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 Burckhalter 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.

Federal Programs

- Title I, Part A

Recommendation:

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

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Burckhalter Elementary

6001689

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Burckhalter Elementary School is a small school nestled in a residential neighborhood at the top of Edwards Avenue near Highway 580 in East Oakland. Our small size makes the school intimate; all staff knows each and every student and the students know all staff members and volunteers who support them at the school. At Burckhalter Elementary School we seek to make education meaningful for each and every student. Asking not "how smart is the child" but "how is the child smart," we guide our students to utilize their full potential, and we equip them to pursue it with passion, persistence, purpose and pride. Our motto, "Work Hard, Get Smart" is grounded in the belief that everyone at Burckhalter Elementary School: students, parents, teachers, staff and the community is committed to working hard. By working hard and getting smart we make a commitment to creating and nurturing a school environment that reflects the diversity of Oakland including gender, race, ethnicity, religion, physical abilities, learning styles, family structure, and socio-economics. Diversity is at our core and serves as our strength. With our standards-based curriculum, the goal of our school is to implement programs that are academically rigorous and instill a sense of responsibility, confidence, and a positive attitude for all students. Burckhalter has undergone many changes in the last three years to make it an exciting, diverse community. Demographic shifts in the school population have included an increase in English Learners (17.4 percent), who speak both Arabic and Spanish; we are 16 percent Latino. African American students make up 65 percent of the student population and Special Education (Autism) students make up another 13 percent, and the school is at a 79 percent Free and Reduced Lunch rate (data from 2010-11 SARC). OUSD statistics show that Burckhalter families account for 14 percent of the student body, the remaining students commute from other areas, primarily East Oakland. This shift in demographics and the continuous challenges of urban education have encouraged new conversations and practices to meet the needs of students and families at Burckhalter. The primary goal of Burckhalter Elementary School is to serve the academic and socio-emotional needs of all of its students. Since 2009, Burckhalter Elementary School students have made great gains in the core curricular areas, including reading/language arts, mathematics and science. Our net API growth has been 150 points for all students; 184 for African American students-the highest of any Oakland Unified School District elementary school. Our current Theories of Action are focused on the following and include: BALANCED LITERACY Creating and implement an

agreed upon reading, writing, and speaking instructional model which incorporates a balance of informational, poetry and high quality literature texts Providing all learners, through strategic, thematic unit development aligned to Common Core Standards, with a balance of skills, strategies, materials, and the social and emotional support that they need creating and implement an instructional model that focuses on the following teaching strategies: Modeled Reading/Writing, Shared Reading/Writing, Interactive Reading/Writing, Guided Reading/Writing, and Independent Reading/Writing. (S.T.E.M) Science, Technology, Engineering and Mathematics If teachers receive high leverage professional development in effective STEM education instructional strategies, then they will have the foundation necessary to enhance and enrich the core curriculum. Instruction will be focused on teaching science concepts, scientific thinking and scientific skills to inspire all students. We will use project-based learning integrating science, technology and mathematics to engage students, higher-level, problem-solving skills and build learners for life.

VISION

Burckhalter Elementary School Vision We want Burckhalter Elementary School to be known as a caring full service community school where Each and Every student gains the confidence to become positive 'can do' quality learner! We are committed to working with community-based organizations, nonprofit organizations, and other public or private entities to provide a coordinated and integrated set of comprehensive academic, social, and health services that respond to the needs of ALL students, students, family members, and community members. In addition, Burckhalter Elementary is committed to fostering family engagement by bringing together all partners in order to offer a wide range of supports and opportunities for students, family members, and community members.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

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

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	54.8%	No	44.8%	No
	Black or African American	56.2%	Yes	39.7%	No
	Asian	61.5%	--	53.3%	--
	Hispanic or Latino	38.9%	--	58.3%	--
	Two or More Races		--	63.6%	--
	Socioeconomic Disadvantaged	54.5%	No	44.2%	No
	English Learner	44.4%	--	25.9%	--
	Students with Disabilities	57.9%	--	41.4%	--

Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	60.3%	No	51.4%	No
	Black or African American	58.9%	No	47.4%	No
	Asian	69.2%	--	66.7%	--
	Hispanic or Latino	52.6%	--	45.8%	--
	Two or More Races		--	54.5%	--
	Socioeconomic Disadvantaged	60%	No	51%	No
	English Learner	52.6%	--	44.4%	--
	Students with Disabilities	52.6%	--	41.4%	--

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?	NA	NA

(Not set until 2014-15)		

OUSD School Balanced Scorecard

- 02 - Burckhalter - 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 QUALTIY REVIEW INFORMATION IS REPORTED IF A SCHOOL HAS RECEIVED AN SQR BY FALL 2013.

SQR Summary Report

- 2011-2012 Summary Report

SQR Improvement Priorities

SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities)	SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.)
Provide all students, especially significant subgroups, with Common Core aligned curriculum that is meaningful and challenging; ensure all student groups progress toward yearly SQIS Goals	☑ 1A ☑ 1B ☑ 1C ☑ 1D ☑ 1E ☐ 1F ☐ 2A ☐ 2B ☐ 2C ☐ 2D ☑ 3A ☐ 4A ☐ 5A
Significantly improve quality and consistency of teacher practice in implementing rigorous instructional strategies, aligned to key K-5 ELA CCSS for all students	☑ 1A ☑ 1B ☑ 1C ☑ 1D ☑ 1E ☐ 1F ☐ 2A ☐ 2B ☐ 2C ☐ 2D ☑ 3A ☐ 4A ☐ 5A
Ensure staff regularly collect and analyze multiple kinds of data about all students especially ELL's, Foster Youth, AA's and students with disabilities to ensure they "Thrive" while at school	☑ 1A ☑ 1B ☑ 1C ☑ 1D ☑ 1E ☐ 1F ☐ 2A ☐ 2B ☐ 2C ☐ 2D ☑ 3A ☐ 4A ☐ 5A
Provide annual school engagement opportunities for all families to understand what their child is learning; why they're learning it; what it looks like to perform well and how they can support them	☑ 1A ☑ 1B ☑ 1C ☑ 1D ☑ 1E ☑ 1F ☐ 2A ☑ 2B ☐ 2C ☐ 2D ☑ 3A ☑ 4A ☐ 5A

Other School Accountability/Improvement Plans (optional)

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

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

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

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

The School Accountability Plan School Site Council/ Parents: After the School Site Council is elected their responsibilities will include the following: -At monthly meetings, the SSC will monitor the progress of the implementation of the 2014-15 CSSSP plan according to the indicators of success. The SSC will analyze all forms of data including attendance, behavior referrals, SBAC and trimester benchmark data aligned to the indicators of success and make any necessary adjustments to ensure students' socio-emotional and academic progress and success. - The SSC, along with the administrators will facilitate a State of the School presentation at our annual Back to School-Title I meeting in the Fall of 2014. This will serve as one of two annual meetings to inform and update parents and our larger community on Burckhalter's progress towards the indicators of progress outlined in the CSSSP plan. This will serve as opportunities to solicit input on how to improve progress. PTO, SSC, Students and Staff Monitoring of School Culture and Climate: - An annual school-wide survey will be developed and distributed two times a year and the data collected will be examined by all constituents. The data will be used to inform decisions related to school climate, culture, and celebrations. - Annual Healthy Kids Survey and Climate and Culture surveys will be analyzed at the end of the school year to help determine next steps for implementing programs that support the creation of a welcoming and caring school. 2014-15 Goals: Organize PTO to increase parent and community involvement. By prioritizing and elevating the necessity for a PTO, Burckhalter will seek to create opportunities for parents to meet with each other and become involved in school site activities, Foster a school community atmosphere, and support the mission and vision of the school and school district. Staff Monitoring of SBAC, Trimester Benchmark Data and other forms of data: -2014-15 Goals: Create sustainable Professional Learning Communities that are responsive to changing student populations, changing staff profiles and aligned to school, district and state priorities; Provide "protected" time and resources for teachers to work together primarily focused on student progress; -Ensure ALL staff, including After school program staff, regularly analyze multiple kinds of data about student performance and their experience of learning; -Provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice -Continue to strengthen the Instructional Leadership Team (ILT), to build formal structures for staff to build and strengthen school climate and culture (discipline), create, implement, and access the school-wide instructional plan, collaborate between and among grade levels and analyze data related student progress. -Staff will review data and participate in Academic Conferences (individual teacher, student, and grade levels at least 3x per year (ELA); 3x per year Math -Benchmark data in ELA, Math, Science, and Writing will be shared at monthly SSC meetings following each administration, displayed on our parent information board, sent home to families, and available in individual teachers' classroom. Staff Accountability will also include, but not be limited to, the following: -School-wide staff Retreat: Staff sets goals for the year, reflects on school progress - Instructional Learning Team: 2x per month, drives PD and instructional support plans -Learning Walks: 2x per year whole school walkthrough with instructional focus -Operational committee meetings: 1x per month support of school operations -Staff Data Summits: 3x per year monitoring school progress toward meeting individual and grade level student achievement -Parent Data Nights: 2x per year monitoring school progress toward meeting individual and grade level student achievement

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

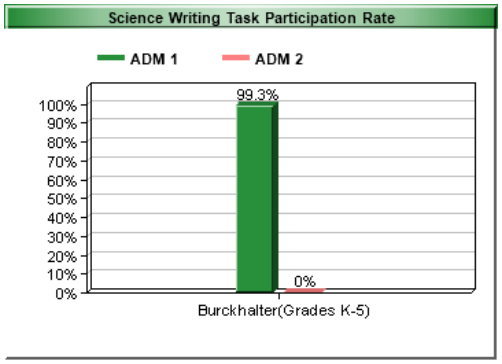
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

School Quality Standards relevant to this Strategic Priority

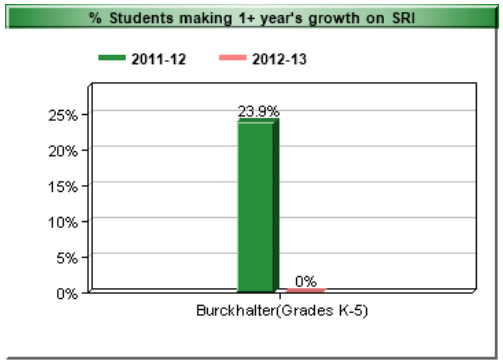
A quality school...

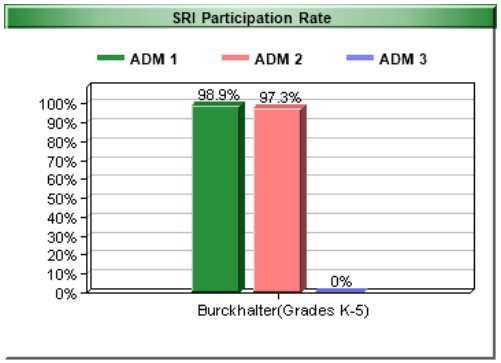
- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [2011-2012: Developing]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [2011-2012: Developing]
- provides and ensures equitable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

Benchmark



SRI





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

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- Goal: Progress each year toward the School Quality Instructional Goals; exceed 13-14 Annual Yearly Progress targets for students and all significant subgroups (ELL's, Foster Youth, AAM's) at all levels including those performing at or above proficient in ELA.
- Based upon 12-13 and 13-14 academic data, ensure at least 50% or more EL students, foster youth, and other significant subgroups, advance 1 proficiency level per year on CELDT, SRI, and benchmark assessments; decrease all ELA gaps between all significant subgroups

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

- On 11-12 and 12-13 (ELA) CST/CMA, the overall percentage of students who scored PRO/ADV was (44%) down (10%) from (54%) in 11-12. Goal is to ensure all K-5 students have multiple opportunities to practice all elements of SBAC prior to testing.
- Of the 178 2-5 graders tested on Midyear 13-14 SRI, 60% demonstrated positice growth; 3rd grade had largest growth (149) Lexile points. 39% (51) of 2-5 grade students are Below Basic showing no adequate growth.
- Of the 22 K-5 ELL's that were administered the CELDT in 2011-12 and 2012-13, 50% (11) showed growth or scored Level 5; 41% (9) showed no significant growth and 9%(2)students showed negative growth. Goal is to implement a rigorous ELD curriculum.
- Of the 115 3-5 students that were administered the ELA CST in 2011-12 and 2012-13, 28% (32) showed growth or advanced 2yrs; 43% (49) showed no significant growth and 30%(35)students showed negative growth.
- As we transition to the Common Core, instructional practices must be more rigorous. Instructional practices will be aligned to help students read "deeply", use claims and evidence to formulate arguments and write competently for different purposes.

Theory of Action

- If we implement an agreed upon reading, writing, and speaking instructional model which includes a balance of non-fiction informational and high quality literature texts for all students, then they will be equipped to meet the demand of the CCSS.
- If we provide all learners, through strategic, thematic unit development aligned to Common Core Standards, with a balance of skills, strategies, materials, and the socio-emotional support that they need, then they will be college and career ready.
- If we provide PD that focuses on Modeled Reading/Writing, Shared Reading/Writing, Interactive Reading/Writing, Guided Reading/Writing, and Independent Reading/Writing, then teachers will have requisite skills to reach and teach all learners.

