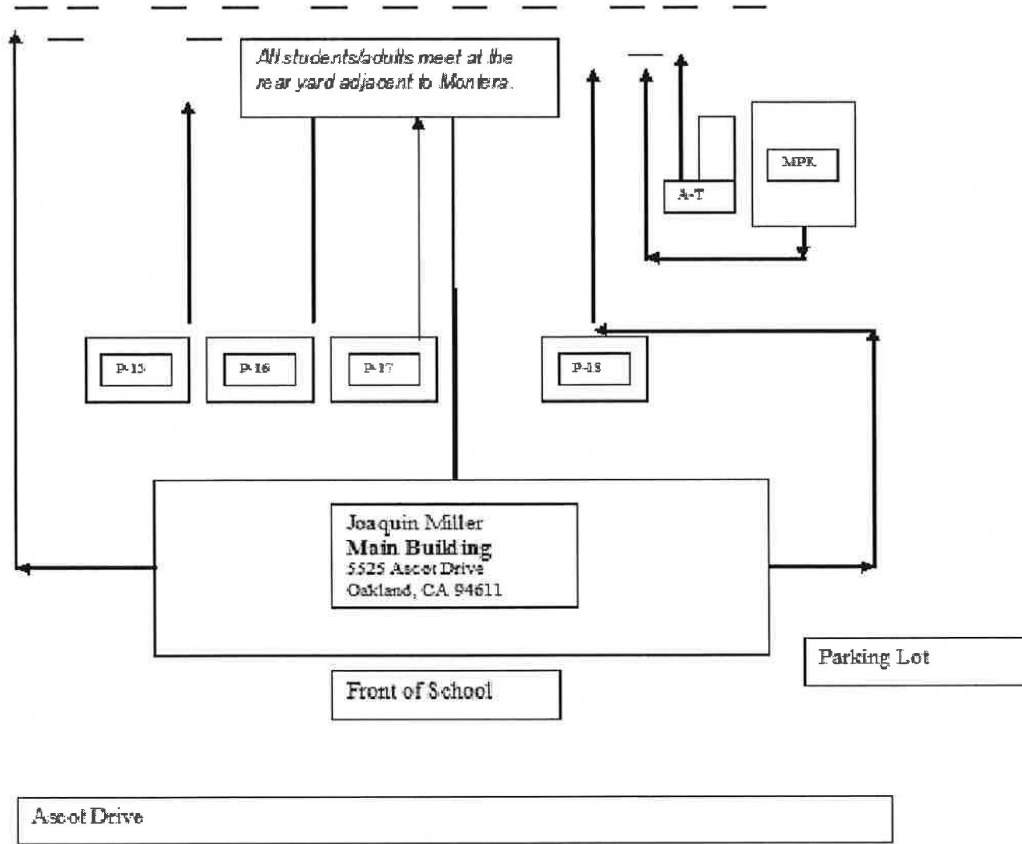
Rear Yard near Kick ball court and linked chain fence

