# 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 Bret Harte Middle 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 Bret Harte Middle School.

**OAKLAND UNIFIED SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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

**School: Bret Harte Middle School**

**6056998**

**School Year: 2014-2015**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
## Table of Contents

**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**
Bret Harte's diverse student population of approximately 550 is drawn from all over Oakland and represents the economic, linguistic, and ethnic diversity of our city. 39% of our students are African-American, 30% are Latino, 21% Asian and Pacific Islander, 5% white, and 5% from other ethnic/racial groups. Approximately 80% of students receive free or reduced lunch. After English, Spanish and Arabic are the two most common languages, followed by several east and southeastern Asian languages such as Chinese, Vietnamese, and Cambodian. Our experienced staff of teachers supports these students success in conventional core classes as well as an advanced math program and Newcomer program for students just arriving to the country without a knowledge of English. Bret Harte also boasts one of the most comprehensive elective programs of any middle school in Oakland, with art, music, and Spanish teachers allowing all students access to enrichment. Students also participate in leadership, journalism, and service learning classes. Our large campus allows us to separate sixth graders to better attend to their social development and provides our physical education department with ample space for student activities. Bret Harte also boasts extensive support services, most notably three full time mental health therapists, as well as a substance abuse counselor and peer education program and a growing restorative justice program.

**VISION**
Bret Harte's diverse community embraces mutual respect, hard work and resilience to nurture the whole child in pursuit of academic excellence during the transition to young adulthood. To reach this goal, Bret Harte is on the leading edge of implementing personalized, blended learning in core classrooms through the use of online content. These resources are providing teachers with

greater abilities to differentiate for student needs and fill skills gaps that allow them to hold all students to the rigorous demands of the new Common Core State Standards and Next Generation Science Standards. All teachers in core subjects are receiving intensive professional development on the new standards and support in redesigning curriculum and classroom procedures to meet the new demands upon students.

# 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 | 40% | No | 35.4% | No |
| | Black or African American | 33% | Yes | 26.1% | No |
| | Asian | 60.2% | -- | 50% | No |
| | Filipino | 64.7% | -- | 73.3% | -- |
| | Hispanic or Latino | 35.9% | No | 34.6% | No |
| | Native Hawaiian or Pacific Islander | 12.5% | -- | 7.7% | -- |
| | White | 56.8% | -- | 51.9% | -- |
| | Socioeconomic Disadvantaged | 37.7% | No | 35.4% | No |
| | English Learner | 29.8% | No | 24% | No |
| | Students with Disabilities | 35.5% | Yes | 22.3% | No |
| **Mathematics** | Group | Proficient Target | Met Target? Yes/No | Proficient Target | Met Target? Yes/No |
| | Schoolwide | 22.7% | No | 26.3% | No |
| | Black or African American | 13.6% | No | 15.3% | No |
| | Asian | 44% | -- | 47.4% | No |
| | Filipino | 52.9% | -- | 50% | -- |
| | Hispanic or Latino | 20.4% | No | 24.2% | No |
| | Native Hawaiian or Pacific Islander | 12.5% | -- | 23.1% | -- |
| | White | 32.4% | -- | 44.4% | -- |

| | Socioeconomic Disadvantaged | 21.6% | No | 26.3% | No |
| | English Learner | 17.3% | No | 24.4% | No |
| | Students with Disabilities | 16% | No | 12.5% | No |

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

**OUSD School Balanced Scorecard**

- 02 - Bret Harte - 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:Native Hawaiian or Pacific Islander          Content Area: ELA

## School Quality Review (SQR)

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

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

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

**SQR Summary Report**

- 2012-2013 Summary Report

**SQR Improvement Priorities**

| SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities) | SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Maintain focus on active and different types of learning to engage students during the transition to the Common Core State Standards. | ☑ 1A | ☑ 1B | ☐ 1C | ☐ 1D | ☑ 1E | ☑ 1F | ☐ 2A | ☐ 2B | ☐ 2C | ☐ 2D | ☐ 3A | ☐ 4A | ☐ 5A |
| Expand parent engagement through structures that target families of students below grade level, those | ☐ 1A | ☐ 1B | ☑ 1C | ☐ 1D | ☐ 1E | ☐ 1F | ☐ 2A | ☑ 2B | ☑ 2C | ☑ 2D | ☐ 3A | ☑ 4A | ☐ 5A |

| traditionally underrepresented, and engage all families in decision making at the school. | 1A | 1B | 1C | 1D | 1E | 1F | 2A | 2B | 2C | 2D | 3A | 4A | 5A |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Facilitate professional learning for teachers and leaders that will develop a culture of mutual accountability where teachers and other leaders hold each other accountable for student outcome. | ☑ 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's Instructional Leadership Team will monitor our progress toward the goals outlined in this plan. The SSC will also monitor and support our achievement of these goals. Our collaboration with our PTSA will support our achievement of these goals. Administrative Team: At weekly Administrative Team Meetings, the principal, assistant principals, and TSA's,will analyze progress towards reaching school quality standards, based on collection of data from a variety of sources. Plans will be adjusted and made to better meet the needs of students. PTSA Collaboraton: The principal's report is part of the agenda for each PTSA meeting. Updates will be given on the progress of the school towards reaching the school quality standards. Parent feedback on progress towards reaching the goals will be collected and used to help support our achievement of these goals. Consistent with PLC standards, the principal and assistant principal will assess on monthly basis advances the school is making toward meeting its objectives including providing quality and rigorous instruction in a safe, caring, orderly and effective learning environment. All site data -- be it classrooom assessments, common formative assessments, benchmarks and CST results -- will be utilized to guide all student support and interventions. The Instructional Leadership Team, which includes the admin team and teacher leaders, will meet on monthly basis to assess the effectiveness of all professional development opportunities. The ILT will also help create systems and structures designed to allow teachers to utilize site and district resources, providing release time for peer observations and analyzing student work. Monthly PTSA meetings will address ways and means parents can take an active role in the education of their student while also working in collaboration with the site leadership to help monitor school progress in meeting the learning needs of all students. ELAC meetings will also support these goals COST and attendance team members will meet on biweekly basis to monitor all site student support interventions and programs including truant students.

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

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

**School:** Bret Harte Middle School          **Principal:** THOMAS HUGHES III

**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) [2012-2013: Developing]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [2012-2013: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [2012-2013: Developing]

**SRI**



2012-13 Summative Data and 2013-14 Progress Monitoring Data
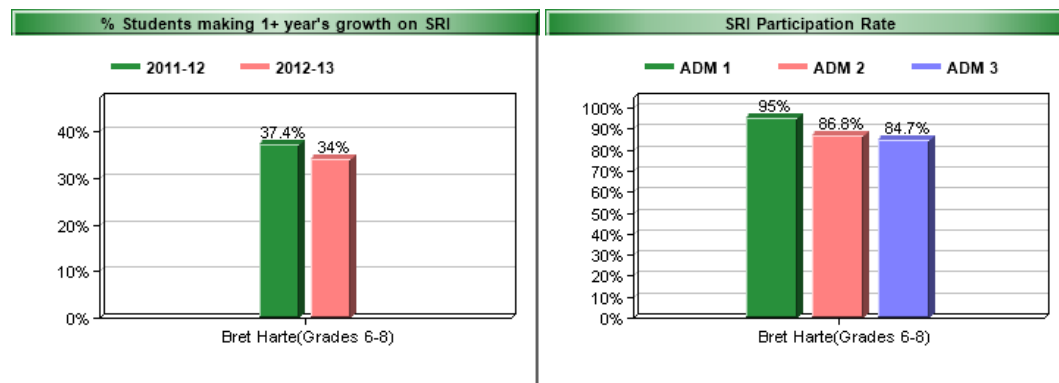
- 34% of students made one or more year of growth on the SRI in 2012-13. A declining proportion of students took the SRI in 2012-13, with only about 85% taking the test at the final administration.
- During 2013-14 mid-year SRI 50% of students made a half year of growth or more. Test participation levels so far have been higher than in previous years.

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

- Cohort matched data shows a greater slide in ELA performance among African-American and Latino males.
- Despite small gains, overall performance has been relatively flat, with African American, Latino, EL, and students with disabilities performing with less proficiency than other statistically significant groups.
- SRI participation rate declined during school year resulting in less accurate data on reading levels.
- More students slid in their CELDT level than gained a CELDT level. Almost half of students remained at the same CELDT level over the course of one year resulting in a high number of long term EL students.
- Academic discourse aligned with the CCSS is uneven across the school and requires more centralized school wide PD around a consistent set of strategies and supports to promote academic discourse.

**Theory of Action**

- If we provide targeted, flexible intervention to students based on specific assessments of their needs then we will see an improvement in their reading performance.
- If we provide intensive intervention for Tier 3 students farthest behind grade level they will show more than one year of reading growth in one year.
- If we integrate online curricula across the curriculum with differentiated texts for students at different reading levels, we will improve student access to the core curriculum and improve reading capacity of students.
- If we implement Common Core aligned units in all English classes students will be better able to tackle complex text and engage in rigorous academic discourse.
- If teachers and leaders continually review data on student achievement and use that information to inform instruction then students will master learning concepts within a master schedule that allows students to be placed in targeted interventions.

**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 |
| Teacher implementation of CCSS aligned units incorporating close reading, academic discourse, and argumentative writing. | 100% of teachers implement CCSS aligned units in core ELA classrooms. | 100%. |
| Consistent use of school wide structures to support academic discourse | 100% of teachers will use school wide structures to support academic discourse in their classrooms | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Instructional | Local | Low to | Every | TSA/Coach | 3/27/2014 | 206SQI1A553 | Teacher on | Non-SSC | | | 0 | $0.00 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| leadership and teacher leader development to support common core shifts | assessments (benchmarks, PWA) | Middle-Performing | Semester | | | | special assignment coordinates math curriculum and professional learning with principal based on analysis of data on student achievement, site administrator PD and collaboration, and work with math teachers in PLCs. | approved | | | | |
| Instructional leadership and teacher leader development to support common core shifts | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Every Semester | TSA/Coach | 3/27/2014 | 206SQI1A6435 | Teacher on special assignment coordinates ELA curriculum and professional learning with principal based on analysis of data on student achievement, site administrator PD and collaboration, and work with math teachers in PLCs. | 790-Unrestricted EIA-SCE Support | | C10TSA9999 | 0.25 | $19,249.94 |
| Provide targeted intervention to support reading development for students performing below grade | SRI | SQIS Target Group | Every Semester | TSA/Coach | 5/15/2014 | 206SQI1A6429 | Teacher on special assignment to administer screeners to identify students below grade level in | 790-Unrestricted EIA-SCE Support | | C10TSA9999 | 0.5 | $38,499.88 |

| | | | | | | | reading, create intervention groups in Tier 2 and Tier 3, monitor student progress and adjust groupings, and support curriculum development to support reading intervention. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide targeted intervention to support reading development for students performing below grade level. | SRI | SQIS Target Group | Every Semester | TSA/Coach | 5/15/2014 | 206SQI1A6430 | Teacher on special assignment (0.4 FTE) to provide Tier 3 intensive intervention outside of core classes for sixth grade students reading 2 or more years below grade level. | 3010-Title I | 4399-SURPLUS | | 0 | $41,152.39 |
| Provide targeted intervention to support reading development for students performing below grade level. | SRI | Lower-Performing | Every Marking Period | Principal | 5/15/2014 | 206SQI1A6431 | Counselor (0.3 FTE) to support development and maintenance of master schedule that allows for flexible intervention groupings in ELA at all grade levels and in Tiers 2 and 3. | 5-LCFF Supplemental | 4399-SURPLUS | | 0 | $32,342.59 |