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
Teachers employ Differentiated Instructional strategies in the core curriculum and on CCSS to engage all students.	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Principal	6/2/2014	105SQI1A1915	All teachers create intervention and acceleration groups and utilize materials to meet student needs	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	State tests	Low to Middle-Performing	Monthly	Principal	6/2/2014	105SQI1A2705	Teachers provide academic support at least 3X/week for students not proficient in core subject areas.	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	CELDT	English Learners & Redesignated	Every Marking Period	Principal	6/2/2014	105SQI1A2708	Provide supplies to support English Learners specific needs; strengthen English Language proficiency in acquiring Academic English	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	Other (OCR, etc)	English Learners & Redesignated	Every Semester	Principal	6/2/2014	105SQI1A2718	Purchase books other than textbooks and other supplemental materials, in addition to district adopted English Leaners Development curricula, to support English Learners and other students not proficient in English or reading at/above grade level	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$4,997.53
College and Career Readiness Focus: Students participate in study tours and outdoor	State tests	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI1A2509	Transportation for study tours to extend students' learning beyond the classroom aligned to topics and themes in science, reading, mathematics and	3010-Title I	5826-NON-CONTRACT SERVICES		0	$10,000.61

education to extend their learning beyond the classroom, aligned to topics and themes in science, reading, mathematics, technology and the arts.							technology					
Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Principal	4/4/2014	105SQI1A5380	Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	790-Unrestricted EIA-SCE Support	5828-ASSEMBLIES/CLASSRM PRESENTION		0	$2,999.99
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	4/4/2014	105SQI1A5647	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	5-LCFF Supplemental	4310-SUPPLIES		0	$3,607.96
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	State tests	SQIS Target Group	Monthly	Principal	4/4/2014	105SQI1A6975	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$2,095.96
Purchase	State tests	SQIS Target	Monthly	Principal	6/2/2014	105SQI1A5651	Supplies and materials,	N/A			0	$0.00

supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.		Group					books other than text books, needed for all learners not proficient in ELA and/or math					
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	State tests	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1A756	Create consultant contract for Computer Intervention Specialist who will implement and monitor software to respond to students' reading needs (intervention, acceleration)	3010-Title I	5825-CONSULTANTS		0	$35,000.00
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	CELDT	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1A760	Purchase software (Achieve 3000, Waterford and Reading Assistant), hardware and provide professional development to fully implement of computer-based software. intervention/acceleration	791-Unrestricted EIA-LEP Support	5846-LICENSING AGREEMENTS		0	$6,000.00
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1A6976	Purchase hardware (laptops, document cameras, interactive whiteboards, projectors) and provide professional development to fully implement computer-based software and provide access for all students.	790-Unrestricted EIA-SCE Support	4410-Equipment $500-4,999		0	$15,000.00
Design and implement school structures to support literacy instruction	State tests	SQIS Target Group	Every Marking Period	Grade leve/Department Team	5/4/2014	105SQI1A691	Provide substitute release time for teacher collaboration (PLC)	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	$7,500.00

across all core subject areas												
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI1A6224	Focus on developing integrated school-wide units and lessons to strengthen Common Core ELA aligned academic program	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI1A6226	Develop schedules and tools for teachers to implement CCCG units/lessons	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI1A6227	Provide PD aligned to (3) Common Core ELA foci: Improving Academic Discussions, Writing with Evidence and Close Reading of Complex Texts	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI1A6229	Define quality student group work, create and use group work rubric	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common	Other (OCR, etc)	SQIS Target Group	Every Marking Period		6/2/2014	105SQI1A6230	Create systems and structures for monitoring CCCG formative and summative data	N/A			0	$0.00

Core ELA indicators of success												
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	105SQI1A7487	Monthly walkthroughs to monitor, support, give targeted feedback on implementation and next steps	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1A7488	Weekly PLC planning using all relevant data including SRI, Running Records, writing samples, interim and observational data	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	105SQI1A7489	Peer observations and coaching with Leadership Team members and support coaches	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Other	5/4/2014	105SQI1A7490	Utilize substitute time to support data conferences with circuit and grade level teams for data analysis	N/A			0	$0.00

development, assessments and, when necessary, coaching												

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

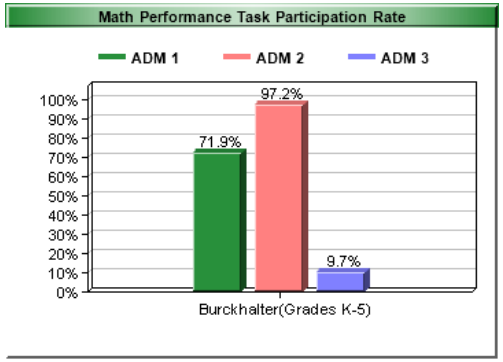
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Benchmark



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

- All K-5 teachers currently teach science 90+ minutes per week; instruction will be focused on teaching NGSS concepts, deepen scientific thinking and strengthen scientific skills to ensure all students meet current Common Core Standards.
- As a Science Cohort School, students are engaged in hands-on science projects that are integrated with literacy and math;

this helps students solve scientific problems, utilize scientific note-booking and data gathering and think critically.

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

- On 11-12 and 12-13 (Math) CST/CMA, the overall percentage of students who scored PRO/ADV was (50%) down (11%) from (61%) in 11-12. Goal is to ensure all K-5 students have multiple opportunities to practice all elements of SBAC prior to testing.
- On 2011-12 (Science) CST, 42% of students tested were PRO/ADV down from 95% in 2011-12. Goal is for students to read more non-fiction and informational text and deepen science content knowledge via Achieve 3000 software program.
- Burckhalter is a Science Cohort school, integrating Science and Writing to increase literacy across all grade levels; Professional Development in rigorous instruction and "Best Practices" help to build teacher capacity in the STEM curricular areas.
- All K-5 students, including SPED students, have daily opportunities to engage with technology, including hardware (PC computer lab, SMARTBOARDS, Chromebooks, IPADS) and software (Achieve 3000, SuccessMaker, Waterford) increasing academic achievement
- As we transition to the Common Core, instructional practices must be rigorous. Instructional practices will be aligned to help students make sense of mathematical problems and persevere in solving them.

Theory of Action

- If teachers receive high leverage professional development in effective STEM education instructional strategies, then they will have the foundation necessary to enhance and enrich the core curriculum providing accessibility for all students.
- If instruction is focused on teaching science concepts and using claims and evidence to support scientific thinking and science note-booking skills to record thoughts, ideas and data, then students will be prepared for NGSS and CCSS.
- If we use project-based learning that integrates science, technology and mathematics to engage students and teach higher-level, problem-solving skills, then we will inspire life-long learners.

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
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	State tests	Low to Middle-Performing	Monthly	Principal	6/2/2014	105SQI1B2705	Teachers provide academic support at least 3X/week for students not proficient in core subject areas.	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g.	CELDT	English Learners & Redesignated	Every Marking Period	Principal	6/2/2014	105SQI1B2708	Provide supplies to support English Learners specific needs; strengthen English Language proficiency in acquiring Academic English	N/A			0	$0.00

English Learners and Foster Youth).												
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	Other (OCR, etc)	English Learners & Redesignated	Every Semester	Principal	6/2/2014	105SQI1B2718	Purchase books other than textbooks and other supplemental materials, in addition to district adopted English Leaners Development curricula, to support English Learners and other students not proficient in English or reading at/above grade level	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$4,997.53
College and Career Readiness Focus: Students participate in study tours and outdoor education to extend their learning beyond the classroom, aligned to topics and themes in science, reading, mathematics, technology and the arts.	State tests	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI1B2509	Transportation for study tours to extend students' learning beyond the classroom aligned to topics and themes in science, reading, mathematics and technology	3010-Title I	5826-NON-CONTRACT SERVICES		0	$10,000.61
Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Principal	4/4/2014	105SQI1B5380	Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	790-Unrestricted EIA-SCE Support	5828-ASSEMBLIES/CLASSRM PRESENTION		0	$2,999.99
Purchase supplies and	Local assessments	SQIS Target Group	Weekly	Principal	4/4/2014	105SQI1B5647	Purchase supplies and materials, books other	5-LCFF Supplemental	4310-SUPPLIES		0	$3,607.96

materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	(benchmarks, PWA)						than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.					
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	State tests	SQIS Target Group	Monthly	Principal	4/4/2014	105SQI1B6975	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$2,095.96
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	State tests	SQIS Target Group	Monthly	Principal	6/2/2014	105SQI1B5651	Supplies and materials, books other than text books, needed for all learners not proficient in ELA and/or math	N/A			0	$0.00
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled	State tests	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1B756	Create consultant contract for Computer Intervention Specialist who will implement and monitor software to respond to students' reading needs (intervention, acceleration)	3010-Title I	5825-CONSULTANTS		0	$35,000.00

reading independence												
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	CELDT	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1B760	Purchase software (Achieve 3000, Waterford and Reading Assistant), hardware and provide professional development to fully implement of computer-based software. intervention/acceleration	791-Unrestricted EIA-LEP Support	5846-LICENSING AGREEMENTS		0	$6,000.00
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1B6976	Purchase hardware (laptops, document cameras, interactive whiteboards, projectors) and provide professional development to fully implement computer-based software and provide access for all students.	790-Unrestricted EIA-SCE Support	4410-Equipment $500-4,999		0	$15,000.00
Design and implement school structures to support literacy instruction across all core subject areas	State tests	SQIS Target Group	Every Marking Period	Grade leve/Department Team	5/4/2014	105SQI1B691	Provide substitute release time for teacher collaboration (PLC)	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	$7,500.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI1B6224	Focus on developing integrated school-wide units and lessons to strengthen Common Core ELA aligned academic program	N/A			0	$0.00

Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI1B6226	Develop schedules and tools for teachers to implement CCCG units/lessons	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI1B6227	Provide PD aligned to (3) Common Core ELA foci: Improving Academic Discussions, Writing with Evidence and Close Reading of Complex Texts	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI1B6229	Define quality student group work, create and use group work rubric	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Every Marking Period		6/2/2014	105SQI1B6230	Create systems and structures for monitoring CCCG formative and summative data	N/A			0	$0.00

Teachers are provided release time to plan thematic, integrated units (math, science, technology and literacy) collaboratively in PLC meetings	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	6/2/2014	105SQI1B757	Students are engaged in hands-on, differentiated, project-based, arts integrated experiences in the classroom	N/A			0	$0.00
Science is taught weekly for at least 90 minutes and is integrated with high quality texts (literature, informational and/or poetry); writing is integrated throughout	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	6/2/2014	105SQI1B759	Students are engaged in hands-on, differentiated, project-based, arts integrated science lessons and experiences both in and outside the classroom	N/A			0	$0.00
Mathematics instruction is connected to building students' critical thinking skills through the solving of real world problems	State tests	SQIS Target Group	Weekly	Grade leve/Department Team	6/2/2014	105SQI1B758	Daily mathematics instruction is aligned to key grade level Common Core Standards and assessments (performance, formative) drive instruction	N/A			0	$0.00
Students will participate in outdoor education study tours and field trips to extend their learning in science, math, engineering and technology, especially those students not proficient in	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Principal	6/2/2014	105SQI1B2507	Fund outdoor education opportunities focused on science, mathematics and technology	790-Unrestricted EIA-SCE Support	5829-ADMISSION FEES		0	$0.00

reading and mathematics.												
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	6/2/2014	105SQI1B7493	Technology Lead Teacher and Computer Intervention Specialist help implement school-wide vision for technology integration	N/A			0	$0.00
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Grade leve/Department Team	6/2/2014	105SQI1B7497	Lead Science and Mathematics Teachers support science and math instruction at site, attend monthly meetings, provide instructional organization to align curriculum	N/A			0	$0.00
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	State tests	SQIS Target Group	Weekly	Leadership Team	6/2/2014	105SQI1B7498	Host Annual Science Fair and Family Science and Mathematics Nights	N/A			0	$0.00
College and	Local	SQIS Target	Weekly	Other	6/2/2014	105SQI1B7499	Provide weekly access	N/A			0	$0.00

Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	assessments (benchmarks, PWA)	Group					to technology for those students with no or limited access outside of school					

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Burckhalter's pre-K to Kindergarten transition plan includes providing parents of Pre-K children with opportunities during the Spring to visit the Kindergarten classrooms and meet and talk with the teachers and participate in First Five summer camp.
- Burckhalter hosts middle school leaders and holds assemblies and meetings for parents of 5th graders and their children to learn about middle school options prior to transitioning to middle school.

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

- During the 2013-14 school year, more than 50% of incoming kindergarten students did not attend a formal preschool program-we must address this with a strong kindergarten program to close the gap early
- Less than 10% of the 2013-14 incoming kindergarten class attended Burckhalter's "First 5" Kindergarten Transition program (Summer 2013)-we want to continue to host this summer intervention program for incoming kindergarteners to give them a boost.
- More than 80% of Burckhalter's 5th grade students plan on attending an OUSD middle school in the fall of 2013-14-during the 2014-14 school year Burckhalter hosted Middle School Options Night-to strengthen and increase middle school connections.
- Accurate and ongoing implementation and analysis of SRI data provides a clear and immediate view of students' reading lexile levels. The goal is for all students to be on track for college and career readiness before leaving 5th grade.

Theory of Action

- If we effectively implement developmentally appropriate curriculum that is aligned with kindergarten standards, then Pre-K children will be better equipped to succeed in kindergarten and beyond.
- If we successfully prioritize the importance of maintaining a good attendance record with incoming Pre-K parents, then parents will understand the benefits of and assume responsibility for ensuring students attend school more than 90% of the time.
- If we establish and maintain a transition protocol and a timeline for the transition process that can be easily replicated and updated annually, then our 5th graders will be better prepared to meet the demands of middle school.

- If we effectively implement developmentally appropriate curriculum that is aligned with middle school curricular standards, then our 5th graders will be better equipped to succeed in middle school and beyond.
- If we communicate the importance of establishing open communication with incoming families before and throughout the school year, then we can create and maintain meaningful Family-Child-Teacher (School) relationships.

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
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	State tests	Low to Middle-Performing	Monthly	Principal	6/2/2014	105SQI1C2705	Teachers provide academic support at least 3X/week for students not proficient in core subject areas.	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	CELDT	English Learners & Redesignated	Every Marking Period	Principal	6/2/2014	105SQI1C2708	Provide supplies to support English Learners specific needs; strengthen English Language proficiency in acquiring Academic English	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	Other (OCR, etc)	English Learners & Redesignated	Every Semester	Principal	6/2/2014	105SQI1C2718	Purchase books other than textbooks and other supplemental materials, in addition to district adopted English Leaners Development curricula, to support English Learners and other students not proficient in English or reading at/above grade	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$4,997.53

							level					
College and Career Readiness Focus: Students participate in study tours and outdoor education to extend their learning beyond the classroom, aligned to topics and themes in science, reading, mathematics, technology and the arts.	State tests	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI1C2509	Transportation for study tours to extend students' learning beyond the classroom aligned to topics and themes in science, reading, mathematics and technology	3010-Title I	5826-NON-CONTRACT SERVICES		0	$10,000.61
Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Principal	4/4/2014	105SQI1C5380	Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	790-Unrestricted EIA-SCE Support	5828-ASSEMBLIES/CLASSRM PRESENTION		0	$2,999.99
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	4/4/2014	105SQI1C5647	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	5-LCFF Supplemental	4310-SUPPLIES		0	$3,607.96
Purchase supplies and	State tests	SQIS Target Group	Monthly	Principal	4/4/2014	105SQI1C6975	Purchase supplies and	790-Unrestricted	4310-SUPPLIES		0	$2,095.96

materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.							materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	EIA-SCE Support				
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	State tests	SQIS Target Group	Monthly	Principal	6/2/2014	105SQI1C5651	Supplies and materials, books other than text books, needed for all learners not proficient in ELA and/or math	N/A			0	$0.00
Transitions: Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	Students Transitioning In/Out	End of Year	Principal	6/2/2014	105SQI1C2512	Host 5th grade orientation and options meetings for families	N/A			0	$0.00
Transitions: Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	Students Transitioning In/Out	Every Semester	Principal	6/2/2014	105SQI1C2514	Invite middle school representatives to speak with students and families regarding middle school options	N/A			0	$0.00
Transitions: Engage outgoing 5th grade	Other (OCR, etc)	Students Transitioning In/Out	Every Semester	Principal	6/2/2014	105SQI1C2515	Schedule middle school tours for outgoing 5th	N/A			0	$0.00

families to support transition from elementary to middle school.							grade students and families					
College and Career Readiness Focus: Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	Students Transitioning In/Out	Every Semester	After school program coordinator	6/2/2014	105SQI1C2745	Schedule fieldtrips to local colleges and universities.	N/A			0	$0.00
College and Career Readiness Focus: Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	SQIS Target Group	Every Semester	After school program coordinator	6/2/2014	105SQI1C2746	Invite high school students and college representatives to speak with students and families regarding college options	N/A			0	$0.00
Define key grade level common core standards to be taught (what must all students know and be able to do before leaving each grade level)	State tests	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI1C6759	Students meet or exceed grade level common core standards	N/A			0	$0.00
RTI Consultant	State tests	SQIS Target Group	Weekly	Principal	5/4/2014	105SQI1C5643	Provide academic and	5-LCFF Supplemental	5825-CONSULTANTS		0	$20,000.00

(focus on Foster Youth, AA students, ELL?s)							socio-emotional support to identified students not proficient in core curricular areas as evidenced by SRI, CELDT, benchmark assessments and CST scores					
Engage and increase parent involvement through monthly meetings, parent education meetings and other celebrations.	Other (OCR, etc)	SQIS Target Group	Monthly	Principal	6/6/2014	105SQI1C5669	Provide food, refreshments, supplies and resources for all .parent meetings including PTO/PTA, evening, and Saturday meetings	9901-Title I - Parent Participation	4399-SURPLUS		0	$1,067.83

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- 88% of all 5th graders surveyed on the 2012-13 California Healthy Kids Survey responded that they believe that their parents want them to do their best and that they can do a good job.
- 83% of all 5th graders surveyed responded on the 2012-13 California Healthy Kids Survey that their parent or some other grownup cares about their schoolwork.