- Upload Copy of Map
- Use Last Years Map

## Evacuation Map

Rear Yard near Kick ball court and linked chain fence

## Joaquin Miller's On-Site Evacuation Map



## Section 6: Off Campus Evacuation Map

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

### Off-Campus Evacuation/Assembly Location

a-1. Description/Name of location: Montclair Elementary School

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

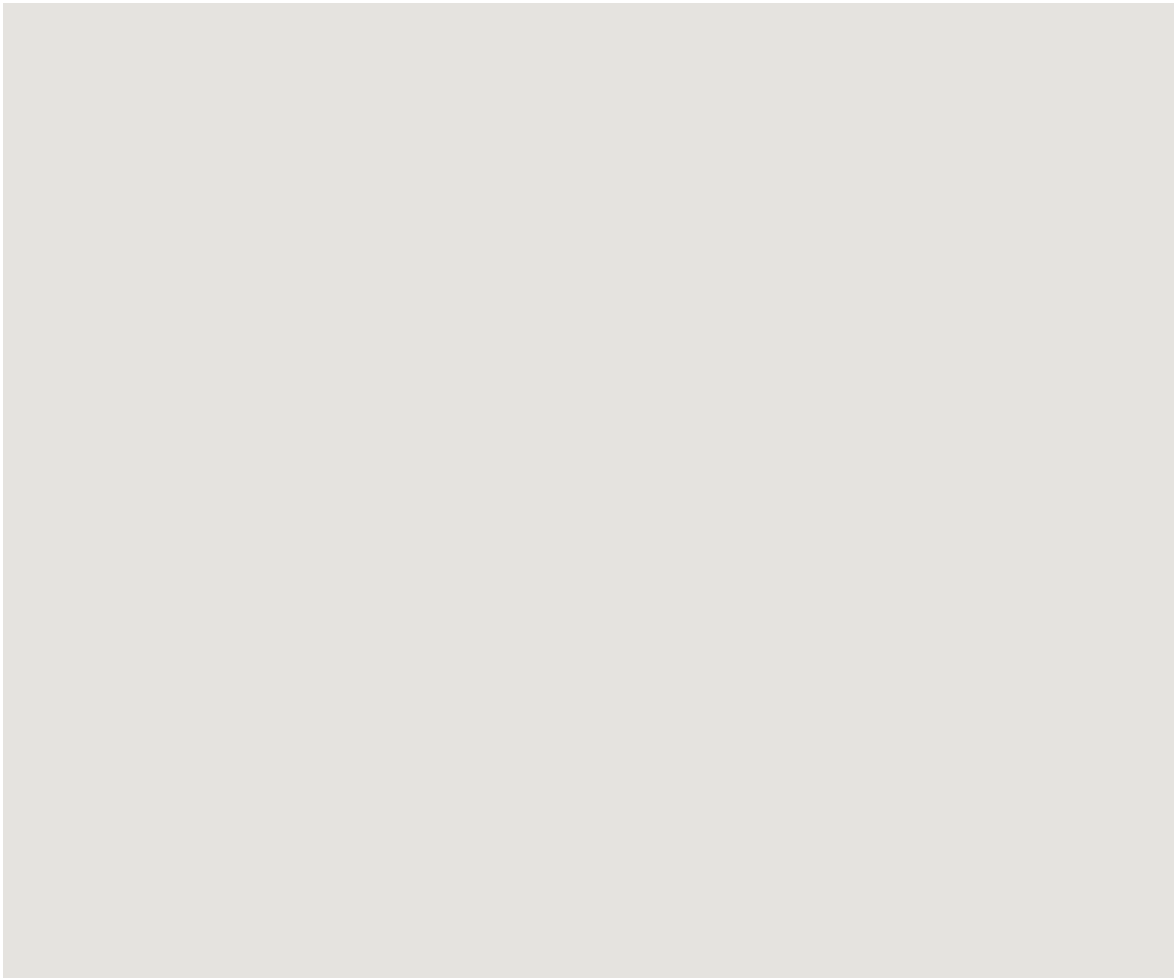
Nancy Bloom

C. Date of Agreement: 3/27/2014

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

A. School Street Address:  , Oakland, CA