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

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

**School:** Bret Harte Middle School          **Principal:** THOMAS HUGHES III

**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) [2012-2013: Developing]
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [2012-2013: Beginning]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [2012-2013: Developing]

**Benchmark**
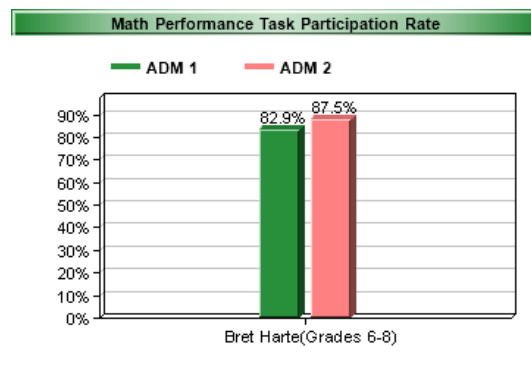
- Overall far more students in a cohort matched analysis are falling further behind in math performance during their time at Bret Harte.
- Overall math performance on the CST was relatively flat over the previous year, with African-American, Latino, EL, and students with disabilities performing more poorly.
- Although student performance on the Science CST showed significant slides over the previous year, student performance rose so dramatically the year before that the slide still shows growth over prior years.
-

### Theory of Action

- If teachers and leaders continually review data on student achievement and use that information to inform instruction then students will master learning concepts and enable placement in targeted intervention classes.
- If support from LCI is garnered to support the science department, we will see a growth in teacher collaboration, common strategies, and implementation of NGSS aligned curriculum across the science department.
- If teachers continually receive feedback on their instruction based on Common Core shifts and professional learning is aligned with this feedback, instruction and therefore student performance will improve.
- If PLC process is facilitated to encourage teachers to collect data on student achievement in their PLCs and reflect on that data to inform instruction, especially subgroups such as EL students, teacher ability to help students improve.
- If intervention curriculum and support for implementation is provided, it will both improve teacher capacity to intervene with students in their core class as well as allow students to benefit from Tier 2 and 3 intervention classes.

### 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% |
| Science department collaboration will take place on site with support form LCI | Two times per month | Twice per month |

### 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Instructional leadership and teacher leader development to support common core shifts | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Every Semester | TSA/Coach | 3/27/2014 | 206SQI1B553 | Teacher on special assignment coordinates math curriculum and professional learning with principal based on analysis of data on student achievement, site administrator PD and | Non-SSC approved | | | 0 | $0.00 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | collaboration, and work with math teachers in PLCs. | | | | | |
| Instructional leadership and teacher leader development to support common core shifts | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Every Semester | | TSA/Coach | 3/27/2014 | 206SQI1B6435 | Teacher on special assignment coordinates ELA curriculum and professional learning with principal based on analysis of data on student achievement, site administrator PD and collaboration, and work with math teachers in PLCs. | 790-Unrestricted EIA-SCE Support | | C10TSA9999 | 0.25 | $19,249.94 |
| Professional development centered on the use of data to drive growth in EL student achievement. | Local assessments (benchmarks, PWA) | English Learners & Redesignated | Weekly | | TSA/Coach | 3/27/2014 | 206SQI1B635 | Teacher on special assignment to coordinate PLC meetings of math teachers providing focused support for EL students using a cycle of analysis of evidence of student learning, reflection, and planning to address misconceptions. | Non-SSC approved | | | 0 | $0.00 |
| Professional development centered on the use of data to drive growth in EL student achievement. | Local assessments (benchmarks, PWA) | English Learners & Redesignated | Weekly | | TSA/Coach | 3/27/2014 | 206SQI1B4846 | Teacher to coordinate PLC meetings of ELA teachers providing focused support for EL students using a cycle of analysis of evidence of student learning, reflection, and planning to | 790-Unrestricted EIA-SCE Support | | C10TSA9999 | 0.25 | $19,249.94 |

| Action | Assessment | Subgroup | Frequency | Responsible | Date | ID | Description | Funding Source | | Object | FTE | Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide targeted intervention to support numeracy development for students performing below grade level in math. | Local assessments (benchmarks, PWA) | Lower-Performing | Every Semester | TSA/Coach | 3/27/2014 | 206SQI1B6438 | Teacher on special assignment to administer screeners to identify students below grade level in math, create intervention groups, monitor student progress and adjust groupings, and support intervention curriculum development and implementation. | Non-SSC approved | | | 0 | $0.00 |
| Provide targeted intervention to support numeracy development for students performing below grade level in math. | Local assessments (benchmarks, PWA) | Lower-Performing | Every Marking Period | TSA/Coach | 3/27/2014 | 206SQI1B6440 | Math teacher to provide one period daily of Tier 2 math intervention to students below grade level. | 3010-Title I | | K12TCH0910 | 0.2 | $12,154.25 |
| Provide targeted intervention to support numeracy development for students performing below grade level in math. | Local assessments (benchmarks, PWA) | Lower-Performing | Every Marking Period | TSA/Coach | 3/27/2014 | 206SQI1B6441 | Math teacher to provide one period daily of Tier 2 math intervention to students below grade level. | 3010-Title I | | K12TCH9999 | 0.2 | $15,646.02 |
| Provide targeted intervention to support numeracy development for students | Local assessments (benchmarks, PWA) | Lower-Performing | Every Marking Period | TSA/Coach | 3/27/2014 | 206SQI1B6444 | Math teacher to provide one period daily of Tier 2 math intervention to students below grade level. | 791-Unrestricted EIA-LEP Support | | K12TCH0973 | 0.2 | $18,434.45 |

| performing below grade level in math. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|

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

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

**School:** Bret Harte Middle School                    **Principal:** THOMAS HUGHES III

**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) [2012-2013: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [2012-2013: Developing]

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

- Structures currently in place for sixth graders are not adequate to support a smooth transition from fifth to sixth grade, with a greater than district average number of sixth graders showing a slide in CST performance compared to fifth grade.
- School programs do not currently provide adequate opportunities for students to take leadership or ownership over the school, although changes currently underway may address this.
- Many students have not identified a caring adult to turn to for support in their time at Bret Harte.

**Theory of Action**

- If we create a Community Relations Assistant position specifically to support families with transitions in and out of middle school we will better meet family and student needs at these challenging times.
- If we create a case manager position to monitor the process of Tier 2 and Tier 3 students targeted for transition support, we will see a better academic and social adjustment to middle school for sixth graders.
- If we strengthen our leadership, journalism, Boys and Men of Color, and Joven Noble programs we will better meet the needs of eighth grade students to be prepared for high school.
- If we use the PBIS framework to drive out work around establishing school culture, we will be better able to communicate expectations to students and families transitioning into the school.

**Strategic Priority Goals**

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

| Measure | Goal | School Specific Target |
|---|---|---|
| Academic progress of long term English Learners who enter the school as sixth graders during the 2014-15 school year. | 50% of the LTELs in this group will be ready to be redesignated by the end of the year. | 50% |

**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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Counselor to provide articulation between Bret Harte and feeder elementary schools as well as high schools that receive our students. | Survey data (CHKS, etc.) | Students Transitioning In/Out | End of Year | Principal | 5/1/2014 | 206SQI1C560 | Counselor to aid transition for incoming sixth graders who are below grade level through visits to feeder elementary schools, review of data on elementary school performance, coordination with principal to ensure appropriate intervention, tracking of sixth grade performance in intervention programs to boost academic achievement. | 791-Unrestricted EIA-LEP Support | 4399-SURPLUS | | 0 | $10,780.87 |
| Counselor to provide articulation between Bret Harte and feeder elementary schools as well as high schools that receive our students. | Survey data (CHKS, etc.) | Students Transitioning In/Out | End of Year | Principal | 5/1/2014 | 206SQI1C561 | Counselor to identify outgoing eighth graders who are below grade level and work with families and high schools to ensure extra supports and interventions are in place to support transition to high school and improved academic achievement during second half of the eighth grade year. | 791-Unrestricted EIA-LEP Support | 4399-SURPLUS | | 0 | $10,780.86 |

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

## Strategic Priority D. College, Career & Workforce

**School:** Bret Harte Middle School **Principal:** THOMAS HUGHES III

**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) [2012-2013: Developing]
- ensures that students know what they're learning, why they're learning it and how it can be applied (Standard 1.7) [2012-2013: Developing]
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [2012-2013: Developing]

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

- Students report lower than district average levels of teacher belief in their success and teachers report a perception of academic rigor lower than district averages.
- Student intention to attend college as well as teacher belief in the promotion of student success are consistent with district averages.

**Theory of Action**

- If we begin implementation of the Common Core standards including the related expectations of student behaviors, then we will see an increase in rigor in the classroom, And an increase in student readiness for college and career.
- If we expand the Spark Mentorship program, more students will have meaningful experiences shadowing professionals in a work environment and be better able to prioritize decisions that lead to college and career readiness.

**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 | |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Build student voice in school programs. | Survey data (CHKS, etc.) | High Performing/GATE | End of Year | Grade leve/Department Team | 5/15/2014 | 206SQI1D1980 | Leadership class to promote student involvement in building school community and giving feedback on school practices. | Non-SSC approved | | | 0 | $0.00 |
| Build student voice in school programs. | Survey data (CHKS, etc.) | Low to Middle-Performing | End of Year | Grade leve/Department Team | 5/15/2014 | 206SQI1D1981 | Continued development of journalism program to promote student voice on school programs and community issues. | Non-SSC approved | | | 0 | $0.00 |
| Build student voice in school programs. | Survey data (CHKS, etc.) | SQIS Target Group | Monthly | Principal | 5/15/2014 | 206SQI1D6455 | Expansion of Restorative Justice program beyond peer model to include use of restorative practices in classrooms and to build school wide student culture. | Non-SSC approved | | | 0 | $0.00 |
| Build student voice in | Survey data | Low to Middle-Performing | Every Semester | TSA/Coach | 5/15/2014 | 206SQI1D6542 | Expansion of Spark | Funded by Community | | | 0 | $0.00 |

| school programs. | (CHKS, etc.) | | | | | | mentorship program to provide up to 50 students with career experiences. | Partner | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

# 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:** Bret Harte Middle School          **Principal:** THOMAS HUGHES III

**From OUSD Strategic Plan:**

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

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

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8) [2012-2013: Developing]

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

- African-American males and English Language Learners continue to perform lower than their peers in other statistically significant demographic groups.
- Mid-year SRI for 2013-14 school year should strong growth among students receiving targeted reading intervention.