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

- Analysis of SRI and Achieve 3000 data, indicates several 2nd-5th grade students are on track to succeed in College and Career; all students must become aware of the options available to them related to college and career interests.
- Beginning in Kindergarten, it is important that all students and their families know and understand the BEST practices, behaviors, and skills, needed for success in college and in career readiness including attending school EVERYDAY!

Theory of Action

- If we provide all learners, through strategic, thematic unit development aligned to Common Core Standards, with a balance of skills, strategies, materials, and the socio-emotional support that they need, then they will be college and career ready.
- If we prioritize the importance of maintaining a good attendance record with incoming Pre-K parents, then parents will ensure students attend school more than 90% of the time, building a foundation for college and career readiness.
- If we implement a data-driven system to identify students K-5 that are potentially "off-track" for grade-level or developmental age, and employ individualized educational plans to get them back on track, then they will be college and career ready.

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
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	State tests	Low to Middle-Performing	Monthly	Principal	6/2/2014	105SQI1D2705	Teachers provide academic support at least 3X/week for students not proficient in core subject areas.	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	CELDT	English Learners & Redesignated	Every Marking Period	Principal	6/2/2014	105SQI1D2708	Provide supplies to support English Learners specific needs; strengthen English Language proficiency in acquiring Academic English	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	Other (OCR, etc)	English Learners & Redesignated	Every Semester	Principal	6/2/2014	105SQI1D2718	Purchase books other than textbooks and other supplemental materials, in addition to district adopted English Leaners Development curricula, to support English Learners and other students not proficient in English or reading at/above grade level	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$4,997.53
College and Career Readiness	State tests	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI1D2509	Transportation for study tours to extend students' learning beyond the	3010-Title I	5826-NON-CONTRACT SERVICES		0	$10,000.61

Focus: Students participate in study tours and outdoor education to extend their learning beyond the classroom, aligned to topics and themes in science, reading, mathematics, technology and the arts.							classroom aligned to topics and themes in science, reading, mathematics and technology					
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	State tests	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1D756	Create consultant contract for Computer Intervention Specialist who will implement and monitor software to respond to students' reading needs (intervention, acceleration)	3010-Title I	5825-CONSULTANTS		0	$35,000.00
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	CELDT	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1D760	Purchase software (Achieve 3000, Waterford and Reading Assistant), hardware and provide professional development to fully implement of computer-based software. intervention/acceleration	791-Unrestricted EIA-LEP Support	5846-LICENSING AGREEMENTS		0	$6,000.00
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1D6976	Purchase hardware (laptops, document cameras, interactive whiteboards, projectors) and provide professional development to fully implement computer-based software and provide access for all	790-Unrestricted EIA-SCE Support	4410-Equipment $500-4,999		0	$15,000.00

support leveled reading independence							students.					
Transitions: Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	Students Transitioning In/Out	End of Year	Principal	6/2/2014	105SQI1D2512	Host 5th grade orientation and options meetings for families	N/A			0	$0.00
Transitions: Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	Students Transitioning In/Out	Every Semester	Principal	6/2/2014	105SQI1D2514	Invite middle school representatives to speak with students and families regarding middle school options	N/A			0	$0.00
Transitions: Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	Students Transitioning In/Out	Every Semester	Principal	6/2/2014	105SQI1D2515	Schedule middle school tours for outgoing 5th grade students and families	N/A			0	$0.00
College and Career Readiness Focus: Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	Students Transitioning In/Out	Every Semester	After school program coordinator	6/2/2014	105SQI1D2745	Schedule fieldtrips to local colleges and universities.	N/A			0	$0.00
College and Career Readiness Focus: Provide	Survey data (CHKS, etc.)	SQIS Target Group	Every Semester	After school program coordinator	6/2/2014	105SQI1D2746	Invite high school students and college representatives to speak with students and families regarding	N/A			0	$0.00

opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.							college options					
Transitions: Educate parents and children about the importance of attendance starting in kindergarten.	Attendance	Students Transitioning In/Out	Monthly	Principal	6/2/2014	105SQI1D5243	Hold monthly celebrations to reward perfect and improved attendance; discuss how this relates to college and career readiness.	N/A			0	$0.00
College and Career Readiness Focus: Engage all 3-5 grade students to make them aware of the options available to them related to college and career interests that aligns with their strengths and skills.	Other (OCR, etc)	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI1D5254	Invite guest speakers from both the college and career world to speak with students regarding the necessary behaviors, skills and practices for success in college and the world of work.	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: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- On the 2013-14 CELDT, 59.3% of English Learners demonstrated growth; both 1st and 4th grade non SDC ELL's showed 50% growth; and 5th graders showed 60% growth; however 41% of all ELL's showed no gain or negative growth on 13-14 CELDT.
- Lack of a Common Core Aligned English Language Development curriculum has contributed to the slow growth and/or negative growth of some ELL's. We must strategically and instructionally meet the academic needs of ALL ELL's including Arabic and Latino students.

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

- Teachers organize classroom environments that create multiple opportunities for students, particularly African American males, to move around and interact with peers.
- School-wide discipline policies are adopted and implemented and include fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.
- Implementing a RTI ladder that rigorously and consistently assesses all ELL's and other students not demonstrating grade level growth will provide data that will help align resources and instruction to ensure academic growth.
- Academic interventions, aligned to data, identify and target students' needs especially English Learners; Professional Development is aligned to instructional practices that support English Learners English fluency.
- A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students; the differentiated curriculum for gifted students is supported by appropriate instructional structures and resources.

Theory of Action

- If we create and implement an African American student support plan that targets the social, academic and cultural needs of these students, then we can consistently close the achievement gap for African American students.
- If teachers provide several learning options, or different paths to learning, which help ALL students make sense of key Common core concepts; then the academic achievement gap is eliminated for all students, including ELL's and AA males.
- If teachers provide appropriate levels of challenge for ALL students, including those who lag behind, those who are advanced, and those in the middle, then the academic achievement gap is eliminated for those historically unsuccessful 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: 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
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	State tests	Low to Middle-Performing	Monthly	Principal	6/2/2014	105SQI1E2705	Teachers provide academic support at least 3X/week for students not proficient in core subject areas.	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	CELDT	English Learners & Redesignated	Every Marking Period	Principal	6/2/2014	105SQI1E2708	Provide supplies to support English Learners specific needs; strengthen English Language proficiency in acquiring Academic English	N/A			0	$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners and Foster Youth).	Other (OCR, etc)	English Learners & Redesignated	Every Semester	Principal	6/2/2014	105SQI1E2718	Purchase books other than textbooks and other supplemental materials, in addition to district adopted English Leaners Development curricula, to support English Learners and other students not proficient in English or reading at/above grade level	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$4,997.53
College and Career Readiness Focus: Students participate in study tours and outdoor education to extend their learning beyond the classroom, aligned to topics and	State tests	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI1E2509	Transportation for study tours to extend students' learning beyond the classroom aligned to topics and themes in science, reading, mathematics and technology	3010-Title I	5826-NON-CONTRACT SERVICES		0	$10,000.61

themes in science, reading, mathematics, technology and the arts.												
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	State tests	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1E756	Create consultant contract for Computer Intervention Specialist who will implement and monitor software to respond to students' reading needs (intervention, acceleration)	3010-Title I	5825-CONSULTANTS		0	$35,000.00
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	CELDT	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1E760	Purchase software (Achieve 3000, Waterford and Reading Assistant), hardware and provide professional development to fully implement of computer-based software. intervention/acceleration	791-Unrestricted EIA-LEP Support	5846-LICENSING AGREEMENTS		0	$6,000.00
Achieve 3000, Reading Assistant, Waterford computer-based programs accelerate all readers and support leveled reading independence	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	5/4/2014	105SQI1E6976	Purchase hardware (laptops, document cameras, interactive whiteboards, projectors) and provide professional development to fully implement computer-based software and provide access for all students.	790-Unrestricted EIA-SCE Support	4410-Equipment $500-4,999		0	$15,000.00
Design and implement school structures to support literacy instruction across all core subject areas	State tests	SQIS Target Group	Every Marking Period	Grade leve/Department Team	5/4/2014	105SQI1E691	Provide substitute release time for teacher collaboration (PLC)	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	$7,500.00
Significantly improve quality and consistency of teacher	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI1E6224	Focus on developing integrated school-wide units and lessons to strengthen Common Core ELA aligned	N/A			0	$0.00

practice and student performance on key Common Core ELA indicators of success							academic program					
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI1E6226	Develop schedules and tools for teachers to implement CCCG units/lessons	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI1E6227	Provide PD aligned to (3) Common Core ELA foci: Improving Academic Discussions, Writing with Evidence and Close Reading of Complex Texts	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI1E6229	Define quality student group work, create and use group work rubric	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Every Marking Period		6/2/2014	105SQI1E6230	Create systems and structures for monitoring CCCG formative and summative data	N/A			0	$0.00

Teachers organize classroom environments that create multiple opportunities for students, particularly African American males, to move around and interact with peers.	State tests	SQIS Target Group	Weekly	Grade leve/Department Team	6/2/2014	105SQI1E2693	Create centers (K-2) and small instructional (3-5) groups to support student learning.	N/A			0	$0.00
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.	Discipline/CSC	SQIS Target Group	Weekly	Principal	6/2/2014	105SQI1E2692	Create and implement clear and agreed upon school-wide norms for positive and respectful student and adult interactions.	N/A			0	$0.00
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.	Suspension	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI1E2694	Revise Home-School compact that aligns with agreed upon school-wide norms; all stakholders including students help to create and enforce norms	N/A			0	$0.00
College and Career Readiness Focus: Create and implement individualized acceleration plans for those students who	Other (OCR, etc)	SQIS Target Group	Weekly	Principal	6/2/2014	105SQI1E2749	Teachers organize classroom environments that create multiple opportunities for GATE identified students.	N/A			0	$0.00

have demonstrated proficiency in the core subject areas.												
College and Career Readiness Focus: Create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas.	State tests	High Performing/GATE	Weekly	Other	6/2/2014	105SQI1E2750	Technology (software, hardware) is utilized to respond to GATE students' needs (acceleration)	N/A			0	$0.00
College and Career Readiness Focus: Create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas.	Local assessments (benchmarks, PWA)	High Performing/GATE	Weekly	Other	6/2/2014	105SQI1E2751	Teachers provide academic support at least 3X/week for GATE students in core subject areas.	N/A			0	$0.00
Provide emotional and social interventions for all students, including Foster Youth and Transitional youth who are not "thriving".	Health data	Foster Youth	Monthly	Other	6/2/2014	105SQI1E2695	Provide access to key family and individualized counseling support (e.g. Ann Martin Center)	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Burckhalter's Elementary After-school attendance rate in 2012-13 was 85%, 15 % higher than in 2011-12. The annual goal is 90% of program capacity.
- 74% of students surveyed and enrolled in Ujimaa ASP rated access to Caring Adults important; 100% of parents surveyed rated an increase in Academic Behaviors among children enrolled in Ujimaa ASP as important.

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

- Burckhalter's after-school program has room for improvement; the lowest rated dimension is Engagement (49%). Students must have a voice in decision-making related to enrichment activities and group agreements.
- Training for after-school program staff in effective student engagement strategies is needed to increase student engagement especially during enrichment, homework support and tutoring.
- Burckhalter afterschool program offerings must reflect both student needs and interests; further alignment between during the day instructional and engagement strategies and afterschool are needed to increase student engagement.

Theory of Action

- If we ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.
- If we strategically structure time for students to study, learn and practice and include motivating enrichment activities, (e.g.technology, science and the arts) then we will be better able to support all students academically and socially.
- If we implement school-wide intervention strategies during the day that include differentiated workshop, ELD/AED strategies, and push in and pull-out small-group work then we will be better able to meet individual students needs.