B. Evacuation Street Address:  , Oakland, CA



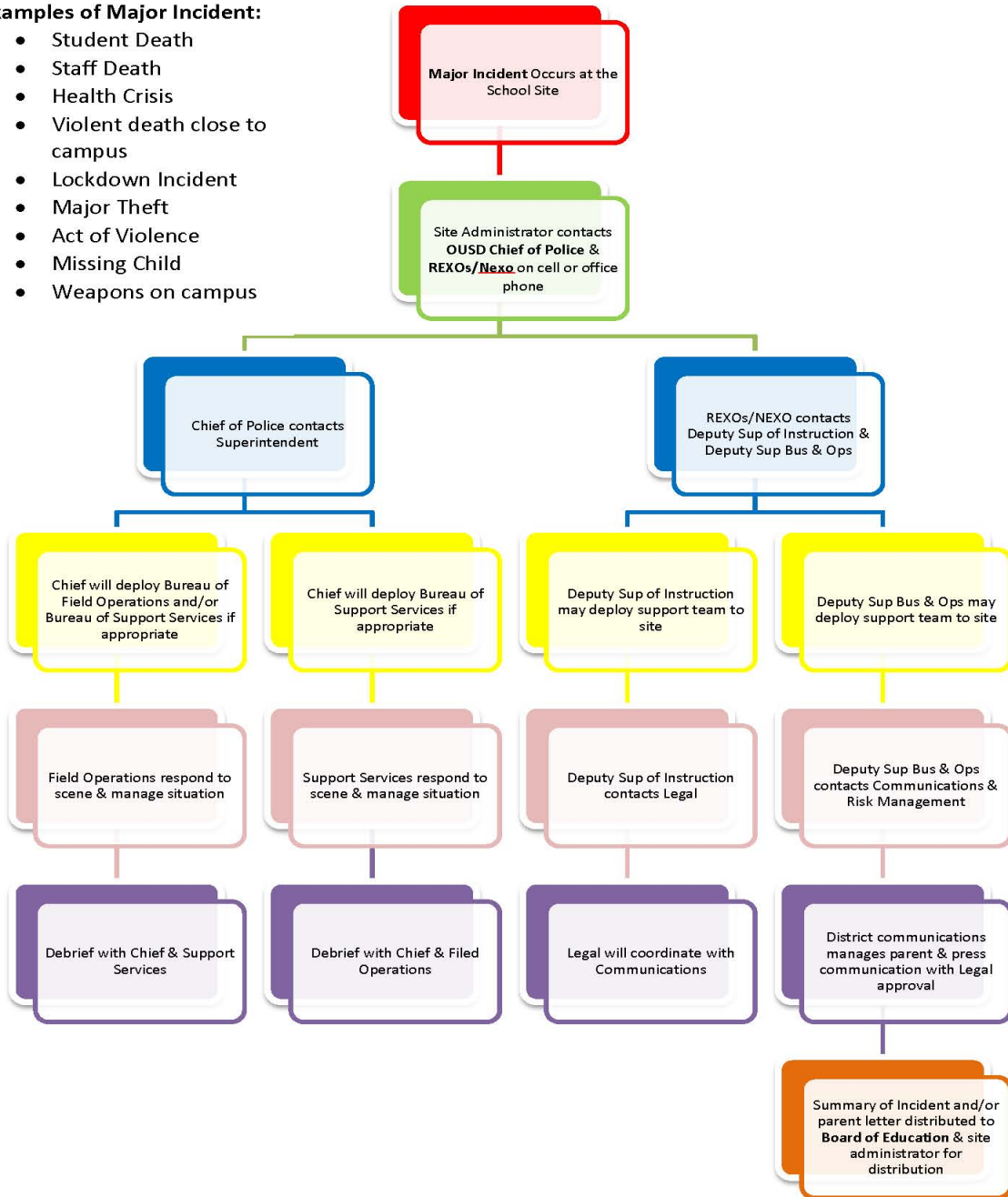


# Section 7: OUSD Emergency Response and Notification Protocol

## Oakland Unified School District Emergency/Crisis Response and Notification Protocol

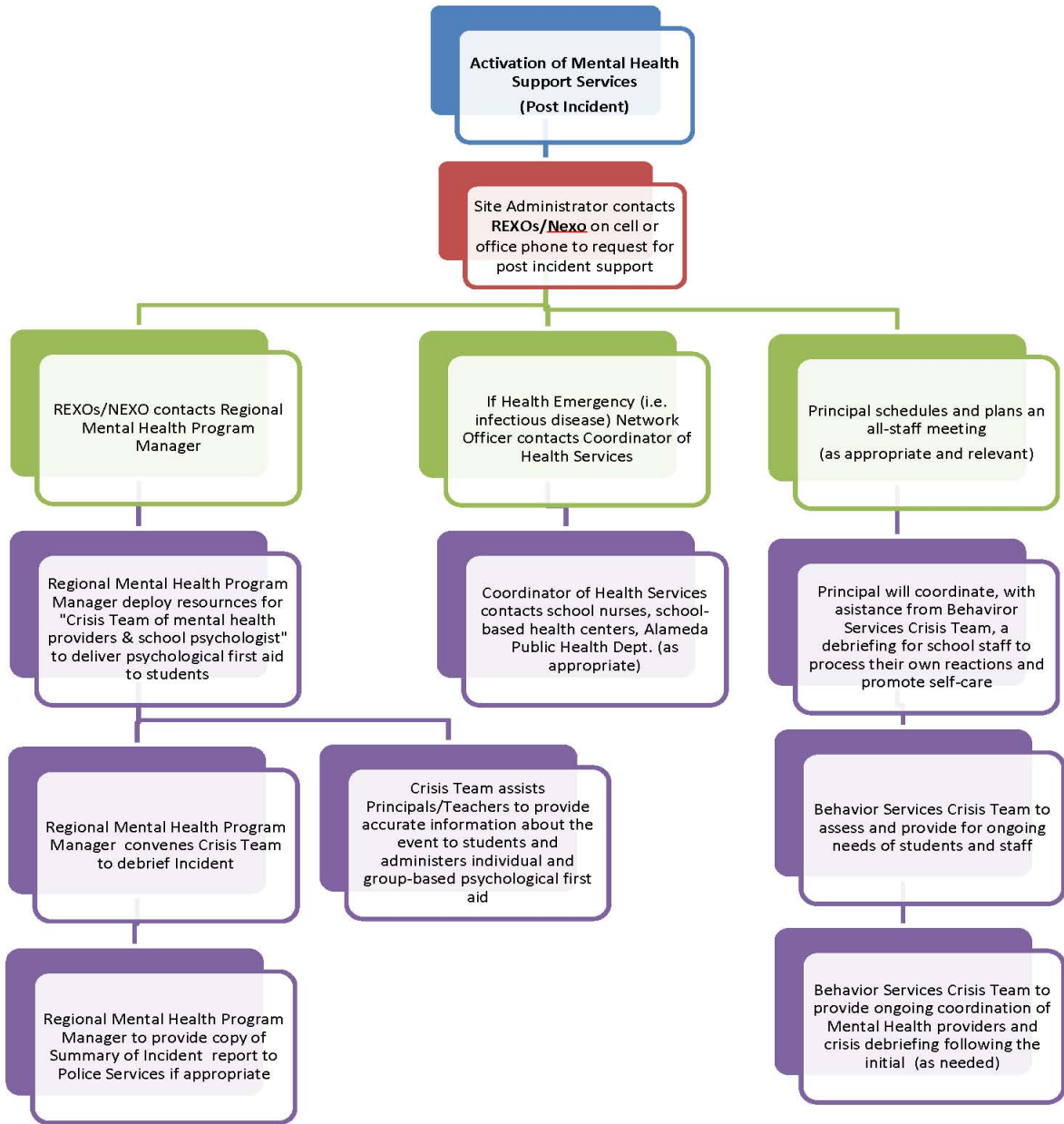
### Examples of Major Incident:

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





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



## Section 8: Afterschool Program

### AFTER SCHOOL PROGRAM

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

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

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

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

## AFTER SCHOOL PROGRAM

### Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

### Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

### Monthly Emergency Drill Report Form

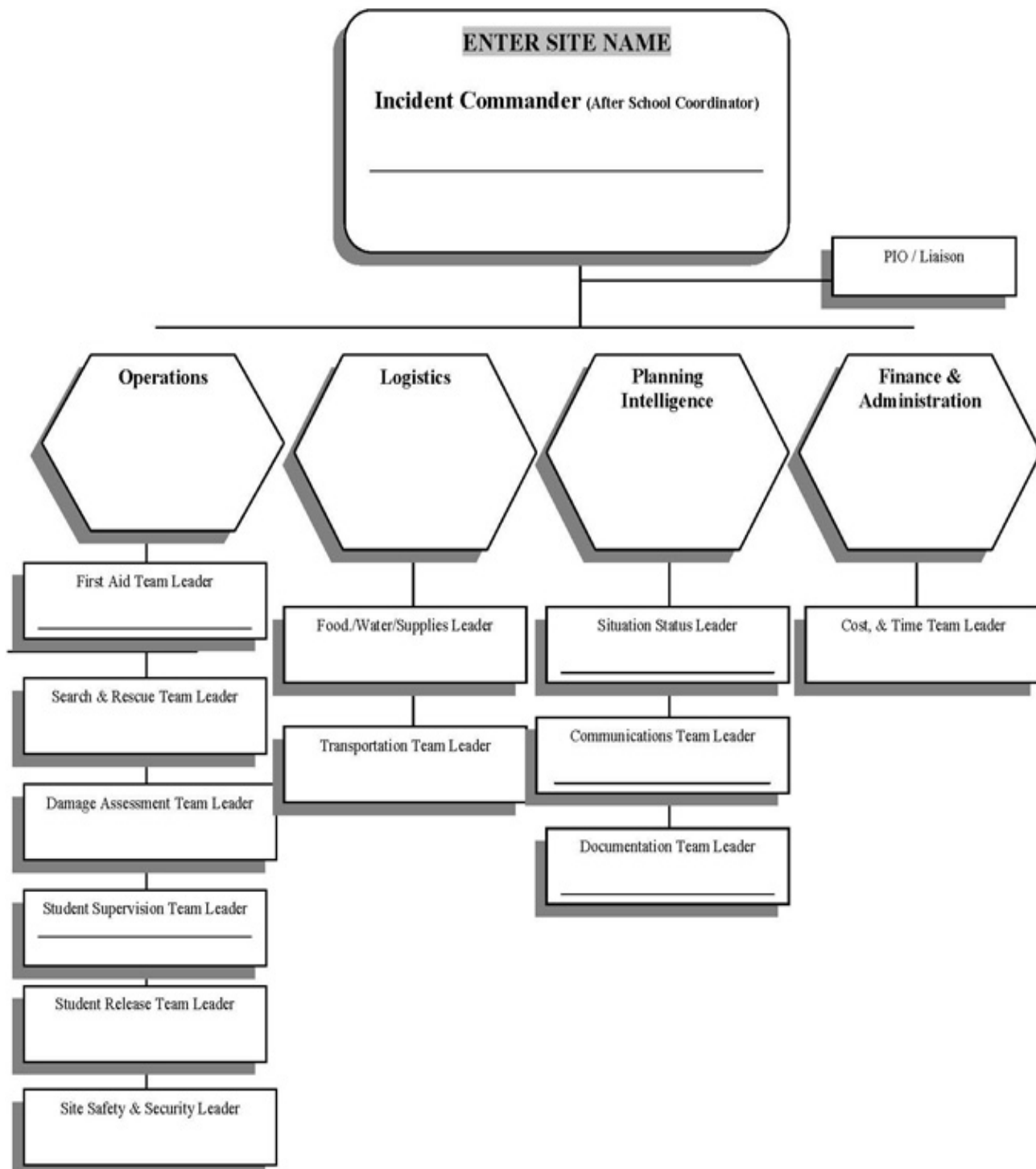
Month \_\_\_\_\_

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

After School Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

# AFTER SCHOOL PROGRAM



## **Safety Plan Appendix**

### **School Safety Plan**

#### ***APPENDIX: Safety for Special Needs Populations***

OAKLAND UNIFIED SCHOOL DISTRICT  
*Safety for Special Needs Populations*

## Safety for Special Needs Populations

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## 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.