**Theory of Action**

- Specifically target African-American and Latino male students in the implementation of culturally responsive supports to promote greater academic and social success.
- Expanded Newcomer ELD program to meet the needs of students new to the English language through targeted ELD strategies in the context of both an ELD class and core subject classes in math and science.
- Expansion of reading intervention classes to offer Tier 2 and Tier 3 classes at all grade levels to provide intensive support outside of the core class for students two or more grade levels below.
- Expansion of math support classes from sixth grade to all grade levels combined with implementation of blended Math 180 curriculum.

**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. | 100% |
| Long Term English Learners will perform at or above the level of their peers on the SRI. | 100% of LTELs will perform at the level of their peers on the SRI. | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide targeted | SRI | SQIS Target Group | Every Semester | TSA/Coach | 5/15/2014 | 206SQI1E6429 | Teacher on special | 790-Unrestricted | | C10TSA9999 | 0.5 | $38,499.88 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| intervention to support reading development for students performing below grade level. | | | | | | | assignment to administer screeners to identify students below grade level in reading, create intervention groups in Tier 2 and Tier 3, monitor student progress and adjust groupings, and support curriculum development to support reading intervention. | EIA-SCE Support | | | | |
| Provide targeted intervention to support reading development for students performing below grade level. | SRI | SQIS Target Group | Every Semester | TSA/Coach | 5/15/2014 | 206SQI1E6430 | Teacher on special assignment (0.4 FTE) to provide Tier 3 intensive intervention outside of core classes for sixth grade students reading 2 or more years below grade level. | 3010-Title I | 4399-SURPLUS | | 0 | $41,152.39 |
| Provide targeted intervention to support reading development for students performing below grade level. | SRI | Lower-Performing | Every Marking Period | Principal | 5/15/2014 | 206SQI1E6431 | Counselor (0.3 FTE) to support development and maintenance of master schedule that allows for flexible intervention groupings in ELA at all grade levels and in Tiers 2 and 3. | 5-LCFF Supplemental | 4399-SURPLUS | | 0 | $32,342.59 |
| Provide targeted intervention to support | Local assessments (benchmarks, PWA) | Lower-Performing | Every Semester | TSA/Coach | 3/27/2014 | 206SQI1E6438 | Teacher on special assignment to administer | Non-SSC approved | | | 0 | $0.00 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| numeracy development for students performing below grade level in math. | | | | | | | screeners to identify students below grade level in math, create intervention groups, monitor student progress and adjust groupings, and support intervention curriculum development and implementation. | | | | | | |
| Provide targeted intervention to support numeracy development for students performing below grade level in math. | Local assessments (benchmarks, PWA) | Lower-Performing | Every Marking Period | TSA/Coach | 3/27/2014 | 206SQI1E6440 | Math teacher to provide one period daily of Tier 2 math intervention to students below grade level. | 3010-Title I | | K12TCH0910 | 0.2 | $12,154.25 |
| Provide targeted intervention to support numeracy development for students performing below grade level in math. | Local assessments (benchmarks, PWA) | Lower-Performing | Every Marking Period | TSA/Coach | 3/27/2014 | 206SQI1E6441 | Math teacher to provide one period daily of Tier 2 math intervention to students below grade level. | 3010-Title I | | K12TCH9999 | 0.2 | $15,646.02 |
| Provide targeted intervention to support numeracy development for students performing below grade level in math. | Local assessments (benchmarks, PWA) | Lower-Performing | Every Marking Period | TSA/Coach | 3/27/2014 | 206SQI1E6444 | Math teacher to provide one period daily of Tier 2 math intervention to students below grade level. | 791-Unrestricted EIA-LEP Support | | K12TCH0973 | 0.2 | $18,434.45 |
| Implement differentiated instruction for GATE | | High Performing/GATE | Every Marking Period | Leadership Team | 3/27/2014 | 206SQI1E4747 | Provide high-interest and challenging extension | Non-SSC approved | | | 0 | $0.00 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| students. | | | | | | | activities integrated into classroom instructional program. | | | | | |
| Provide culturally responsive supports for African-American and Latino males to promote academic and social success on par with their peers. | Survey data (CHKS, etc.) | Low to Middle-Performing | End of Year | Principal | 3/27/2014 | 206SQI1E6492 | Provide teacher (0.15 FTE) for Boys and Men of Color class to provide mentorship and support for group of young men selected through COST team, parent and teacher referral. | 5-LCFF Supplemental | | K12TCH0796 | 0.15 | $10,923.44 |
| Provide culturally responsive supports for African-American and Latino males to promote academic and social success on par with their peers. | Survey data (CHKS, etc.) | Low to Middle-Performing | End of Year | Principal | 3/27/2014 | 206SQI1E6493 | Provide teacher (0.05 FTE) for Boys and Men of Color class to provide mentorship and support for group of young men selected through COST team, parent and teacher referral. | 790-Unrestricted EIA-SCE Support | | K12TCH0796 | 0.05 | $3,641.15 |
| Provide culturally responsive supports for African-American and Latino males to promote academic and social success on par with their peers. | Survey data (CHKS, etc.) | Low to Middle-Performing | | Principal | 3/27/2014 | 206SQI1E6495 | Expansion of Joven Noble program offered through partnership with Unity Council Latino Men & Boys project to provide mentorship, academic, and health supports to young men of color. | Funded by Community Partner | | | 0 | $0.00 |

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

## Strategic Priority F. Extending Learning Time

**School:** Bret Harte Middle School          **Principal:** THOMAS HUGHES III

**From OUSD Strategic Plan:**

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

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

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8) [2012-2013: Developing]

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

- o

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

- o Bret Harte's after school program is making progress serving EL students, but there is a continued need to reach Newcomer families.
- o The program quality of the after school program is consistent with district averages.
- o CHKS indicates that 46% of students go home to a house without a parent after school at least once per week.

**Theory of Action**

- o Continued integration of the ASP with the regular day program will increase student awareness of and participation in the program.
- o Greater emphasis on academic liaison role will increase teacher investment in the after school program.
- o Utilization of newly acquired technology and creation of student leadership development within ASP to increase student engagement and ownership of the program.
- o Family engagement work will support the integration of more Newcomers and other EL students in the ASP.

**Strategic Priority Improvement Strategies**

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide comprehensive after school program integrated with the day time program and support | Suspension | Lower-Performing | Monthly | Principal | 3/27/2014 | 206SQI1F1976 | Broker ASP services through COST team when appropriate. | N/A | | | 0 | $0.00 |

services.

| Provide comprehensive after school program integrated with the day time program and support services. | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Every Semester | Leadership Team | 3/27/2014 | 206SQI1F6461 | Comprehensive after school program providing academic support and enrichment for students. | 6010-AFTER SCHOOL LEARNING&SAFEHOOD | 5825-CONSULTANTS | | 0 | $129,273.60 |
| Provide comprehensive after school program integrated with the day time program and support services. | Survey data (CHKS, etc.) | English Learners & Redesignated | Monthly | Principal | 3/27/2014 | 206SQI1F6462 | Extend after school programing to serve Newcomer ELD population as well as provide parent engagement to bolster participation within the ASP. | 4124-T IV 21ST CENTURY COM LEARNING | 5825-CONSULTANTS | | 0 | $95,791.73 |

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

## Strategic Priority A. School Safety Plan

**School:** Bret Harte Middle School          **Principal:** THOMAS HUGHES III

**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) [2012-2013: Developing]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2012-2013: Sustaining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [2012-2013: Developing]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [2012-2013: Developing]

**School Safety Plan Goals**

Goal I: To reduce suspensions for violent incidents by 10%.

- Strategy 1.1: Increased supervision of large and complex campus through staffing changes, and teacher volunteers.
- Strategy 1.2: Training of Peer RJ circle keepers and participation in circles for students involved in or at risk of violent incidents. Increase Peer RJ program to nearly full time.

Goal 2: To reduce suspensions for defiance / disruption 10% over the previous year.

- Strategy 2.1: Strengthening of school climate and culture committee to create a wide range of positive incentives for positive behavior and engagement. Continued PBIS school wide culture implementation.

- Strategy 2.2: Implementation of professional development with teachers around engagement, developmentally appropriate classroom management, and cultural responsiveness.

**Strategic Priority Improvement Strategies**

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

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

**School:** Bret Harte Middle School　　　　　　　　**Principal:** THOMAS HUGHES III

**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) [2012-2013: Developing]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2012-2013: Sustaining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [2012-2013: Developing]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [2012-2013: Developing]

**School Safety Plan Goals**

Goal I: To reduce suspensions for violent incidents by 10%.

- Strategy 1.1: Increased supervision of large and complex campus through staffing changes, and teacher volunteers.

- Strategy 1.2: Training of Peer RJ circle keepers and participation in circles for students involved in or at risk of violent incidents. Increase Peer RJ program to nearly full time.

Goal 2: To reduce suspensions for defiance / disruption 10% over the previous year.

- Strategy 2.1: Strengthening of school climate and culture committee to create a wide range of positive incentives for positive behavior and engagement. Continued PBIS school wide culture implementation.

- Strategy 2.2: Implementation of professional development with teachers around engagement, developmentally appropriate classroom management, and

cultural responsiveness.

**Suspensions**
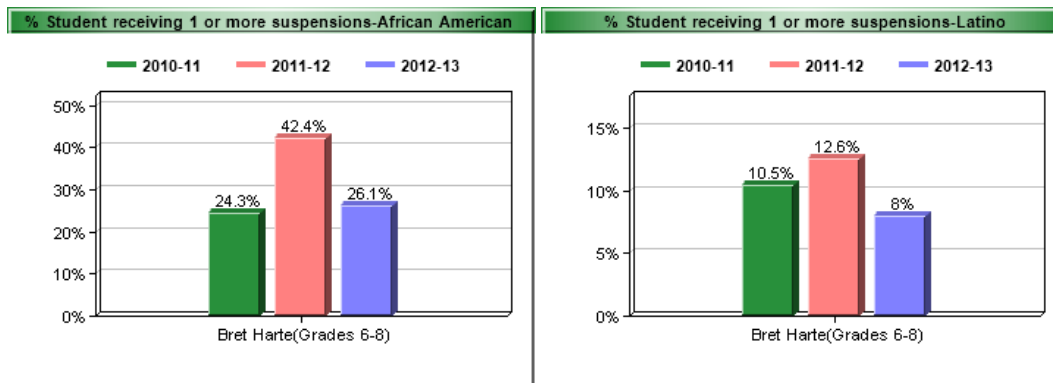


**2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis**
- The school has made massive gains in promoting a sense of student safety (increase of about 20% over last two years) and is now on par with district average.
- Bret Harte's rate of DHPs declined in the last two year consistent with district averages..
- Bret Harte students report low levels of caring relationships with adults compared to district averages and previous years.
- Bret Harte suspends a greater percentage of its student body than the average district school although the rate has declined in the 2013-14 school year.