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
College and Career Readiness Focus: Students	State tests	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI1F2509	Transportation for study tours to extend students' learning	3010-Title I	5826-NON-CONTRACT SERVICES		0	$10,000.61

participate in study tours and outdoor education to extend their learning beyond the classroom, aligned to topics and themes in science, reading, mathematics, technology and the arts.							beyond the classroom aligned to topics and themes in science, reading, mathematics and technology					
Design and implement school structures to support literacy instruction across all core subject areas	State tests	SQIS Target Group	Every Marking Period	Grade leve/Department Team	5/4/2014	105SQI1F691	Provide substitute release time for teacher collaboration (PLC)	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	$7,500.00
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	6/2/2014	105SQI1F7493	Technology Lead Teacher and Computer Intervention Specialist help implement school-wide vision for technology integration	N/A			0	$0.00
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Grade leve/Department Team	6/2/2014	105SQI1F7497	Lead Science and Mathematics Teachers support science and math instruction at site, attend monthly meetings, provide	N/A			0	$0.00

instructional strategies to Common Core Curriculum							instructional organization to align curriculum					
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	State tests	SQIS Target Group	Weekly	Leadership Team	6/2/2014	105SQI1F7498	Host Annual Science Fair and Family Science and Mathematics Nights	N/A			0	$0.00
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	6/2/2014	105SQI1F7499	Provide weekly access to technology for those students with no or limited access outside of school	N/A			0	$0.00
College and Career Readiness Focus: Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	Students Transitioning In/Out	Every Semester	After school program coordinator	6/2/2014	105SQI1F2745	Schedule fieldtrips to local colleges and universities.	N/A			0	$0.00

College and Career Readiness Focus: Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	SQIS Target Group	Every Semester	After school program coordinator	6/2/2014	105SQI1F2746	Invite high school students and college representatives to speak with students and families regarding college options	N/A			0	$0.00
Define key grade level common core standards to be taught (what must all students know and be able to do before leaving each grade level)	State tests	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI1F6759	Students meet or exceed grade level common core standards	N/A			0	$0.00
Afterschool Coordinator supports all enrolled students by ensuring safety, enrichment and nutrition.	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	After school program coordinator	5/4/2014	105SQI1F6979	Hire 2 co-coordinators to support enrolled students	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	$96,955.18
Extend Learning Time: Provide academic, homework and tutorial support to all enrolled students aligned to grade level standards and district goals.	State tests	Low to Middle-Performing	Weekly	After school program coordinator	6/2/2014	105SQI1F5378	Provide academic, homework and tutorial support to all enrolled students aligned to grade level standards and district goals.	N/A			0	$0.00

Provide extended learning opportunities through a variety of age appropriate field trips and study tours aligned to student interests and school initiatives.	Survey data (CHKS, etc.)	Low to Middle-Performing	Weekly	After school program coordinator	6/2/2014	105SQI1F5382	Provide extended learning opportunities through a variety of age appropriate field trips and study tours aligned to student interests and school initiatives.	N/A			0	$0.00
Consistently engage families and increase parent involvement through hosting student showcases, community celebrations and weekend activities.	Other (OCR, etc)	SQIS Target Group	Every Marking Period	After school program coordinator	6/2/2014	105SQI1F5384	Consistently engage families and increase parent involvement through hosting student showcases, community celebrations and weekend activities.	N/A			0	$0.00

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

Strategic Priority A. School Safety Plan

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1) [2011-2012: Developing]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2011-2012: Developing]
- 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) [2011-2012: Developing]

School Safety Plan Goals

Goal I: Reduce the number of office referrals and/or teacher initiated suspensions to less than 10% by June 2015

- Strategy 1.1: Schedule meeting with families, COS team members and teachers after 2nd behavioral referral to strategically address impact of behaviors and offer support and or resources to mitigate further referrals.
- Strategy 1.2: Recognize students and families with with no behavioral referrals at monthly and trimester assemblies (in conjunction with academic awards recognition.

Goal 2: Reduce the suspension rates of African American and Latino males to less than 10%; Reduce the number and incidences of Behavior referrals (during the day as well as after-school)to less than 10% by June 2015 behavior

- Strategy 2.1: Implement Caring Schools Community classroom meetings weekly in all grades K-5; Implement Second Step strategies and lessons K-5 weekly Implement 180? Behavior Modification program weekly in grades 3-5; Hold Wednesday Rap Sessions grades (grades 1-5)
- Strategy 2.2: Refer students with 3 or more behavioral and/or socio-emotional referrals to Ann Martin Center and 180? Program for intensive support(students and families as determined by teacher, administrators and/or parents).

Strategic Priority Improvement Strategies

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

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

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Safety Plan Goals

Goal I: Reduce the number of office referrals and/or teacher initiated suspensions to less than 10% by June 2015

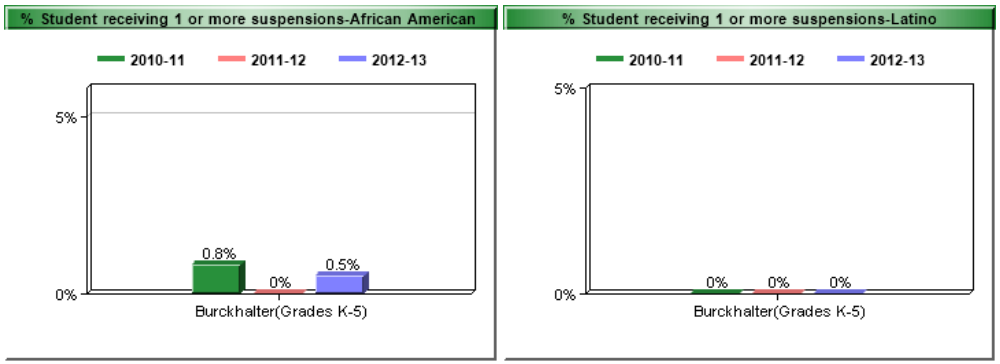
- Strategy 1.1: Schedule meeting with families, COS team members and teachers after 2nd behavioral referral to strategically address impact of behaviors and offer support and or resources to mitigate further referrals.
- Strategy 1.2: Recognize students and families with with no behavioral referrals at monthly and trimester assemblies (in conjunction with academic awards recognition.

Goal 2: Reduce the suspension rates of African American and Latino males to less than 10%; Reduce the number and incidences of Behavior referrals (during the day as well as after-school)to less than 10% by June 2015 behavior

- Strategy 2.1: Implement Caring Schools Community classroom meetings weekly in all grades K-5; Implement Second Step strategies and lessons K-5 weekly Implement 180? Behavior Modification program weekly in grades 3-5; Hold Wednesday Rap Sessions grades (grades 1-5)

- Strategy 2.2: Refer students with 3 or more behavioral and/or socio-emotional referrals to Ann Martin Center and 180? Program for intensive support(students and families as determined by teacher, administrators and/or parents).

Suspensions



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

- Since 2009, Burckhalter Elementary School has not had any students referred to the Disciplinary Hearing Panel (DHP).
- On 2012-13 CHKS, 55% of staff surveyed believe Burckhalter should provide students with conflict resolution and behavior management strategies; 94% of staff believe Burckhalter is a safe place for students.

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

- Beginning in 2011-12, the Ann Martin Center has been housed on-site to provide behavioral and mental health services and support to students and families; the 180? Intervention Program was added in 2012-13 to support all 3rd-5th graders.
- A Coordinated Services (C.O.S.T) Team helps to identify, assess and provide both academic and intervention support for students by developing individualized support plans with concrete goals. These meetings are biweekly (and as needed).
- The Student Success Team (SST) is comprised of two teachers, an administrator, and all necessary support personnel to immediately identify and address the needs of those students requiring Tier(2&3) interventions not met in the regular classroom.
- Faith Network volunteers provide during the day therapeutic services and support for ALL K-5 grade students both one-on-one and small group.

Theory of Action

- If we engage ALL members of the school community by assessing the school climate and considering "how we do things here", then we can begin to create the conditions necessary for an "Engaged School", one that allows all members to thrive.
- If the school leaders establish high expectations for everyone's involvement, then we begin to create and sustain a school climate that nurtures the commitment and engagement of teachers, parents, and students.

- If we can sustain the above mentioned conditions, then we will have created a positive school climate that is responsive to the social, emotional and academic needs of all students and ensures that they 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: Suspension Rate for African American students	Reduce the off-campus suspension rates of African American students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	
School Scorecard: Suspension Rate for Latino students	Reduce the off-campus suspension rates of Latino students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
College and Career Readiness Focus: Students participate in study tours and outdoor education to extend their learning beyond the classroom, aligned to topics and themes in science, reading, mathematics, technology and the arts.	State tests	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI2B2509	Transportation for study tours to extend students' learning beyond the classroom aligned to topics and themes in science, reading, mathematics and technology	3010-Title I	5826-NON-CONTRACT SERVICES		0	$10,000.61
RTI Consultant (focus on Foster Youth, AA students, ELL?s)	State tests	SQIS Target Group	Weekly	Principal	5/4/2014	105SQI2B5643	Provide academic and socio-emotional support to identified students not proficient in core curricular areas as evidenced by SRI, CELDT,	5-LCFF Supplemental	5825-CONSULTANTS		0	$20,000.00

							benchmark assessments and CST scores					
Transitions: Educate parents and children about the importance of attendance starting in kindergarten.	Attendance	Students Transitioning In/Out	Monthly	Principal	6/2/2014	105SQI2B5243	Hold monthly celebrations to reward perfect and improved attendance; discuss how this relates to college and career readiness.	N/A			0	$0.00
College and Career Readiness Focus: Engage all 3-5 grade students to make them aware of the options available to them related to college and career interests that aligns with their strengths and skills.	Other (OCR, etc)	SQIS Target Group	Every Semester	Principal	6/2/2014	105SQI2B5254	Invite guest speakers from both the college and career world to speak with students regarding the necessary behaviors, skills and practices for success in college and the world of work.	N/A			0	$0.00
Afterschool Coordinator supports all enrolled students by ensuring safety, enrichment and nutrition.	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	After school program coordinator	5/4/2014	105SQI2B6979	Hire 2 co-coordinators to support enrolled students	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	$96,955.18
Provide targeted interventions for African American, English Learners, Foster Youth, Chronically Absent and Tardy and Special Education	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	5/4/2014	105SQI2B7485	Monitor and support interventions through COS team meetings, with RTI Consultant and Leadership Team meetings and retreats	N/A			0	$0.00

students at each grade level												

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

Strategic Priority C. Health & Wellness

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Of the 5th grade students surveyed who responded on the 12-13 CHKS, 34% report that they participate in the school site breakfast program; 56% of students surveyed participate in school site lunch program. 63% of Burckhalter students are eligible for free and reduced lunch, this is 7% below the district average.
- On 2012-13 CHKS, 76% of 5th graders need improvement in Aerobic Capacity (measured on annual Physical Fitness Test); 96% of students surveyed report exercising more than 7 days a week. Other important CHKS data include; 67% of students surveyed report having someone at school to listen to them when they have something to say.

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

- 92% of students surveyed on CHKS reported eating breakfast. We want to educate students and families about the benefits of eating healthy meals that include breakfast and lunch.
- Having a P.E. Specialist on site has improved the number of students scoring in the Healthy Fitness Zone (2012-13); more than 75% of students are physically fit. We want to continue to educate students and families about the of benefits of exercise.
- 46% of students surveyed on 12-13 CHKS report feeling safe while at school and away from school; this is a concern. We must provide opportunities for students to dialogue with each other about how to make school a safer place for them and others.

Theory of Action

- If we provide Parent Education classes regarding the importance of students eating a healthy breakfast and lunch; then they would understand their benefits and help ensure students come to school well fed and prepared to learn.
- If ALL Burckhalter students (grades K-5) receive the minimum allotted minutes for physical education while at school; then we can better ensure they will become more health conscious and physically fit.

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
RTI Consultant (focus on	State tests	SQIS Target	Weekly	Principal	5/4/2014	105SQI2C5643	Provide academic and	5-LCFF Supplemental	5825-CONSULTANTS		0	$20,000.00

Foster Youth, AA students, ELL?s)		Group					socio-emotional support to identified students not proficient in core curricular areas as evidenced by SRI, CELDT, benchmark assessments and CST scores					
Engage and increase parent involvement through monthly meetings, parent education meetings and other celebrations.	Other (OCR, etc)	SQIS Target Group	Monthly	Principal	6/6/2014	105SQI2C5669	Provide food, refreshments, supplies and resources for all .parent meetings including PTO/PTA, evening, and Saturday meetings	9901-Title I - Parent Participation	4399-SURPLUS		0	$1,067.83
Provide emotional and social interventions for all students, including Foster Youth and Transitional youth who are not "thriving".	Health data	Foster Youth	Monthly	Other	6/2/2014	105SQI2C2695	Provide access to key family and individualized counseling support (e.g. Ann Martin Center)	N/A			0	$0.00

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

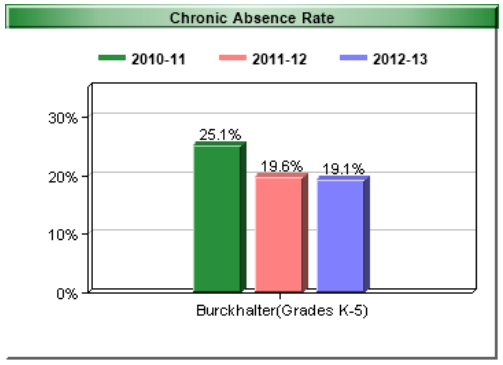
From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



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

- During the 2012-13 school year, Burckhalter's chronic absenteeism remained at 20%, the same as it was during 2011-12.
- During the 2012-13 school year, Burckhalter's Average Daily Attendance (ADA) was 94% the same as it was for the 2011-12, 2% below the OUSD ADA of 96%. Chronic absenteeism continues to be a major focus at Burckhalter.

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

- Burckhalter has one of the highest rates (27%) of students with Chronic Asthma; this strongly contributes to our high chronic absenteeism.
- During the 2012-13 academic school year, 32% of Burckhalter's students with special needs were chronically absent; some of these students are physically and emotionally fragile.
- During the 2012-13 school year, 60% of Burckhalter's African American male students and 47% of Latino students attended more than 95% of the school year-we must begin SART meetings with families immediately after the 2nd absence of the year.
- Burckhalter's Average Daily Attendance rate is lower than district average (96%) as well as the target rate of 98%; we need to support school-wide practices to celebrate perfect attendance and limited tardies.

Theory of Action

- If we track chronic absence data for each student as early as kindergarten and partner with families and community agencies to intervene when it affects student achievement, then students will be better equipped to succeed academically.
- If we partner with families to develop and address attendance challenges affecting chronically absent and tardy students (e.g. unreliable transportation, access to quality health care, unstable housing, etc) then we can reduce chronic absenteeism.
-

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
Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Principal	4/4/2014	105SQI2D5380	Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	790-Unrestricted EIA-SCE Support	5828-ASSEMBLIES/CLASSRM PRESENTION		0	$2,999.99
RTI Consultant (focus on Foster Youth, AA students, ELL?s)	State tests	SQIS Target Group	Weekly	Principal	5/4/2014	105SQI2D5643	Provide academic and socio-emotional support to identified students not proficient in core curricular	5-LCFF Supplemental	5825-CONSULTANTS		0	$20,000.00

							areas as evidenced by SRI, CELDT, benchmark assessments and CST scores					
Provide emotional and social interventions for all students, including Foster Youth and Transitional youth who are not "thriving".	Health data	Foster Youth	Monthly	Other	6/2/2014	105SQI2D2695	Provide access to key family and individualized counseling support (e.g. Ann Martin Center)	N/A			0	$0.00
Engage frequently absent students and families to find out in a supportive manner why they are missing school and what would help them attend more regularly.	Attendance	SQIS Target Group	Weekly	Attendance Team	6/2/2014	105SQI2D2729	Phone calls home by attendance clerk, teachers to frequently absent students.	N/A			0	$0.00
Ensure all classrooms are nurturing and engaging so children want to come to school every day.	Other (OCR, etc)	SQIS Target Group	Weekly	Principal	6/2/2014	105SQI2D2737	Teachers organize classroom environments that create multiple opportunities for students, particularly African American males, to move around and interact with peers.	N/A			0	$0.00
Develop and implement a school-wide system of incentives and rewards for good	Attendance	SQIS Target Group	Monthly	Attendance Team	6/2/2014	105SQI2D2741	Hold monthly award ceremonies that highlight and recognize students (and	N/A			0	$0.00

attendance.							families) that have perfect and improved attendance.					
Engage incoming kindergarten families to support transition from preschool to kindergarten	Attendance	SQIS Target Group	Every Semester	Principal	5/4/2014	105SQI2D2511	Host annual kindergarten orientation and other monthly kindergarten family events	790-Unrestricted EIA-SCE Support	4311-MEETING REFRESHMENTS		0	$3,000.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- 41% of teachers who completed the 2012-13 CHKS survey believe they need more Professional Development in meeting academic standards including Common Core Standards and Next Generation Science Standards. Goal is to provide staff with requested PD to support their development.
- 53% of teachers who completed the 2012-13 CHKS survey report needing more Professional Development in closing the achievement gap; while 62% of teachers surveyed report needing PD in positive behavior/classroom management. Goal is to provide staff with requested PD to support their development.