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**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.



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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.**

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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.**

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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.

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## 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, don't worry greatly; it is a normal reaction to the stress of a being in a major disaster.

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

**Before a Disaster**

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

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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.

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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.

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

**Manual (non-motorized) Wheelchairs**

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

**Motorized Wheelchairs**

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



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

School Site Name/Site Number: Joaquin Miller - 142

- Title 1 School Wide Program N/A     SIG N/A
- Title 1 Targeted Assistance Program N/A     QEIA N/A

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

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

April 24, 2014
7. The public was alerted about the meeting through one of the following:
 

Fliers in students' home languages	(date) <u>April 24, 2014</u>
Announcement at the public meeting	(date) _____
Other (Notices and Media Announcements)	(date) _____

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

Signatures		
<u>Paulette Smith, Principal</u>		<u>4/24/14</u>
Print name of school principal	Signature	Date
<u>Jill Evans, SSC Chair</u>		<u>4/24/14</u>
Print name of SSC chairperson	Signature	Date
<u>Jenny Wong</u>		<u>5/2/14</u>
Print name of Chief of Police or Designee	Signature	Date
<u>Sandra Aguilera</u>		<u>5/13/14</u>
Print name of Regional Executive Officer	Signature	Date
<u>Susana Ramirez</u>		<u>5/27/14</u>
Print name of Director, State & Federal Compliance	Signature	Date

## School Site Council Membership Roster – Elementary School

**School Name:**   Joaquin Miller  

**School Year**   2013-2014  

<b>Chairperson:</b> Jill Evans	<b>Vice Chairperson:</b> Sara Green
<b>Secretary:</b> Sara Green	<b><u>DAC Representative:</u></b> <b>Deidre Robinson</b>

Check Appropriate

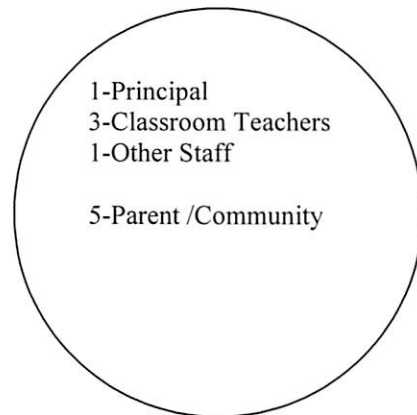
Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Paulette Smith		X			
Sara Green			X		
Jill Evans					X
Deidre Robinson			X		
Amanda Lockwood			X		
Sara Bank					X
Germaine Hunter					X
PJ RAMA				X	
Eric Runge					X
William Shaffer					X
<b>DAC Representative</b>					
Deidre Robinson					
	Email:				

<b>Meeting Schedule</b>	Third, Wednesday at 5:30 p.m.
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**SSC Legal Requirements:**

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be OUSD employees at the site.



# Title I School Parental Involvement Policy 2014 - 2015

Joaquin Miller Elementary

**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**

*Joaquin Miller* 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.
- Offer a flexible number of meetings for parents.
- 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.
- Provides parents of Title I students with timely information about Title I programs.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

## **School-Parent Compact**

Joaquin Miller 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**

Joaquin Miller 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

Report Cards  
Progress Conferences  
Parent Conferences

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- 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.
- 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.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

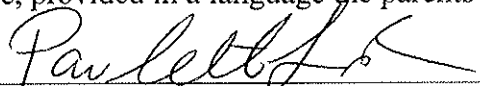
### **Accessibility**

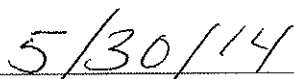
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

### **Adoption**

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

This policy was adopted by the (name of school) School Site Council on (04/24/14) and will be in effect for the 2014-15 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 Joaquin Miller'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)

## Joaquin Miller Elementary School Compact

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

### Staff Pledge:

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

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

### Student Pledge:

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

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

### Family/Parent Pledge:

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

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

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Student

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Teacher

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Parent/Guardian