**Theory of Action**
- If we intentionally build community and teach behavioral expectations through leadership and PBIS aligned lessons, student perceptions of safety will increase..
- If we build in meaningful opportunities for student engagement and voice our students will feel more connected to the school.
- If we develop more common expectations and practices students will better understand boundaries and what is expected of them and be better able to form productive relationships with adults.
- If we provide staffing to support alternatives to suspension and engagement of parents with students who are struggling behaviorally, we will see reductions in suspensions.

**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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Build student voice in school programs. | Survey data (CHKS, etc.) | High Performing/GATE | End of Year | Grade leve/Department Team | 5/15/2014 | 206SQI2B1980 | Leadership class to promote student involvement in building school community and giving feedback on school practices. | Non-SSC approved | | | 0 | $0.00 |
| Build student voice in school programs. | Survey data (CHKS, etc.) | Low to Middle-Performing | End of Year | Grade leve/Department Team | 5/15/2014 | 206SQI2B1981 | Continued development of journalism program to promote student voice on school programs and community issues. | Non-SSC approved | | | 0 | $0.00 |
| Build student voice in school programs. | Survey data (CHKS, etc.) | SQIS Target Group | Monthly | Principal | 5/15/2014 | 206SQI2B6455 | Expansion of Restorative Justice program beyond peer model to include use of restorative practices in classrooms and to build school wide student culture. | Non-SSC approved | | | 0 | $0.00 |
| Build student voice in school programs. | Survey data (CHKS, etc.) | Low to Middle-Performing | Every Semester | TSA/Coach | 5/15/2014 | 206SQI2B6542 | Expansion of Spark mentorship program to provide up to 50 students with career experiences. | Funded by Community Partner | | | 0 | $0.00 |
| Provide culturally responsive supports for African-American and Latino males to promote academic and social success on | Survey data (CHKS, etc.) | Low to Middle-Performing | End of Year | Principal | 3/27/2014 | 206SQI2B6492 | Provide teacher (0.15 FTE) for Boys and Men of Color class to provide mentorship and support for group of young | 5-LCFF Supplemental | | K12TCH0796 | 0.15 | $10,923.44 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| par with their peers. | | | | | | | men selected through COST team, parent and teacher referral. | | | | | |
| Provide culturally responsive supports for African-American and Latino males to promote academic and social success on par with their peers. | Survey data (CHKS, etc.) | Low to Middle-Performing | End of Year | Principal | 3/27/2014 | 206SQl2B6493 | Provide teacher (0.05 FTE) for Boys and Men of Color class to provide mentorship and support for group of young men selected through COST team, parent and teacher referral. | 790-Unrestricted EIA-SCE Support | | K12TCH0796 | 0.05 | $3,641.15 |
| Provide culturally responsive supports for African-American and Latino males to promote academic and social success on par with their peers. | Survey data (CHKS, etc.) | Low to Middle-Performing | | Principal | 3/27/2014 | 206SQl2B6495 | Expansion of Joven Noble program offered through partnership with Unity Council Latino Men & Boys project to provide mentorship, academic, and health supports to young men of color. | Funded by Community Partner | | | 0 | $0.00 |
| PBIS-aligned tiered approach to student discipline to reduce suspensions overall and disproportionality. | Suspension | Lower-Performing | Monthly | Principal | 3/27/2014 | 206SQl2B1977 | Leveraging of PBIS/restorative justice resources to develop more developmentally appropriate expectations and consequences, with emphasis on Tiers 2 and 3. | Non-SSC approved | | | 0 | $0.00 |
| PBIS-aligned tiered approach to student discipline to reduce suspensions overall and | Discipline/CSC | Low to Middle-Performing | Monthly | Principal | 3/27/2014 | 206SQl2B1978 | Develop of incentive systems for positive social and academic behaviors. | Non-SSC approved | | | 0 | $0.00 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| disproportionality. | | | | | | | | | | | |
| PBIS-aligned tiered approach to student discipline to reduce suspensions overall and disproportionality. | Discipline/CSC | Low to Middle-Performing | Monthly | Community Engagement Lead | 3/27/2014 | 206SQl2B1979 | Case manager position to coordinate alternatives to suspension, engagement of parents with students struggling behaviorally, and continual analysis of disciplinary data. | Non-SSC approved | | | 0 | $0.00 |

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

## Strategic Priority C. Health & Wellness

**School:** Bret Harte Middle School **Principal:** THOMAS HUGHES III

**From OUSD Strategic Plan:**

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

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

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2012-2013: Sustaining]

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

- Bret Harte students report low rates of breakfast consumption in spite of higher than district average rates of participation in the program.
- More Bret Harte students than the district average (80% vs. 70%) are eligible for free and reduced lunch program.
- A smaller number of students reported feelings of depression and use of alcohol than in previous years.

**Theory of Action**

- If we provide comprehensive mental health services we will increase the ability of our students to learn during the school day.
- If we provide substance abuse intervention programs we will reduce the abuse of drugs and alcohol by our students.
- If we expand nutrition education programs to emphasize the importance of breakfast more of our students will be prepared to learn at the start of the day.

**Strategic Priority Improvement Strategies**

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide comprehensive support services supporting the physical and emotional well being of students. | Survey data (CHKS, etc.) | Low to Middle-Performing | Monthly | Community Partner | 5/15/2014 | 206SQI2C3251 | Provide three full time mental health therapists to provide individual and group counseling to students. | Funded by Community Partner | | | 0 | $0.00 |
| Provide comprehensive support services supporting the | Survey data (CHKS, etc.) | Low to Middle-Performing | Monthly | Community Partner | 5/15/2014 | 206SQI2C3252 | Provide substance abuse counseling for targeted | Centralized Services | | | 0 | $0.00 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| physical and emotional well being of students. | | | | | | | students. | | | | | |
| Provide comprehensive support services supporting the physical and emotional well being of students. | Survey data (CHKS, etc.) | Low to Middle-Performing | Monthly | Community Partner | 5/15/2014 | 206SQI2C3253 | Provide substance abuse peer mentoring and education program. | Centralized Services | | | 0 | $0.00 |
| Provide comprehensive support services supporting the physical and emotional well being of students. | Survey data (CHKS, etc.) | SQIS Target Group | Monthly | Principal | 5/15/2014 | 206SQI2C6472 | Provide peer Restorative Justice programming to build student capacity to address conflict in school and larger community. | Non-SSC approved | | | 0 | $0.00 |

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

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

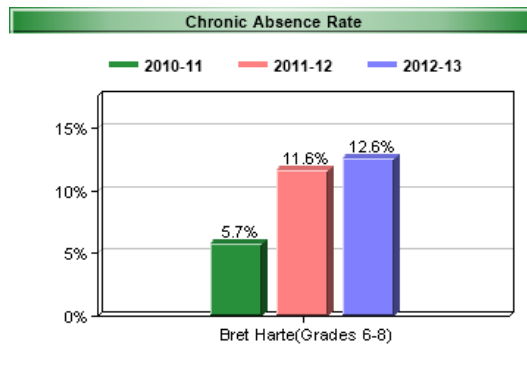**School:** Bret Harte Middle School                    **Principal:** THOMAS HUGHES III

**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) [2012-2013: Sustaining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [2012-2013: Developing]



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

- Bret Harte's rate of chronic absence has increased sharply, in excess of district goal.

- A lower percentage of students than the district average attend 95% of days or more.
- The school's ADA is slightly lower than district goal level.

**Theory of Action**
- If we monitor attendance for all subgroups, and especially the two of greatest concern, we will see a reduction in chronic absences.
- If we maintain an attendance team to meet weekly, track students who are chronically absent, and triage supports to increase attendance we will see a reduction in chronic absence.
- If we celebrate student improvement in attendance and perfect attendance as part of school wide celebrations we will see an overall improvement in attendance.

**Strategic Priority Goals**

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

| Measure | Goal | School Specific Target |
|---|---|---|
| School Scorecard: Chronic Absence | Reduce the chronic absence rate by 100% annually, or maintain it at 5% or less. | Reduce by 10% |
| Chronic Absence Rate | Chronic absence rate below 10% for entire school year | Below 10% |
| SARB Referrals | Submit at least 3 SARB referrals every money | 3 SARB referrals per month |

**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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Attendance team to address chronic absence. | Attendance | | Weekly | Assistant Principal | 5/1/2014 | 206SQI2D6553 | Creation and maintenance of attendance team including COST coordinator and FRC staff to triage interventions to support reductions in chronic absence. | Non-SSC approved | | | 0 | $0.00 |
| Attendance team to address chronic absence. | Attendance | | Weekly | Assistant Principal | 5/1/2014 | 206SQI2D6554 | Creation of Case Manager position to help with interventions and parent engagement related to chronic absence. | Non-SSC approved | | | 0 | $0.00 |
| Attendance team to address chronic absence. | Attendance | | Monthly | Attendance Team | 5/1/2014 | 206SQI2D7448 | Build teacher involvement in addressing chronic absence through identify | N/A | | | 0 | $0.00 |

| | | | | | | focal students with poor attendance to be specially monitored by teacher. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|

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

<h2 style="text-align:center">Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)</h2>

**School:** Bret Harte Middle School                    **Principal:** THOMAS HUGHES III

**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) [2012-2013: Developing]
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning (Standard 3.2) [2012-2013: Developing]
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice (Standard 3.4) [2012-2013: Developing]

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

- Teachers report lower than district average impact of PD time on their professional practice.
- Students report lower than average belief that teachers want them to do their best.
- Teacher belief in adequacy of professional development time is similar to district average.
- PD does not consistently address issues of cultural bias.

**Theory of Action**

- If we differentiate PD to meet the needs of various department and grade levels then teachers will see a greater impact on their practice.
- If PD revolves around analyzing evidence of student learning and adjusting plans accordingly, students will see that teachers are tracking their progress.
- If we continue to provide adequate PD hours for collaboration, teachers will be able to use PD to improve their practice.
- If we focus specifically upon Newcomers in PD we will better meet their needs and see a reduction in long term English learners.
- If we conduct data conferences around each major assessment, we will build teacher capacity to use data to inform instruction and better meet the needs of their students.