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

- Staff participates in Professional Development (school-wide retreats-beginning and end of year), site based and off site PD, conferences on Common Core standards, and effective teaching strategies; we will allocate resources to make PD a priority.
- 2014-15 school site calendar and schedules will provide additional time and resources for collaboration (grade level, circuit, school-wide); Instructional Leadership Team members will continue to lead professional development (beginning Spring 2014)
- Teachers will be provided during the day release time to plan thematic, integrated units (math, science, technology and literacy) collaboratively in Professional Learning Community meetings; goal is to maximize time for planning and collaboration.
- In 2014-15 major focus of professional development will be on integrating strategies to meet the demands of CCSS and NGSS. We will continue to utilize science resources and seek conferences and trainings to deepen knowledge in these key areas.

Theory of Action

- If we prioritize ongoing and regular opportunities for all staff to learn with and from each other, then we will build a school culture that enhances shared leadership and accountability.
- If we provide access to ongoing PD that keeps teachers abreast of new research on how children learn, emerging

technologies, and new curricular resources, then they will be able to implement instructional strategies to meet student needs.

- If we provide access to PD for all staff that is ongoing, experiential, collaborative, and connected to and derived from working with students, then we will have created a Professional Learning Community that supports teacher development.

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
Design and implement school structures to support literacy instruction across all core subject areas	State tests	SQIS Target Group	Every Marking Period	Grade leve/Department Team	5/4/2014	105SQI3A691	Provide substitute release time for teacher collaboration (PLC)	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	$7,500.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI3A6224	Focus on developing integrated school-wide units and lessons to strengthen Common Core ELA aligned academic program	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI3A6226	Develop schedules and tools for teachers to implement CCCG units/lessons	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI3A6227	Provide PD aligned to (3) Common Core ELA foci: Improving Academic Discussions, Writing with Evidence and Close Reading of Complex Texts	N/A			0	$0.00

Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI3A6229	Define quality student group work, create and use group work rubric	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Every Marking Period		6/2/2014	105SQI3A6230	Create systems and structures for monitoring CCCG formative and summative data	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	105SQI3A7487	Monthly walkthroughs to monitor, support, give targeted feedback on implementation and next steps	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	5/4/2014	105SQI3A7488	Weekly PLC planning using all relevant data including SRI, Running Records, writing samples, interim and observational data	N/A			0	$0.00
Implementation of Reading/Writing Workshop in	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	105SQI3A7489	Peer observations and coaching with Leadership Team members and	N/A			0	$0.00

grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching							support coaches					
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Other	5/4/2014	105SQI3A7490	Utilize substitute time to support data conferences with circuit and grade level teams for data analysis	N/A			0	$0.00
Design, develop and implement a site based vision for Balanced Literacy and transition to the Common Core for ELA	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI3A3351	Create Leadership/Literacy Team	N/A			0	$0.00
Design and implement school structures to support literacy instruction across all core subject areas	State tests	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI3A3354	Provide substitute release time for teacher collaboration	N/A			0	$0.00
Provide Professional Development and/or attend school-wide retreats, site based and off site PD, conferences on Balanced Literacy instruction, ELA	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI3A3360	Articulate a PD plan, calendar and timeline for completing benchmarks	N/A			0	$0.00

Common Core standards, and effective teaching strategies.												
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI3A3367	Professional Learning Community between and among grade levels and circuits	N/A			0	$0.00
Teachers are provided release time to plan thematic, integrated units (math, science, technology and literacy) collaboratively in PLC meetings	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Grade leve/Department Team	6/2/2014	105SQI3A3379	Students are engaged in hands-on, differentiated, project-based, arts integrated science lessons and experiences both in and outside the classroom	N/A			0	$0.00
Every trimester Leadership Team retreats to assess, monitor and modify (if needed) school site priorities and focus areas.	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI3A6004	Development of and monitoring of the Professional Development calendar that reflects priorities and data.	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Ujimaa After School partner plays an integral role in engaging families and community members; there are well attended trimester parent meetings and student showcases for those students enrolled in ASP.

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

- Burckhalter Monthly Parent/Community Newsletter are distributed to all families and are available via school website; need to ensure newsletter is available for translation in primary language of families.
- Burckhalter has created and distributed a parent education survey to determine parent education and outreach priorities for the 2012-13 school year.
- Goal is to engage, educate, support and build the capacity of parent "leaders" to assume formal leadership roles; create Parent/Teacher Association, expand School site Council

Theory of Action

- IF we create and establish systems and structures for sustained positive home-school relationships; then strengthened and improved family engagement will lead to high levels of academic achievement for all students.
- If we learn how to develop positive relationships between the three critical groups involved in a successful Family Engagement process: Leadership, Staff, and Families (including students, then we will begin to create a community school.
- If we create a "Family Friendly" school; one that engages all families in the educational and academic lives of their children, then we can support the development of a community school that addresses strong learning outcomes for 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.

							Strategic					Budget

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Action	Budget Res.	Obj. Code	Position	FTE	Amount
Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Principal	4/4/2014	105SQI4A5380	Host assemblies and provide supplemental, hands-on, experiential learning through a variety of enrichment activities and assemblies including theatre arts, dance, science, etc.	790-Unrestricted EIA-SCE Support	5828-ASSEMBLIES/CLASSRM PRESENTION		0	$2,999.99
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	4/4/2014	105SQI4A5647	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	5-LCFF Supplemental	4310-SUPPLIES		0	$3,607.96
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	State tests	SQIS Target Group	Monthly	Principal	4/4/2014	105SQI4A6975	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$2,095.96
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	State tests	SQIS Target Group	Monthly	Principal	6/2/2014	105SQI4A5651	Supplies and materials, books other than text books, needed for all learners not proficient in ELA and/or math	N/A			0	$0.00

RTI Consultant (focus on Foster Youth, AA students, ELL?s)	State tests	SQIS Target Group	Weekly	Principal	5/4/2014	105SQI4A5643	Provide academic and socio-emotional support to identified students not proficient in core curricular areas as evidenced by SRI, CELDT, benchmark assessments and CST scores	5-LCFF Supplemental	5825-CONSULTANTS		0	$20,000.00
Engage and increase parent involvement through monthly meetings, parent education meetings and other celebrations.	Other (OCR, etc)	SQIS Target Group	Monthly	Principal	6/6/2014	105SQI4A5669	Provide food, refreshments, supplies and resources for all .parent meetings including PTO/PTA, evening, and Saturday meetings	9901-Title I - Parent Participation	4399-SURPLUS		0	$1,067.83
Provide emotional and social interventions for all students, including Foster Youth and Transitional youth who are not "thriving".	Health data	Foster Youth	Monthly	Other	6/2/2014	105SQI4A2695	Provide access to key family and individualized counseling support (e.g. Ann Martin Center)	N/A			0	$0.00
Afterschool Coordinator supports all enrolled students by ensuring safety, enrichment and nutrition.	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	After school program coordinator	5/4/2014	105SQI4A6979	Hire 2 co-coordinators to support enrolled students	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	$96,955.18
Extend Learning Time: Provide academic, homework and tutorial support to all enrolled students aligned to grade level standards and district goals.	State tests	Low to Middle-Performing	Weekly	After school program coordinator	6/2/2014	105SQI4A5378	Provide academic, homework and tutorial support to all enrolled students aligned to grade level standards and district goals.	N/A			0	$0.00
Provide extended learning opportunities through a variety of age appropriate field	Survey data (CHKS, etc.)	Low to Middle-Performing	Weekly	After school program coordinator	6/2/2014	105SQI4A5382	Provide extended learning opportunities	N/A			0	$0.00

trips and study tours aligned to student interests and school initiatives.							through a variety of age appropriate field trips and study tours aligned to student interests and school initiatives.					
Consistently engage families and increase parent involvement through hosting student showcases, community celebrations and weekend activities.	Other (OCR, etc)	SQIS Target Group	Every Marking Period	After school program coordinator	6/2/2014	105SQI4A5384	Consistently engage families and increase parent involvement through hosting student showcases, community celebrations and weekend activities.	N/A			0	$0.00
Engage incoming kindergarten families to support transition from preschool to kindergarten	Attendance	SQIS Target Group	Every Semester	Principal	5/4/2014	105SQI4A2511	Host annual kindergarten orientation and other monthly kindergarten family events	790-Unrestricted EIA-SCE Support	4311-MEETING REFRESHMENTS		0	$3,000.00
Engage, educate, support and build the capacity of parent "leaders" to assume formal leadership roles at the school site through targeted professional development	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Principal	6/2/2014	105SQI4A248	Use data generated from parent surveys to design effective professional development opportunities for parents	N/A			0	$0.00
Parent Newsletter/Information Letters to be distributed across all media sources. Parent partners to transition new families.	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Community Engagement Lead	6/2/2014	105SQI4A249	Develop, distribute and display monthly newsletter and parent information to all parents.	N/A			0	$0.00
Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	Other (OCR, etc)	SQIS Target Group	Monthly	Other	6/2/2014	105SQI4A6001	Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan,	N/A			0	$0.00

							student achievement and the equitable use of resources.					

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Burckhalter Elementary **Principal:** CARIN GEATHERS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Burckhalter utilized approximately 97% of both its unrestricted and restricted budgets during the 2012-13 school year to equitably purchase good, services and materials to support all enrolled students.

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

- Burckhalter is consistent in applying almost all of its resources towards enhanced and improved student learning outcomes; budget allocation is a topic shared with all stakeholders including School Site Council and staff members.

Theory of Action

- If we solicit the input of key stakeholders (teachers, parent leaders and volunteers) on the equitable use of the school budget aligned to identified school priorities, then we can begin to create sustainable equitable conditions for all students.
- If we identify school needs based upon data and prioritize resources to support these needs; then we can better allocate available resources to find the best solution for the education of all Burckhalter 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: 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
Significantly improve quality	Local assessments	SQIS Target	Every Marking	Leadership Team	6/2/2014	105SQI5A6224	Focus on developing	N/A			0	$0.00

and consistency of teacher practice and student performance on key Common Core ELA indicators of success	(benchmarks, PWA)	Group	Period				integrated school-wide units and lessons to strengthen Common Core ELA aligned academic program					
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI5A6226	Develop schedules and tools for teachers to implement CCCG units/lessons	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI5A6227	Provide PD aligned to (3) Common Core ELA foci: Improving Academic Discussions, Writing with Evidence and Close Reading of Complex Texts	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Monthly	Leadership Team	6/2/2014	105SQI5A6229	Define quality student group work, create and use group work rubric	N/A			0	$0.00
Significantly improve quality and consistency of teacher practice and student performance on key Common Core ELA indicators of success	Other (OCR, etc)	SQIS Target Group	Every Marking Period		6/2/2014	105SQI5A6230	Create systems and structures for monitoring CCCG formative and summative data	N/A			0	$0.00
Implementation	Local	SQIS	Every	Leadership	5/4/2014	105SQI5A7487	Monthly	N/A			0	$0.00

of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	assessments (benchmarks, PWA)	Target Group	Marking Period	Team			walkthroughs to monitor, support, give targeted feedback on implementation and next steps					
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	5/4/2014	105SQI5A7488	Weekly PLC planning using all relevant data including SRI, Running Records, writing samples, interim and observational data	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Leadership Team	5/4/2014	105SQI5A7489	Peer observations and coaching with Leadership Team members and support coaches	N/A			0	$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned materials, resources, professional development, assessments and, when necessary, coaching	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Other	5/4/2014	105SQI5A7490	Utilize substitute time to support data conferences with circuit and grade level teams for data analysis	N/A			0	$0.00

College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	6/2/2014	105SQI5A7493	Technology Lead Teacher and Computer Intervention Specialist help implement school-wide vision for technology integration	N/A			0	$0.00
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Grade leve/Department Team	6/2/2014	105SQI5A7497	Lead Science and Mathematics Teachers support science and math instruction at site, attend monthly meetings, provide instructional organization to align curriculum	N/A			0	$0.00
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to Common Core Curriculum	State tests	SQIS Target Group	Weekly	Leadership Team	6/2/2014	105SQI5A7498	Host Annual Science Fair and Family Science and Mathematics Nights	N/A			0	$0.00
College and Career Readiness Focus: Integrate technology into daily instruction to provide access to all students and align instructional strategies to	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Other	6/2/2014	105SQI5A7499	Provide weekly access to technology for those students with no or limited access outside of school	N/A			0	$0.00

Common Core Curriculum												
Teachers are provided release time to plan thematic, integrated units (math, science, technology and literacy) collaboratively in PLC meetings	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Grade leve/Department Team	6/2/2014	105SQI5A3379	Students are engaged in hands-on, differentiated, project-based, arts integrated science lessons and experiences both in and outside the classroom	N/A			0	$0.00
Every trimester Leadership Team retreats to assess, monitor and modify (if needed) school site priorities and focus areas.	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI5A6004	Development of and monitoring of the Professional Development calendar that reflects priorities and data.	N/A			0	$0.00
Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	Other (OCR, etc)	SQIS Target Group	Monthly	Other	6/2/2014	105SQI5A6001	Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	N/A			0	$0.00
Provide Professional Development and/or attend school-wide retreats, site based and off site PD, conferences on Balanced Literacy instruction, ELA Common Core standards, and effective teaching strategies	State tests	SQIS Target Group	Every Marking Period	Leadership Team	6/2/2014	105SQI5A690	Articulate a PD plan, calendar and timeline; attend school-wide retreats, site based and off site PD, conferences, etc.	N/A			0	$0.00

Ensure teachers, clerical and support staff, afterschool staff and others have tools, materials and supplies to provide targeted instruction for all students as well as communication with families	Other (OCR, etc)	SQIS Target Group	Monthly	Clerical staff	5/4/2014	105SQI5A2503	Equipment and copier maintenance agreements	790-Unrestricted EIA-SCE Support	5610-EQUIP MAINTENANCE AGREEMT		0	$10,000.00
Monthly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	Local assessments (benchmarks, PWA)	SQIS Target Group	Monthly	Grade leve/Department Team	6/2/2014	105SQI5A6003	Monthly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	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:

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$45,000.61	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,067.83	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$46,068.44	

Appendices

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

Burckhalter Elementary School
CDS Code [6001689]
Phone: (510) 729-7700
Fax: (510) 729-7703
3994 Burckhalter Avenue
Oakland, CA 94605

School Year: 2014-2015
Comprehensive School Safety Plan

(Education Code Section 32280-32288)

CARIN GEATHERS
Principal

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

Introduction

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1) [2011-2012: Developing]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2011-2012: Developing]
- 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) [2011-2012: Developing]

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Planning for Special Needs Students

Section 1: School Safety / Climate Team

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

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

Principal or Designee:	CARIN GEATHERS - PRINCIPAL ELEMENTARY SMALL
Teacher:	LISA CAPUANO - TEACHER STRUCTURED ENG IMMERSN
Classified:	DOROTHY COLLINS - ADMINISTRATIVE ASSISTANT II
Parent Representative:	JEANNIE WARE - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal:	CARIN GEATHERS - PRINCIPAL ELEMENTARY SMALL	510-825-6623	510-729-7700	510-825-6623
Assistant Principal:	NA			
Custodian:	DELBERT CRAIG II - CUSTODIAN	510-228-8918	510-729-7700	510-228-8918
Secretary/Other:	DOROTHY COLLINS - ADMINISTRATIVE ASSISTANT II	510-427-1281	510-729-7700	510-427-1281

Section 2: School Safety Plan Goals

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

To be considered:

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

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

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

Goal I: Reduce the number of office referrals and/or teacher initiated suspensions to less than 10% by June 2015

- Strategy 1.1: Schedule meeting with families, COS team members and teachers after 2nd behavioral referral to strategically address impact of behaviors and offer support and or resources to mitigate further referrals.
- Strategy 1.2: Recognize students and families with with no behavioral referrals at monthly and trimester assemblies (in conjunction with academic awards recognition.