**Strategic Priority Goals**

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

| Measure | Goal | School Specific Target |
|---|---|---|
|  | 100% of core teachers will participate in data |  |

| Data conferences with core teachers around major assessments | conferences with principal and/or teacher leader around each major district assessment | 100% |
|---|---|---|
| ILT review of data on major assessments | 100% of district and major site assessments will be reviewed in the ILT as part of a cycle of inquiry | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Instructional leadership and teacher leader development to support common core shifts | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Every Semester | TSA/Coach | 3/27/2014 | 206SQI3A553 | Teacher on special assignment coordinates math curriculum and professional learning with principal based on analysis of data on student achievement, site administrator PD and collaboration, and work with math teachers in PLCs. | Non-SSC approved | | | 0 | $0.00 |
| Instructional leadership and teacher leader development to support common core shifts | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Every Semester | TSA/Coach | 3/27/2014 | 206SQI3A6435 | Teacher on special assignment coordinates ELA curriculum and professional learning with principal based on analysis of data on student achievement, site administrator PD and collaboration, and work with math teachers in PLCs. | 790-Unrestricted EIA-SCE Support | | C10TSA9999 | 0.25 | $19,249.94 |

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

## Strategic Priority A. Family & Community Engagement

**School:** Bret Harte Middle School                    **Principal:** THOMAS HUGHES III

**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) [2012-2013: 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) [2012-2013: Beginning]
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7) [2012-2013: Beginning]

**2012-13 Summative Data and 2013-14 Progress Monitoring Data**
- Parent meetings typically poorly attended. About 25% of families invited to parent conferences, SSC, or ELAC meetings attend.
- PTSA and other parent groups do not represent economic, linguistic, or ethnic diversity of school population.

**2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis**
- Staff perception of school's welcoming to families is consistent with district averages.
- The fact that the school does not draw from one neighborhood but from all over the city complicates efforts to engage families and act as a community center.

**Theory of Action**
- If we provide for coordination of parent activities and engagement by resurrecting the parent center we will engage more parents meaningfully with the school.
- If we begin to provide translation in Arabic we will provide access to our third largest language group after English and Spanish.
- If we provide coordination of EL family outreach we will more successfully engage these families.
- If we use the ELAC meetings around parent education for Newcomer families, we will see an increase in families using services that support their student's learning.
- If we target parents of Long Term ELs with information about supporting and monitoring their students academic progress, we will see an increase in their redesignation rates.

**Strategic Priority Goals**

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

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

**Strategic Priority Improvement Strategies**

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Provide outreach targeting families of English language learners and students below grade level. | Survey data (CHKS, etc.) | English Learners & Redesignated | Monthly | Principal | 3/27/2014 | 206SQI4A580 | Provide for translation to provide access to school events for parents speaking languages other than English. | 3010-Title I | 5825-CONSULTANTS | | 0 | $2,000.00 |
| Provide outreach targeting families of English language learners and students below grade level. | Survey data (CHKS, etc.) | Low to Middle-Performing | Monthly | Principal | 3/27/2014 | 206SQI4A6480 | Provide bilingual Family Resource Center staffing to engage families of students below grade level or at risk. | 3010-Title I | 5825-CONSULTANTS | | 0 | $8,000.00 |
| Provide outreach targeting families of English language learners and students below grade level. | Survey data (CHKS, etc.) | Low to Middle-Performing | Monthly | Principal | 3/27/2014 | 206SQI4A6500 | Provide refreshments to support parent engagement at school parent education and engagement events. | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | $1,873.49 |
| Provide outreach targeting families of English language learners and students below grade level. | Survey data (CHKS, etc.) | English Learners & Redesignated | Weekly | Principal | 3/27/2014 | 206SQI4A6556 | Creation of Community Relations Assistant fluent in Arabic to promote engagement with this traditionally underserved segment of the parent population. | Non-SSC approved | | | 0 | $0.00 |

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

## Strategic Priority A. Strategic Operational Practices

**School:** Bret Harte Middle School          **Principal:** THOMAS HUGHES III

**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) [2012-2013: Beginning]
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities (Standard 5.5) [2012-2013: Developing]
- guides and supports the development of quality instruction across the school (Standard 5.6) [2012-2013: Developing]
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability (Standard 5.9) [2012-2013: Beginning]
- develops systems and allocates resources in support of the school?s vision (Standard 5.10) [2012-2013: Sustaining]
- is distributed, through professional learning communities, collaborative planning teams, and select individuals (Standard 5.11)

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

- Bret Harte's substitute fill rate is slightly above district average, a reversal from previous years.
- Bret Harte's use of unrestricted resources is consistent with district averages and is utilizing all resources.
- Bret Harte makes nearly full use of categorical resources, far in excess of district averages.

**Theory of Action**

- If we continue to cultivate relationships with effective substitute teachers we will be able to avoid unfilled absences.
- If the SSC is provided with monthly reports on the use of restricted funds we will be able to exceed the district averages and expend almost all unrestricted funds.

**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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Substitute Recruitment | Other (OCR, etc) | | Weekly | Principal | 3/27/2014 | 206SQI5A3286 | Maintain roster of effective | N/A | | | 0 | $0.00 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | substitutes and cultivate relationships to maintain jobs filled. | | | | | |
| Fiscal Management | Survey data (CHKS, etc.) | Low to Middle-Performing | Monthly | Principal | 3/27/2014 | 206SQI5A3287 | Provide SSC with monthly updates on categorical funds to ensure that all available resources are being used. | N/A | | | 0 | $0.00 |
| Fiscal Management | Other (OCR, etc) | Low to Middle-Performing | Monthly | Principal | 3/27/2014 | 206SQI5A3289 | Regular monitoring of unrestricted resources to ensure full use of funds and strategic action with excess or unencumbered funds. | N/A | | | 0 | $0.00 |
| Fiscal Management | Other (OCR, etc) | | Monthly | Principal | 3/27/2014 | 206SQI5A6501 | Supplies to support basic operation of the school. | 5-LCFF Supplemental | 4310-SUPPLIES | | 0 | $855.91 |
| Fiscal Management | Other (OCR, etc) | | Monthly | Principal | 3/27/2014 | 206SQI5A6506 | Supplies to support basic operation of the school. | 790-Unrestricted EIA-SCE Support | 4310-SUPPLIES | | 0 | $4,649.81 |
| Fiscal Management | Other (OCR, etc) | | Monthly | Principal | 3/27/2014 | 206SQI5A6508 | Supplies to support basic operation of the school. | 791-Unrestricted EIA-LEP Support | 4310-SUPPLIES | | 0 | $900.90 |

# 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** <br> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas <br> ...TITLE I Resource #3010 | $78,952.67 | |
| **Title I, Part A: Parent Engagement Activities** <br> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency <br> ...TITLE I Resource #3010 | $1,873.49 | |
| **Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School** | $80,826.16 | |

## Appendices

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

# School Year: 2014-2015
# Comprehensive School Safety Plan

(Education Code Section 32280-32288)

THOMAS HUGHES III

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) [2012-2013: Developing]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [2012-2013: Sustaining]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [2012-2013: Developing]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences (Standard 2.6) [2012-2013: Developing]

## 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**: | THOMAS HUGHES III - PRINCIPAL MIDDLE SCHOOL | | | |
| **Teacher**: | GABRIELA TAPIA - 10 MONTH CLASSROOM TSA | | | |
| **Classified**: | ELZIE WINSTON - HEAD CUSTODIAN 2 | | | |
| **Parent Representative**: | Scott Wikstrom - Parent | | | |

**Emergency Telephone Number Directory**

| | Name | Home | Work | Cell |
|---|---|---|---|---|
| **Principal**: | THOMAS HUGHES III - PRINCIPAL MIDDLE SCHOOL | 510-508-6817 | 510-531-6400 | 510-842-6873 |
| **Assistant Principal**: | RENE GARCIA - ASSISTANT PRINCIPAL MIDDLE | 510-333-9502 | 510-531-6400 | 510-333-9502 |
| **Custodian**: | ELZIE WINSTON - HEAD CUSTODIAN 2 | 510-301-7544 | 510-531-6400 | 510-301-7544 |
| | | 510-428-1930 | 510-531-6400 | |

| **Secretary/Other**: | GAYLE FAKE - ADMINISTRATIVE ASSISTANT I |
| --- | --- |

## Section 2: School Safety Plan Goals

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

To be considered:

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

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

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

| **Goal I: To reduce suspensions for violent incidents by 10%.** |
|---|
| Strategy 1.1: Increased supervision of large and complex campus through staffing changes, and teacher volunteers. |
| Strategy 1.2: Training of Peer RJ circle keepers and participation in circles for students involved in or at risk of violent incidents. Increase Peer RJ program to nearly full time. |
| **Goal 2: To reduce suspensions for defiance / disruption 10% over the previous year.** |
| Strategy 2.1: Strengthening of school climate and culture committee to create a wide range of positive incentives for positive behavior and engagement. Continued PBIS school wide culture implementation. |

- **Strategy 2.2:** Implementation of professional development with teachers around engagement, developmentally appropriate classroom management, and cultural responsiveness.

**Policies and Procedures**

**Child Abuse**

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

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

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

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

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

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

**Sexual Harassment**

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

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

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

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

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

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

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

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

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

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

**Suspension & Expulsion/Due Process**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. While on school grounds

2. While going to or coming from school

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

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

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

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

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

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

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

**Outcome Data**

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

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

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

**Dress and Grooming**

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

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

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

**Gang-Related Apparel**

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

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

**Uniforms**

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

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

**Employee Security**

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

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

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

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

**School Site Emergency Supplies**

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

- 60 Individually Wrapped Water Packets.

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

- Users are instructed <u>not</u> to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.

- Basic First Aid Kit General supplies are provided with a First Aid Guidebook.

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

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

- One Sanitation Kit including:

  o 6-Trash Bag Liners

  o 1-Bio-Hazard Bag

  o 6-Cleansing Wipes

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

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

**Monthly Emergency Radio Testing**

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

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

## Earthquake Procedures

**In the classroom or office**

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

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

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

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

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

**Earthquake procedures while outside**

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

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

**Fire Procedures**

❑ Evacuate the buildings immediately for any fire or suspected fire.

❑ Sound alarm if it has not already been done.

❑ **Call 9-1-1**, identify problem, school building address and location of fire (if known).

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

Fire Extinguisher Instructions:

P        Pull safety pin from the handle

A        Aim at the base of the fire

S        Squeeze the trigger handle

S        Sweep from side to side

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

❑ Upon arrival, the Fire Department will assume command.

❑ Principal will be accountable for teachers and school district staff.  Teachers will be accountable for students.

❑ Notify State Administrator?s Office of incident.

**Emergency Lockdown**

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

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

❑ Teachers should quickly check halls and get students into classrooms.

❑ Lock doors, close blinds.

❑ Teachers will keep all students in the classroom until an all clear has been sounded.

❑ Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.

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

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

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

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

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

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

**Shelter-in-Place**

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

❑ **SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.

  ▪ Students should also be advised to do the following when possible:
  ▪ Select rooms on higher floor levels and avoid basements.
  ▪ Select an internal room or a room with as few windows as possible.
  ▪ Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.

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

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

**Section 4:**      **Emergency Lockdown**

Mr. Harte, please come to the principal's office.
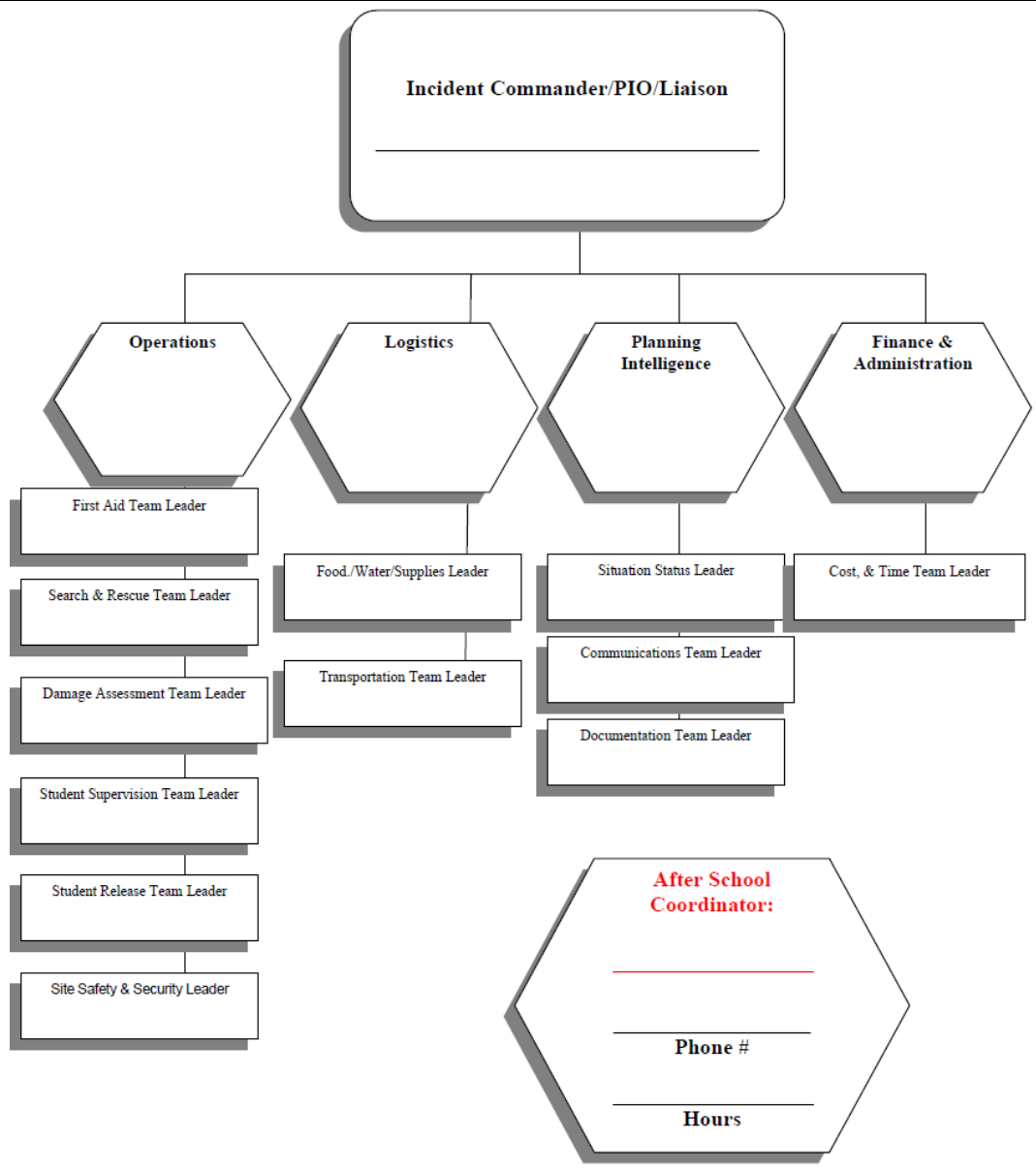
**Section 4:**      **Fire and Earthquake Drill Schedule**

## Fire and Earthquake Drill Schedule

| Month | Date | Time | Fire/Earthquake |
|---|---|---|---|
| October | 10/8/2014 | 9:10 AM | Both |
| December | 12/10/2014 | 9:10 AM | Fire |
| February | 2/11/2015 | 9:10 AM | Both |
| April | 4/8/2015 | 9:10 AM | Fire |

## Lockdown Drill Schedule

| Date | Time |
|---|---|
| Fall 12/10/2014 | 9:10 AM |
| Spring 4/8/2015 | 9:10 AM |

Incident Commander/PIO/Liaison

_____

Operations

Logistics

Planning Intelligence

Finance & Administration

First Aid Team Leader

Search & Rescue Team Leader

Damage Assessment Team Leader

Student Supervision Team Leader

Student Release Team Leader

Site Safety & Security Leader

Food./Water/Supplies Leader

Transportation Team Leader

Situation Status Leader

Communications Team Leader

Documentation Team Leader

Cost, & Time Team Leader

**After School Coordinator:**

_____

_____
**Phone #**

_____
**Hours**

Your OUSD LID Radio Number. `4751`

THOMAS HUGHES III

**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.)

RENE GARCIA    BRIAN TANG    GABRIELA TAPIA    APRIL HARRIS

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

KENT FITZSIMMONS

```
The campus is accessible and students with disabilities are located in
rooms across the entire campus during the school day.  Students who
need assistance with mobility are accompanied by adults at all times.
```
CHRISTINE WOLFE    SHEILA BRETHAUER
HERMAN LEE
DUANE WORM

PHOEBE GILPINWRIGHT

(Max Length: 500)

KERRY BURL
JACOB RUKIN

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

WENDY BRUBAKER

| Special Needs Type | Abbreviation | Total | Special Needs Type | Abbreviation | Total |
|---|---|---|---|---|---|
| Intellectually Disabled | ID | 10 | Hard of Hearing | HH | 3 |
| Deaf | DEA | 0 | Speech & Language Impairement | SLI | 22 |
| | | | Emotionally Disturbed | ED | 0 |
| Visually Impaired | VI | 5 | Other Health Impaired | OHI | 12 |
| Orthopedically Impaired | OI | 0 | Deaf / Blind | DB | 0 |
| Specific Learning Disability | SLD | 39 | Traumatic Brain Injury | TBI | 0 |
| Multipally Disabled | MD | 2 | | | |
| Est Medical Disability | EMD | 0 | | | |

ANNE NASTOR
LISA MORRIS
Rayna Seuell
FLINT CHRISTENSEN
626-755-4850

10am-6pm

**Determine proper signage and equipment.**

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

Accessible ramps and signage provide access to all parts of the campus.

(Max Length: 500)

**Training staff to assist individuals with disabilities.**

At least 1 name / title combination must be complete.

| Name: | Sayuri Sakamoto | Title: | Teacher, SDC |
|---|---|---|---|
| Name: | Gary Casazza | Title: | Aide to the Handicapped |
| Name: | Tanya Beck | Title: | Aide to the Handicapped |

# Emergency Evacuation: Principal's checklist

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

❑ Activate alarm/PA system or send message runner.

❑ Telephone emergency service personnel:

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

**Activate key personnel to:**

❑ Attend to the injured.

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

❑ Ensure special needs students are evacuated accordingly.

❑ Secure school for specific emergency.

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

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

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

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

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

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

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

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

**Emergency Evacuation: Employees checklist**

**Emergency Evacuation: Employees checklist**

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

# Emergency Evacuation: Teachers checklist

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

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

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

## Emergency Student Release Procedures

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

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

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

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

per normal absence/release procedures.

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

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

***If the emergency situation does not extend beyond normal school hours, students will be released as usual at the end of the school day.***
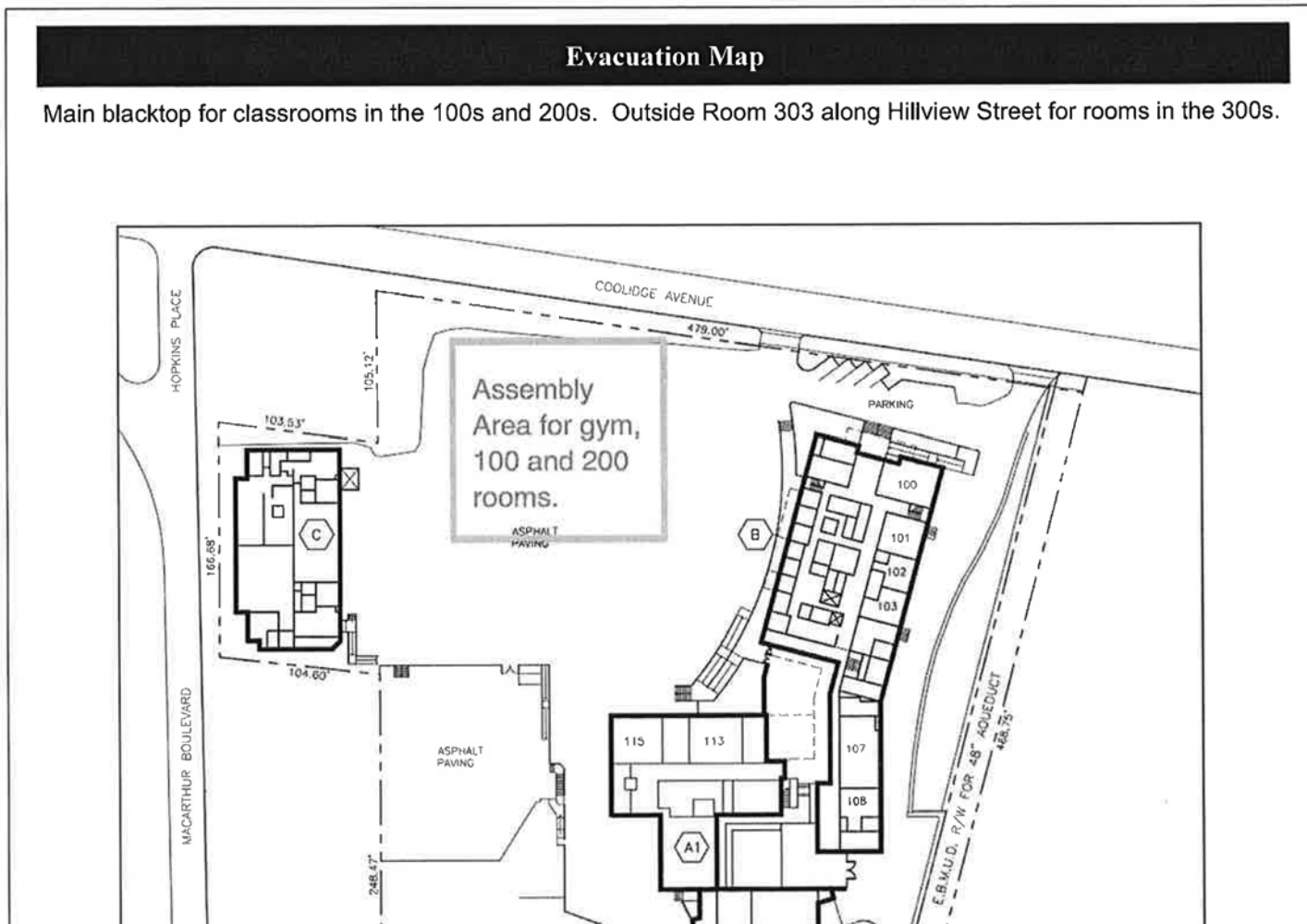
## Section 6: On Campus Evacuation Map

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

### On-Campus Assembly Location

Describe on-campus evacuation/assembly location.

```
Main blacktop for classrooms in the 100s and 200s. Outside Room 303
along Hillview Street for rooms in the 300s.
```

○ Upload Copy of Map  ● Use Last Years Map



**Evacuation Map**

Main blacktop for classrooms in the 100s and 200s. Outside Room 303 along Hillview Street for rooms in the 300s.