Goal 2: Reduce the suspension rates of African American and Latino males to less than 10%; Reduce the number and incidences of Behavior referrals (during the day as well as after-school)to less than 10% by June 2015 behavior

- Implement Caring Schools Community classroom meetings weekly in all grades K-5; Implement Second Step strategies and lessons K-5 weekly Implement 180? Behavior Modification program weekly in grades 3-5; Hold Wednesday Rap Sessions grades (grades 1-5)

Strategy 2.1:

- Strategy 2.2: Refer students with 3 or more behavioral and/or socio-emotional referrals to Ann Martin Center and 180? Program for intensive support(students and families as determined by teacher, administrators and/or parents).

Policies and Procedures

Child Abuse

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

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

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

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

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

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

Sexual Harassment

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

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

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

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

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

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the

principal, district administrator or Superintendent to obtain procedures for filing a complaint. Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

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

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

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

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

Suspension & Expulsion/Due Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050. (Education Code48900(q))

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

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

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

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

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

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

1. While on school grounds

2. While going to or coming from school

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

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

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

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

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

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

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

Outcome Data

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

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

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

Dress and Grooming

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

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

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

Gang-Related Apparel

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

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

Uniforms

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

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

Employee Security

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

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

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

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

School Site Emergency Supplies

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

- 60 Individually Wrapped Water Packets.
- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- Basic First Aid Kit General supplies are provided with a First Aid Guidebook.

- 6-Mylar Blankets ? (1) blanket is included in the Sanitation Kit to be used as a privacy screen. (5) separately packed 52? x 84? blanket ? use for first aid, to cover broken windows, slow smoke or dust seeping through air vents, or group students together to provide warmth.

- Two 10-Hour Light Sticks In the event of a power outage or if students are entrapped through the night, the light sticks will provide enough light for the teacher in charge to keep the group secure.

- One Sanitation Kit including:

  - 6-Trash Bag Liners

  - 1-Bio-Hazard Bag

  - 6-Cleansing Wipes

- Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.

- One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of long term entrapments or lockdowns. Complete instructions are provided.

Monthly Emergency Radio Testing

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

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

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**

The announcement will be : "Mr. Burckhalter, please come to the Principal's Office"

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

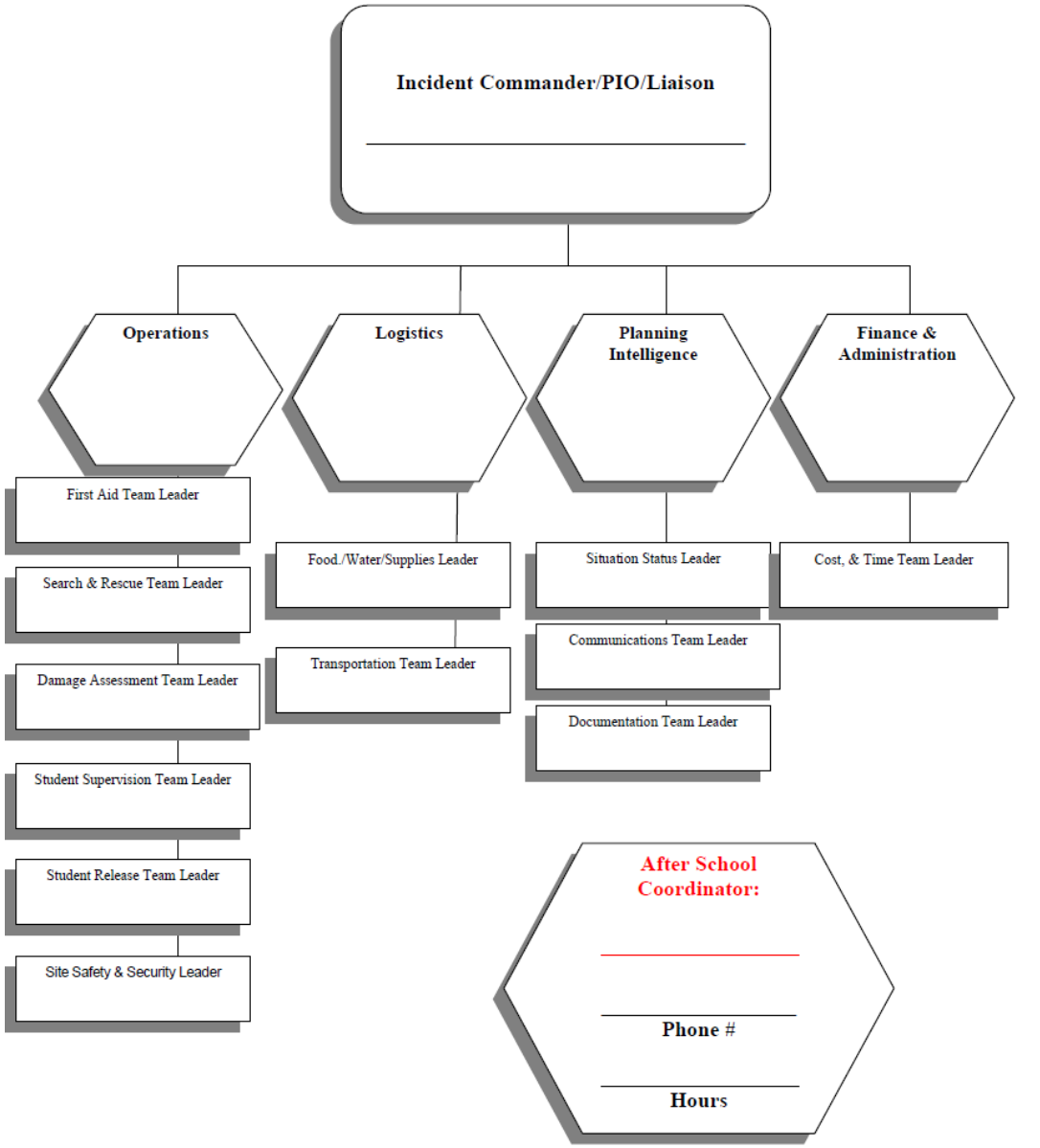
Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/10/2014	9:15 AM	Fire
September	10/15/2014	10:15 AM	EQ
October	10/15/2014	10:15 AM	Both
November	11/20/2014	1:30 PM	Fire
December	12/10/2014	9:15 AM	Both
January	1/15/2015	10:15 AM	Fire
February	2/10/2015	1:30 PM	Both
March	3/10/2015	9:15 AM	Fire
April	4/15/2015	10:30 AM	Both
May	5/20/2015	2:15 PM	Fire
June	6/5/2015	12:35 PM	Fire

Lockdown Drill Schedule

	Date	Time
Fall	10/15/2014	9:30 AM
Spring	5/20/2015	2:05 PM

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number. 5087

CARIN GEATHERS

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.)

DELBERT CRAIG II CANDACE HARPER DOROTHY COLLINS MODESTA RODRIGUEZ

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

LILLIE HAYES-STAPLES

There are 26 students with disabilities. They are located on the 1st floor of the building (Room #1, #2 and 6#). There are (3) Special Day Classes (Pre-K, K-2, 3-5 A. RIGGINS-WILLIAMS

SORAYA BERRY DONTE HARRISON

MEGHAN WHITACRE

KATHERINE WILSON

(Max Length: 500)

H. STICKEVER-BRATTON LINDA PHAN

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

ELYATA DAVIS

Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	0
Deaf	DEA	0
Visually Impaired	VI	0
Orthopedically Impaired	OI	0
Specific Learning Disability	SLD	26
Multipally Disabled	MD	0
Est Medical Disability	EMD	0

LILLIE MANNING

KATHRYN KONRADY

JOHN PANAGOS

Special Needs Type	Abbreviation	Total
Hard of Hearing	HH	0
Speech & Language Impairement	SLI	0
Emotionally Disturbed	ED	0
Other Health Impaired	OHI	0
Deaf / Blind	DB	0
Traumatic Brain Injury	TBI	0

Zotunde Morton

510-470-2857

11:30am-6:30pm

Determine proper signage and equipment.

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

There is a wheelchair ramp for access into and out of the main building,each portable building including the cafeteria has a ramp for access. Inside the main building there is an elevator and there are large, lifted exit signs to aid in emergency dismissa

(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name:	Carin Geathers	Title:	Principal
Name:	Katherine Wilson	Title:	SDC Teacher
Name:	Linda Phan	Title:	SDC Teacher

Emergency Evacuation: Principal's checklist

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

Activate key personnel to:

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

Emergency Evacuation: Employees checklist

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

Emergency Evacuation: Teachers checklist

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

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

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

Emergency Student Release Procedures

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

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

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

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

per normal absence/release procedures.

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

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

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

Section 6: On Campus Evacuation Map

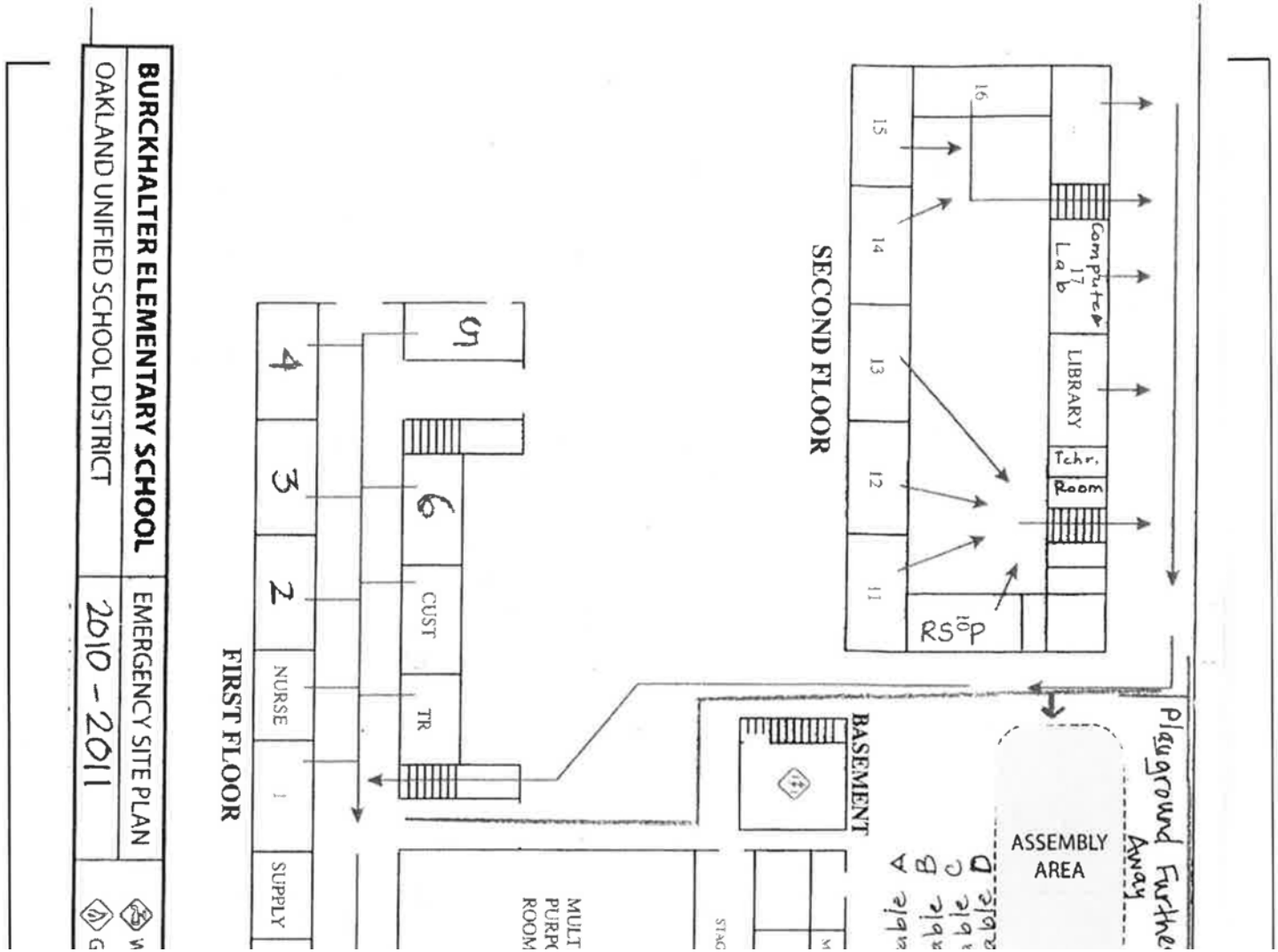
Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Assembly Location

Describe on-campus evacuation/assembly location.