A2

P-6    104.30'    P-5

199.54'

225    227    229    309    308    307    P-4

306    P-1

300    305    P-2

44.74    134.25'    301    ASPHALT    304    P-3

160.65'    D    202.04'

302    303

FLORIDA STREET

Assembly area for 300 rooms

HILLVIEW STREET

A4E
48 SMITH ALLEY, SUITE 200
PASADENA, CALIFORNIA 91103
626-356-4080
626-356-3060 F
www.architecture4e.com
ARCHITECTURE FOR EDUCATION INCORPORATED

OAKLAND UNIFIED SCHOOL DISTRICT
SCHOOL CAMPUS SITE PLANS

BRET HARTE MIDDLE SCHOOL
3700 COOLIDGE AVENUE
OAKLAND, CA 94602-3309

| DATE: | 5/9/05 |
| JOB NUMBER: | A-0303-01-2 |
| SCALE: | 1" = 100'-0" |
| SHEET: | 5 |

**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

Parking lot on the south west corner of Coolidge and MacArthur.

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

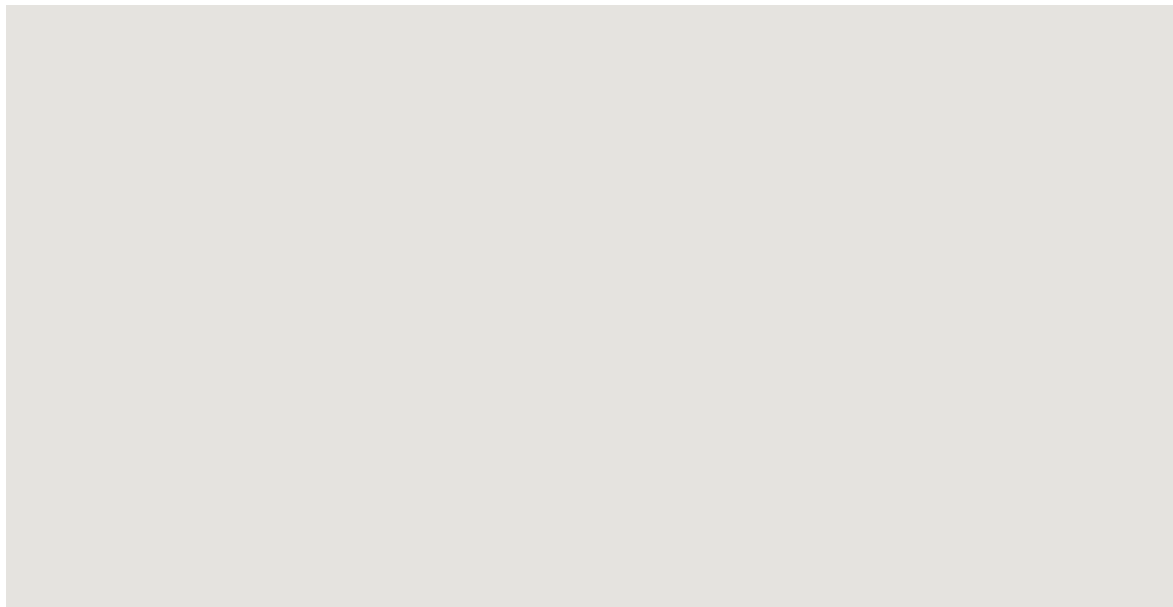Loards Ice Cream, David DeMarinis
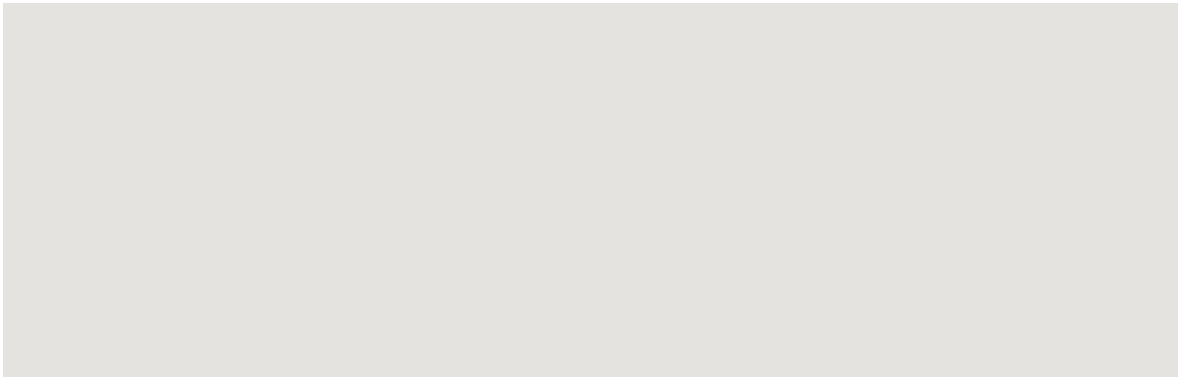
C. Enter Date of Agreement

10/26/2011

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: 3700 Coolidge Avenue , Oakland, CA

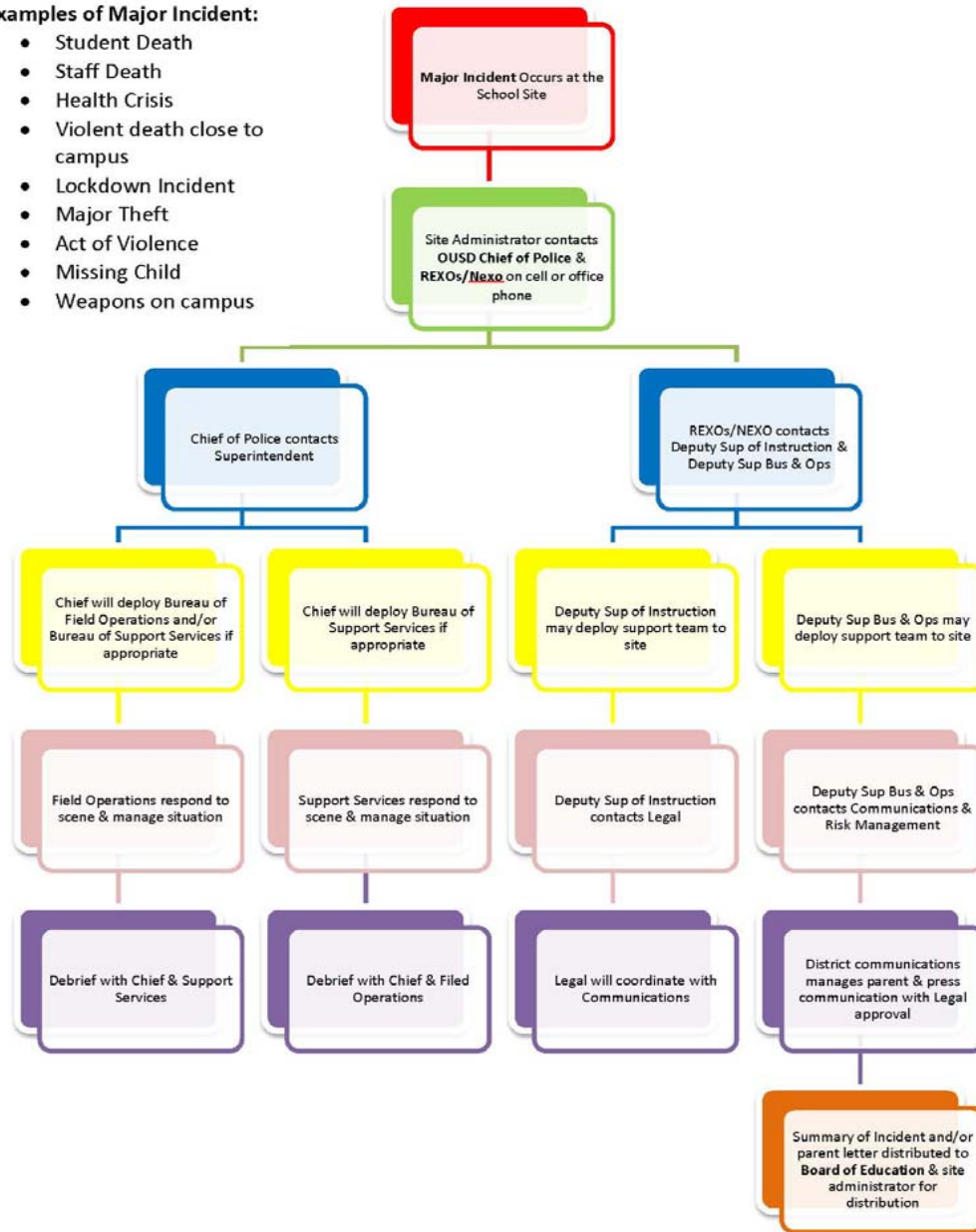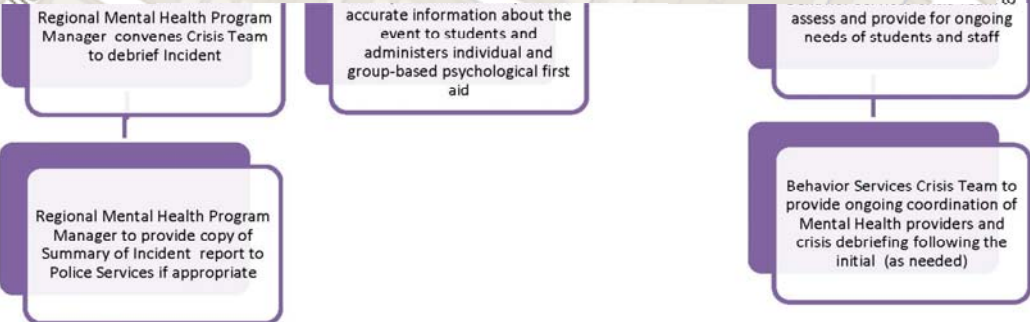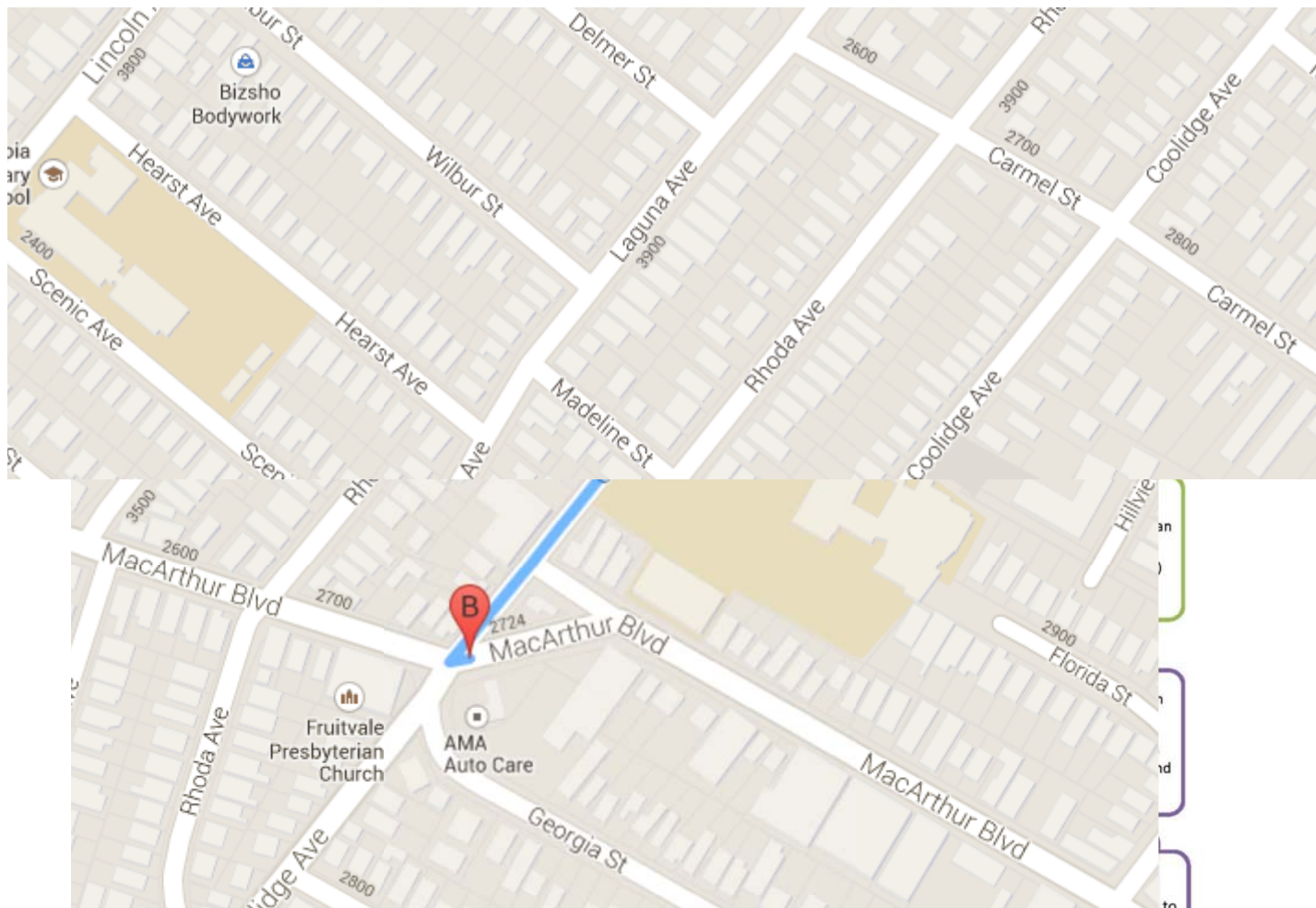B. Evacuation Street Address: 2736 MacArthur Blvd. , Oakland, CA