Playground -furthest away from school building

○ Upload Copy of Map ◉ Use Last Years Map



Evacuation Map
Playground -furthest away from school building
ATER MAIN
ELECTRICAL
S MAIN
ALARM PANEL
N
OFFICE
OFFICE
WORK
STAFF LOUNGE
KITCH
COMM RM
DINING AREA
ASSEMBLY AREA
Burckhalter Ave

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

Cul-De-Sac 6000 Burckhalter Avenue Oakland, CA 94605

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

N/A

C. Enter Date of Agreement

11/1/2012

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: 3994 Burckhalter Avenu, Oakland, CA

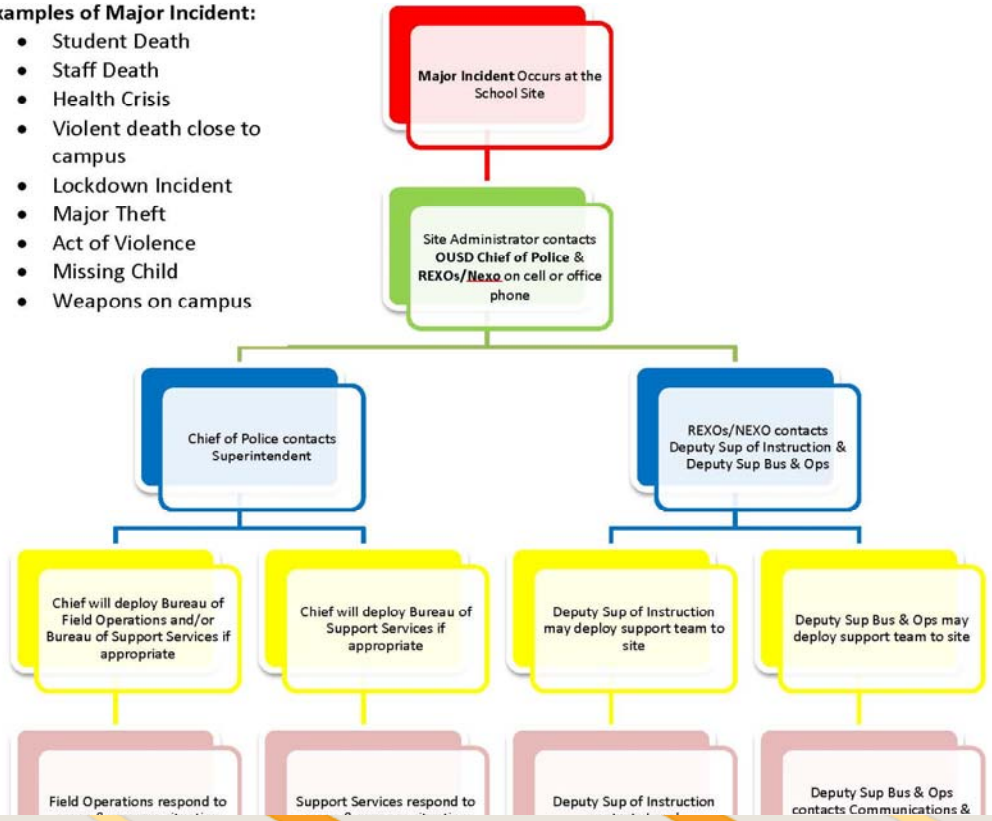
B. Evacuation Street Address: 6000 Burckhalter Avenu, Oakland, CA

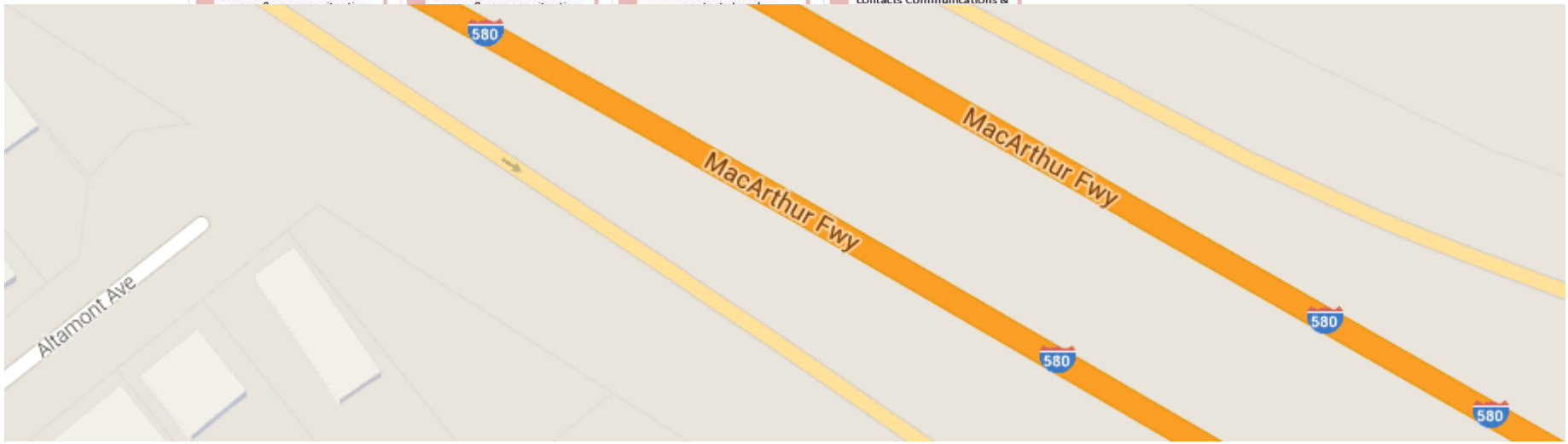
Section 7: OUSD Emergency Response and Notification Protocol

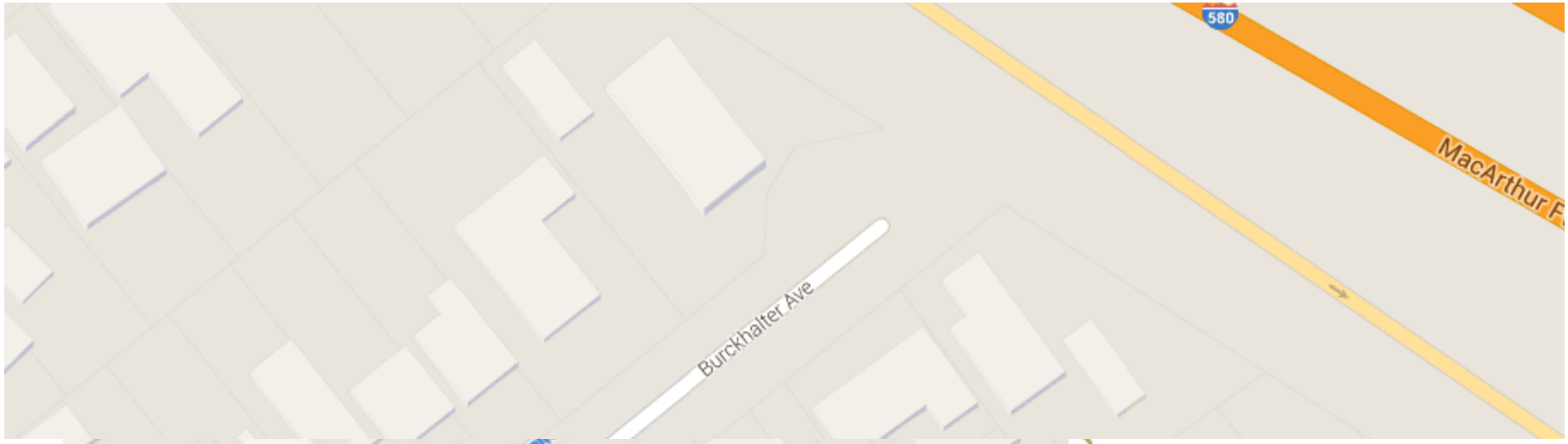
Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

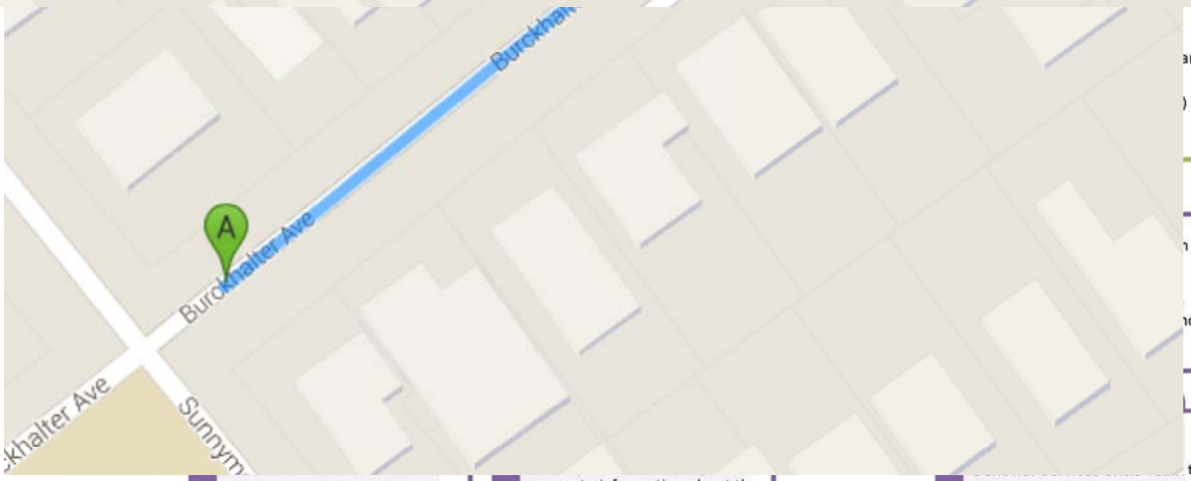
Examples of Major Incident:

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









Regional Mental Health Program Manager convenes Crisis Team to debrief Incident

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

assess and provide for ongoing needs of students and staff

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

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

Last edited by Oakland School Police Department, July 2013

AFTER SCHOOL PROGRAM

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

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

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

Student reunification policy established?	Yes / No (if no, please develop & attach policy)
	Yes / No (if no, please follow these 2 links to complete online: IS-100.SCa Introduction to the

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

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form

Month _____

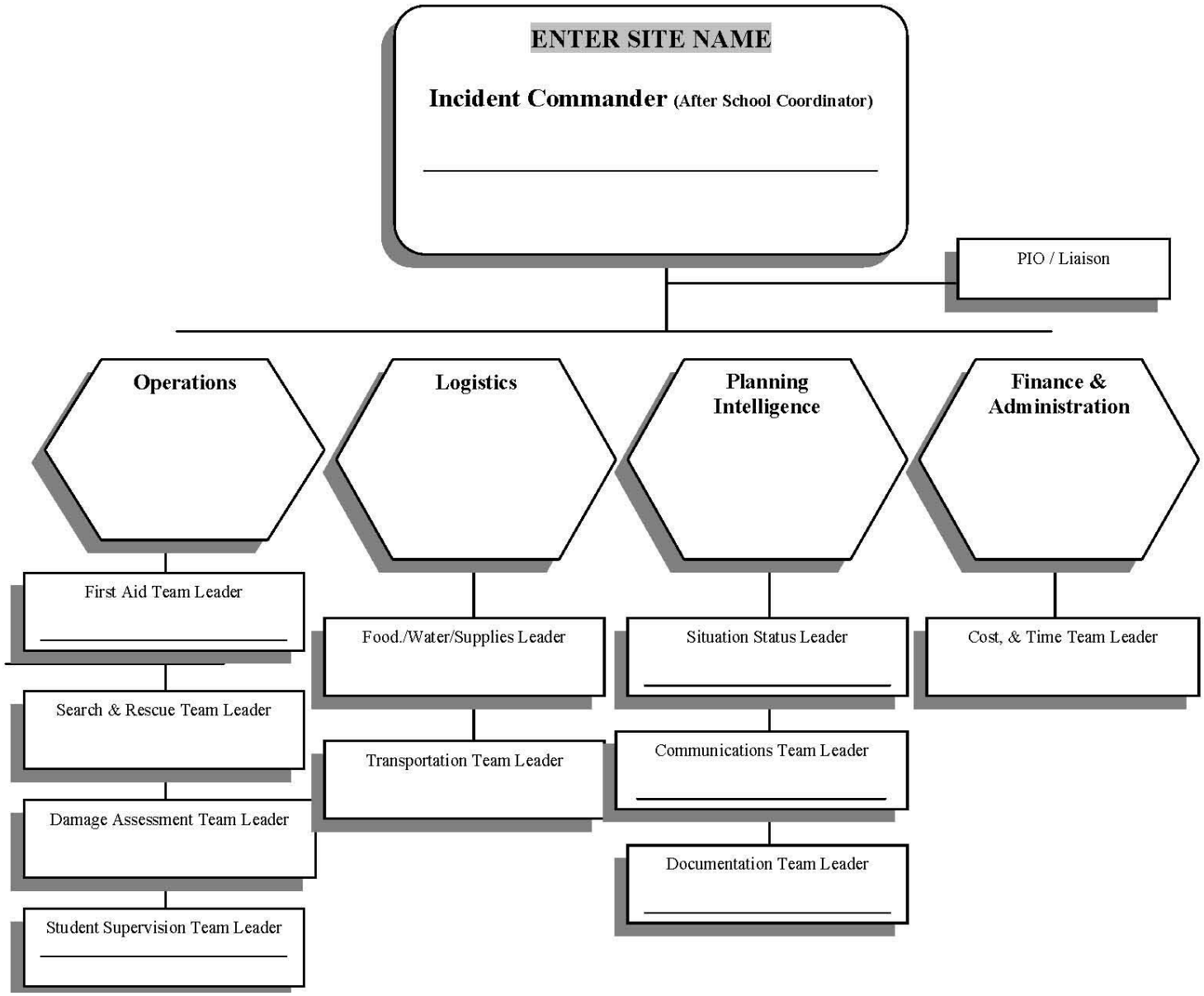
Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			

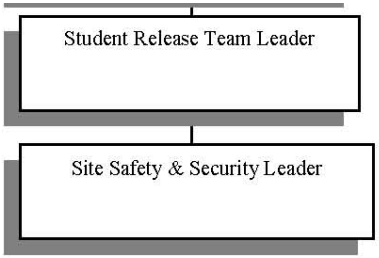
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature:_____ Date:_____

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

AFTER SCHOOL PROGRAM




Student Release Team Leader
Site Safety & Security Leader

School Safety Plan

APPENDIX: Safety for Special Needs Populations

Safety for Special Needs Populations

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Safety for Special Needs Populations

American with Disabilities Act

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

Roles and Responsibilities

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

Planning

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

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

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

Notification

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

combination of methods will be more effective than relying on one method alone. For instance, combining visual and audible alerts will reach a greater audience than either method would by itself.

Safety for Special Needs Populations

Action Step:

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

Evacuation

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

Action Step:

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

Safety for Special Needs Populations

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

Action Step:

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

Sheltering

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

Action Step:

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

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

Safety for Special Needs Populations

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

Action Step:

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

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

Action Step:

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

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

Action Step:

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

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

Safety for Special Needs Populations

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

Action Step:

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

Returning Home

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

Action Step:

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

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

Safety for Special Needs Populations

Prepare For What Will Happen

Earthquake

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

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

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

4. Telephone service may be interrupted.

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

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

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

8. It can take up to three days for emergency water to get to your area. Every person should store at least 3 gallons, and more for those people who need extra water. And still more if you

have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)

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

Safety for Special Needs Populations

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

Before a Disaster

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

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

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

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

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

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

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

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

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

alarms.

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

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

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

Safety for Special Needs Populations

13. Mobility impaired students should practice moving their wheel chairs into designated safe areas, locking their wheels and covering their heads with a book or with their arms or hands.

14. Partnerships should be established between the able bodied and special needs students. The able bodied partners should be prepared (and practice during drills) to assist the special need student.

15. Rescue teams should be made aware of the best way to rescue special needs students. As an example, mobility impaired students should be allowed to instruct rescue team members on the best way to move them from the hazardous area. The fireman's carry may be dangerous to someone with respiratory problems.

16. Special response provisions may have to be made for ensuring duck and cover protection for these students. Barriers to earthquake safety are highly individual for them and accommodation plans may have to fit the requirements. The guidance provided by this document should be modified to fit each special situation of each special needs student. NOTE: ANY SPECIAL RESPONSE PROCEDURE MUST BE TESTED DURING EARTHQUAKE DRILLS.

17. Visually impaired or blind students should have an extra cane at school even if they have a Seeing Eye dog. They should be informed of alternate evacuation routes.

During the Earthquake

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

After the Earthquake

1. Hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.

2. During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.

3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.

4. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependant machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.

5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.

6. If evacuation from school area is called for, utilize special transportation arrangements.

7. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Safety for Special Needs Populations

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

Training for Rescue Service During an Emergency

1. Train personnel to regard a disabled person as the best expert in his or her disability and to ask a disabled person for advice before lifting or moving that person.

2. Train personnel to take extra time when communicating with people who are deaf, hearing impaired, or speech impaired.

3. Train personnel to never separate a disabled person from his or her assistive aids: wheelchairs, canes, hearing aids, medications, special diet food, urinary supplies, etc. Also, a service animal, usually a dog, is an assistive aid used by some blind, deaf and mobility impaired people.

4. Train personnel to realize that a disabled person's equipment may not be working after a disaster occurs, or it may be insufficient for emergency circumstances.

5. Train personnel to realize that a disaster may temporarily confuse service animals and they may not be able to help their owners as effectively as before the disaster.

6. Train rescue workers to know that some individuals with emotional and developmental disabilities may be too unsettled to respond appropriately to instructions and directions, such as a public address announcement to evacuate a building. Some disabled individuals may need to be in a quiet place for a while to regain their composure; others may even try to hide from rescue workers.

7. Train personnel to realize that some individuals with significant mental or learning disabilities might not understand the significance of "Keep Out" signs and barricade tape.

Evacuating Wheelchair Users

All Wheelchair Users

1. Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.

2. Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask

wheelchair you should know in order to lift it safely.

3. Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.

4. When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.

Safety for Special Needs Populations

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

Manual (non-motorized) Wheelchairs

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

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

Motorized Wheelchairs

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

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

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

Safety for Special Needs Populations

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

School Site Name/Site Number: Burckhalter Elementary

☒ Title 1 School Wide Program ☐ SIG

☐ Title 1 Targeted Assistance Program ☐ QEIA

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the CSSSP requiring board approval.
3. The school plan and safety plan is based upon a thorough analysis of student academic and safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, social emotional goals and to meet all safety planning procedures and improve student achievement.
4. The School Site Council reviewed the content requirements of the CSSSP and Site Safety Plan and assures all requirements have been met, including those found in district governing board policies and in the local education agency plan (LEAP).
5. The safety plan was communicated to the public, per Education Code section 35294.2 (e): "*...an updated file of all safety related plans and materials shall be readily available for inspection by the public.*"
6. Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on: March 11, 2014

7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages (date)March 3, 2014
   Announcement at the public meeting (date .March 3, 2014
   Other (Notices and Media Announcements) (date)March 3, 2014

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

Carin Geathers		5/8/2014
Print name of school principal	Signature	Date
Patricia Blanson		5/8/2014
Print name of SSC chairperson	Signature	Date
Jenny WONG	5/21/14	5/8/2014
Print name of Chief of Police or Designee	Signature	Date
Kim Vear		5/14/14
Print name of Regional Executive Officer	Signature	Date
Susana Ramirez		6/11/14
Print name of Director, State & Federal Compliance	Signature	Date

School Site Council Membership Roster – Elementary School

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

Chairperson: Ms. Patricia Blanson	**Vice Chairperson:** Ms. Jeanie Ware
Secretary: Carin Geathers	**DAC Representative: Mrs. Patricia Blanson**

Check Appropriate Representation

Members' Names	**Address**	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/ Community**
Ms. Kimberly Jackson					X
Mrs. Patricia Blanson					X
Ms. Elyata Davis	3994 Burckhalter Avenue Oakland, CA 94605		X		
Ms. Carin Geathers	3994 Burckhalter Avenue Oakland, CA 94605	X			
Ms. Lillie Manning	3994 Burckhalter Avenue Oakland, CA 94605		X		
Mr. Zotunde Morton	3994 Burckhalter Avenue Oakland, CA 94605				X
Ms. Dorothy Collins	3994 Burckhalter Avenue Oakland, CA 94605			X	
Ms. Allana Samuel					X
Mrs. Jeanie Ware					X
Ms. Candace Harper	3994 Burckhalter Avenue Oakland, CA 94605		X		
DAC Representative					
Mrs. Patricia Blanson				X	
	Email:				

Meeting Schedule	**Second Tuesday of every month from 5:30p.m.-7:00p.m.**

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff
5-Parent /Community

This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2012. Fax # 879-8808

Title I School Parental Involvement Policy 2013 - 2014

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

Involvement of Parents in the Title I Program

Burckhalter Elementary School 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.

The parents' right to participate in the development of the District's Title 1 Plan.

Burckhalter Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- ***Distribute for review and approval the Parent Involvement Policy and Rules at the Annual Title I Meeting (September)***
- ***Distribute for review and approval the Home School Compact at the Annual Title I Meeting (September)***
- ***Discuss the current state of the school data, school accountability report card (SARC) and School Quality Improvement Goals (SQIG) at the Annual Title I Meeting***
- ***Suggested revisions will be reviewed and adopted by the School Site Council (SSC) after SSC Establishment meeting (October)***
- ***Suggested revisions will be reviewed and adopted by the English Learner Advisory Council (ELAC) after ELAC Establishment meeting (October) if necessary***

4. Offer a flexible number of meetings for parents.

- ***"Chew and Chat" Monthly morning meetings for parents***
- ***Saturday School -Parent Education meetings (trimester)***
- ***Grade Level semester meetings***
- ***SSC Meetings-Monthly***

- 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.

  - ***All parents are invited to monthly SSC, ELAC, Chew & Chat, and other parent meetings***
  - ***Updated Title I information is distributed with monthly parent/community newsletter***
  - ***Updated Title I information is posted on school website***
  - ***Meeting agendas and minutes (SSC, ELAC, Chew and Chats, parent education meetings, etc.) will be kept in the front office for parents/community***
  - ***CSSSP review, revisions and approval meeting @ SSC meetings***

- Provides parents of Title I students with timely information about Title I programs.
  - ***Annual Title I Meeting***
  - ***State of the School Presentation***
  - ***SSC Meetings (monthly)***
  - ***ELAC Meetings (monthly), if necessary***
  - ***Saturday School -Parent Education meetings (trimester)***
  - ***Grade Level semester meetings***
  - ***Data Summits (biannually)***
  - ***CSSSP review, revisions and approval meeting @ SSC meetings***

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
    - ***Annual Title I Meeting***
    - ***State of the School Presentation***
    - ***SSC Meetings (monthly)***
    - ***ELAC Meetings (monthly)***
    - ***Saturday School -Parent Education meetings (trimester)***
    - ***Grade Level semester meetings***
    - ***Data Summits (biannually)***
    - ***CSSSP review, revisions and approval meeting @ SSC meetings***

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
    - ***SSC Meetings (monthly)***
    - ***ELAC Meetings (monthly)***
    - ***Saturday School -Parent Education meetings (trimester)***
    - ***Grade Level semester meetings***
    - ***Data Summits (biannually)***
    - ***CSSSP review, revisions and approval meeting @ SSC meetings***

School-Parent Compact

Burckhalter Elementary School 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

Burckhalter Elementary School 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

    - ***Annual Title I Meeting***
    - ***State of the School Presentation***
    - ***SSC Meetings (monthly)***
    - ***ELAC Meetings (monthly)***
    - ***Saturday School -Parent Education meetings (trimester)***
    - ***Grade Level semester meetings***
    - ***Data Summits (biannually)***
    - ***CSSSP review, revisions and approval meeting @ SSC meetings***

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

- ***Provide parents with informational pamphlets regarding the Title I program at the annual Title I Meeting***
- ***Review Title I programs at the annual State of the School Presentation***
- ***SSC Meetings (monthly)***
- ***ELAC Meetings (monthly)***
- ***Saturday School -Parent Education meetings (trimester)***
- ***Grade Level semester meetings***
- ***Data Summits (biannually)***
- ***CSSSP review, revisions and approval meeting @ SSC meetings***

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  - ***Staff and parents meet and discuss Title I student and parent needs at monthly SSC, ELAC and Parent Teacher Organization (PTO) meetings***

- 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.
  - ***SSC Meetings (monthly)***
  - ***ELAC Meetings (monthly)***
  - ***Saturday School -Parent Education meetings (trimester)***
  - ***Grade Level semester meetings***
  - ***Data Summits (biannually)***
  - ***CSSSP review, revisions and approval meeting @ SSC meetings***

- 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.
  - ***SSC Meetings (monthly)***
  - ***ELAC Meetings (monthly)***
  - ***Saturday School -Parent Education meetings (trimester)***
  - ***Grade Level semester meetings***
  - ***Data Summits (biannually)***
  - ***CSSSP review, revisions and approval meeting @ SSC meetings***

  - Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
  - ***SSC Meetings (monthly)***
  - ***ELAC Meetings (monthly)***
  - ***Saturday School -Parent Education meetings (trimester)***
  - ***Grade Level semester meetings***
  - ***Data Summits (biannually)***
  - ***CSSSP review, revisions and approval meeting @ SSC meetings***

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.
- ***SSC Meetings (monthly)***
- ***ELAC Meetings (monthly)***
- ***Saturday School -Parent Education meetings (trimester)***
- ***Grade Level semester meetings***
- ***Data Summits (biannually)***
- ***CSSSP review, revisions and approval meeting @ SSC meetings***

Adoption

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

This policy was adopted by the **Burckhalter Elementary School Site Council** on (10/09/2013) and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The **Burckhalter Elementary School's** notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

10/09/2013
(Date)

BurckhalterElementary School – Parent Compact

Burckhalter Elementary School and the parents of enrolled Burckhalter Elementary School students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2013--2014 school year.

School Responsibilities —

Burckhalter Elementary School will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

  All teachers will utilize the district adopted core curriculum and implement effective scaffolding instructional strategies that will ensure that all students are successful in their grade level. All teachers will teach towards the grade level standards and provide differentiated instruction so that all students have equal access to actively participating in the classroom.

- **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

  Formal parent-teacher conferences are held prior to the first report card period. During the conference, the teacher will discuss the individual child's academic and social achievement.

- **Provide parents with frequent reports on their children's progress.**

  Formal report cards are provided 3 times a school year. On other occasions, teachers keep parents informed about their child's progress either by one-on-one meetings, phone calls or written notes.

- **Provide parents reasonable access to staff.**

  Teachers are available to speak with parents either before school, after school or by appointment.

- **Provide opportunities for parents to volunteer and to participate and to observe classroom activities in their child's class.**

  Parents are encouraged to volunteer, participate and observe in the classroom. Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for

an extended period of time. Parents must sign-in in the main office before entering the classroom as part of the education code.

<u>Parent Responsibilities</u> —

We, as parents, will support our children's learning in the following ways:

- *Bring my child to school on time;*
- *Attend school meetings;*
- *Make sure my child does his/her homework;*
- *Check my child's homework everyday;*
- *Keep in touch with the teacher;*
- *Talk to my child at home;*
- *Make sure my child eats well;*
- *Pick-up my child from school on time;*
- *Check and clean my child's backpack regularly and,*
- *Work to keep other parents informed about important school-wide important events by helping to create a better communication system between classroom-school-home (for example, becoming a room parent; creating and participating in the phone tree)*

<u>Student Responsibilities</u> —

We, as students, will share the responsibility to improve our academic achievement and meet the State of California's academic standards. We will:

- *Follow all Burckhalter rules and norms;*
- *Do my homework every day;*
- *Ask for help when I need it;*
- *Read for at least 15 minutes every day, outside of school (Kindergarten, 1st and 2nd grade students)*
- *Read for at least 20 minutes every day, outside of school (3rd, 4th and 5th grade students).*

School Parental Involvement Policy
Part 1. General Expectations
Burckhalter Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

  - That parents play an integral role in assisting their child's learning
  - That parents are encouraged to be actively involved in their child's education at school
  - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
  - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

1) ***Burckhalter Elementary School*** will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- ***Distribute for review and approval the Parent Involvement Policy and Rules at the Annual Title I Meeting***
- ***Distribute for review and approval the Home School Compact at the Annual Title I Meeting***
- ***Discuss the current state of the school data and academic goals at the Annual Title I Meeting***
- ***Suggested revisions will be reviewed and adopted by the School Site Council (SSC)***

2) *Burckhalter Elementary School* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- ***Distribute with monthly newsletter***
- ***Extra copies will be kept in the front office for parents***

Burckhalter Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- ***Monthly SSC Meetings***
- ***As safety issues arise***

3) ***Burckhalter Elementary School*** will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan

- About their school's participation in Title 1

- ***Annual Title I Meeting will be held –refreshments will be served, childcare will be provided***

4) ***Burckhalter Elementary School*** will hold a flexible number of meetings at varying times, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:

- ***Chew and Chat- Monthly mornings***
- ***Saturday School-Monthly***
- ***SSC Meetings-Monthly***

5) ***Burckhalter Elementary School*** will provide information about Title 1 programs to parents of participation children in a timely manner:

- **Monthly Newsletters**
- **SSC Meetings**

6) ***Burckhalter Elementary School*** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

- ***Annual Title I Meeting***
- ***State of the School Presentation***
- ***SSC Meetings***
- ***Data Summits***

7) ***Burckhalter Elementary School*** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

8) ***Burckhalter Elementary School*** will submit to the district any parent comments if the school wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children

Part 3. Shared Responsibilities for High Student Academic Achievement

1) ***Burckhalter Elementary School*** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- ***Chew and Chat- Monthly mornings***
- ***Saturday School-Monthly***
- ***SSC Meetings-Monthly***

2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

- ***Parent Guide, List of Rules, Referral Procedures, Due Process***

3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State of California's academic content standards
- The State of Califonia's student academic achievement standards

- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

- ***Semester Grade Level Meetings***
- ***SSC Meetings-Monthly***

4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate, to foster parent involvement, by:

- ***Semester Grade Level Meetings***
- ***SSC Meetings-Monthly***

5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

Part 4. Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by
- ***Annual Title I Meeting***
- ***State of the School Presentation***
- ***SSC Meetings***
- ***Semester Grade Level Meetings***

This policy was adopted by the ***Burckhalter Elementary School*** Site Council on

Wednesday, October 2013 and will be in effect for the period of ***2013-2014***. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before ***October 7th.*** It will be made available to the local community on or before October ***15th.*** The ***Burckhalter Elementary School's*** notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.