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

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

**Major Incident** Occurs at the School Site

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

Chief of Police contacts Superintendent

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

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

Chief will deploy Bureau of Support Services if appropriate

Deputy Sup of Instruction may deploy support team to site

Deputy Sup Bus & Ops may deploy support team to site

Field Operations respond to scene & manage situation

Support Services respond to scene & manage situation

Deputy Sup of Instruction contacts Legal

Deputy Sup Bus & Ops contacts Communications & Risk Management

Debrief with Chief & Support Services

Debrief with Chief & Filed Operations

Legal will coordinate with Communications

District communications manages parent & press communication with Legal approval

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

Last edited by Oakland School Police Department, July 2013

Regional Mental Health Program Manager convenes Crisis Team to debrief Incident

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

assess and provide for ongoing needs of students and staff

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

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

Last edited by Oakland School Police Department, July 2013

## AFTER SCHOOL PROGRAM

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

| | |
|---|---|
| After School Coordinator Name/Contact 1 | Name:<br>Phone: |
| After School Coordinator Name/Contact 2 | Name:<br>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<br>http://training.fema.gov/EMIWeb/IS/IS100SCA.asp<br>IS-200.b (ICS 200) ICS for Single Resources and Initial Action Incidents<br>http://training.fema.gov/emiweb/is/is200b.asp |
| After School Safety team established? | Yes / No |
| List safety team members name: | Safety team member 1: _____<br>Safety team member 2: _____<br>Safety team member 3: _____<br>Safety team member 4: _____<br>Safety team member 5: _____ |

# AFTER SCHOOL PROGRAM

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

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

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

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

## Lockdown Drill Schedule – *After School Program*

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

| SEMESTER | DATE | TIME |
|---|---|---|
| Fall | | |
| Spring | | |

## Monthly Emergency Drill Report Form          Month _____

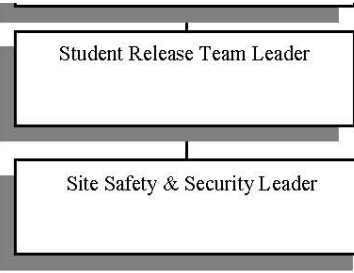| Type of Drill | Time Duration | Number of Persons Evacuated | Number of Staff Supervising Drill |
|---|---|---|---|
| Earthquake | | | |

| Earthquake | | | |
| --- | --- | --- | --- |
| Fire | | | |
| Lockdown | | | |
| Name of School: _____ | | | |

After School Coordinator Signature:_____         Date:_____

**Please return the <span style="color:red">completed drill form</span> with signature to Jenny Wong, Emergency Preparedness Program Manager via email at jenny.wong@ousd.k12.ca.us or fax 510.874.7787.**

# AFTER SCHOOL PROGRAM

**ENTER SITE NAME**

**Incident Commander** (After School Coordinator)

_____

PIO / Liaison

**Operations**

**Logistics**

**Planning Intelligence**

**Finance & Administration**

First Aid Team Leader

_____

Food./Water/Supplies Leader

Situation Status Leader

_____

Cost, & Time Team Leader

Search & Rescue Team Leader

Transportation Team Leader

Communications Team Leader

_____

Damage Assessment Team Leader

Documentation Team Leader

_____

Student Supervision Team Leader

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

## Safety Plan Appendix

## School Safety Plan

*APPENDIX: Safety for Special Needs Populations*

# Safety for Special Needs Populations

## Table of Contents

Safety for Special Needs Populations

# American with Disabilities Act

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

# Roles and Responsibilities

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

## Planning

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

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

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

## Notification

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

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

Safety for Special Needs Populations

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

## Evacuation

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

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

Safety for Special Needs Populations

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

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

## Sheltering

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

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

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

Safety for Special Needs Populations

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

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

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

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

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

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

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

Safety for Special Needs Populations

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

### Action Step:

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

## Returning Home

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

### Action Step:

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

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

Safety for Special Needs Populations

# Prepare For What Will Happen

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

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

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

4. Telephone service may be interrupted.

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

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

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

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

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

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

Safety for Special Needs Populations

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

**Before a Disaster**

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

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

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

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

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

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

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

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

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

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

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

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

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

Safety for Special Needs Populations

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

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

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

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

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

**During the Earthquake**

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

**After the Earthquake**

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

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

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

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

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

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

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

Safety for Special Needs Populations

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

## Training for Rescue Service During an Emergency

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

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

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

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

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

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

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

## Evacuating Wheelchair Users

### All Wheelchair Users

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

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

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

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

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

Safety for Special Needs Populations

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

## Manual (non-motorized) Wheelchairs

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

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

## Motorized Wheelchairs

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

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

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

Safety for Special Needs Populations

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

School Site Name/Site Number: BRET HARTE MIDDLE SCHOOL  # 206

☒ 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:
   MAY 7, 2014

7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages          (date) 5/1/14
   Announcement at the public meeting          (date)
   Other (Notices and Media Announcements)          (date) 4/29/14

| **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

| | | |
|---|---|---|
| TOM HUGHES | Signature | 5/7/14 |
| Print name of school principal | | Date |
| SCOTT WIKSTROM | | 5/7/2014 |
| Print name of SSC chairperson | Signature | Date |
| Jenny Wong | | 5/21/14 |
| Print name of Chief of Police or Designee | Signature | Date |
| Janette Hernandez | | 5/16/14 |
| Print name of Regional Executive Officer | Signature | Date |
| Susana Ramirez | Signature | 6/11/14 |
| Print name of Director, State & Federal Compliance | | Date |

## School Site Council Membership Roster – Middle School

**School Name:  Bret Harte Middle**          **School Year: 2013-2014**

| Chairperson : | Vice Chairperson: |
|---|---|
| Scott Wikstrom | Tontra Love |
| **Secretary:** | **DAC Representative:** |
| Tom Hughes | TBD |

Check Appropriate

Representation

| Members' Names | Address | Principal | Classroom Teacher | Other Staff | Parent/ Comm | Student |
|---|---|---|---|---|---|---|
| Tom Hughes | | x | | | | |
| Sheila Brethauer | | | x | | | |
| April Harris | | | x | | | |
| Flint Christensen | | | x | | | |
| Lila Morris | | | x | | | |
| Elena Loera | | | | x | | |
| Tontra Love | | | | | x | |
| Claire Colon-Hopkins | | | | | x | |
| Scott Wikstrom | | | | | x | |
| Jason Arenas | | | | | x | |
| Maritza Pena-Alvarez | | | | | x | |
| Joy Villafranca | | | | | x | |
| | | | | | | |
| **DAC Representative** | TBD | | | | | |
| Home Ph. | Email: | | | | | |

| **Meeting Schedule** | **1st Wednesday of the month. 5:30- 6:30 pm-Main Office** |
|---|---|

### SSC Legal Requirements:

**1** Members MUST be selected/elected by peer groups;

**2** There must be an equal number of school staff and parent/community/student members;

**3** Majority of school staff members must be classroom teachers;

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

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

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
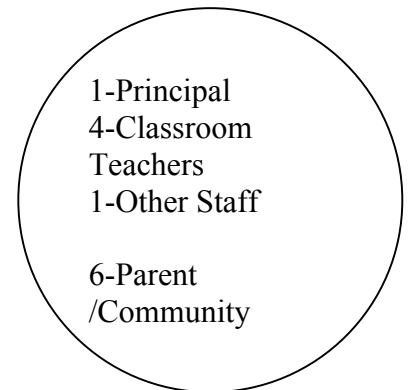
Bret Harte Middle School

Parent Involvement Policy

PART 1: GENERAL EXPECATIONS

Bret Harte Middle School will:

- Develop jointly with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on. Provide parents the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Make the School Parental Involvement Policy available to the local community.
- Update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- Adopt the school's <u>School Parent Compact</u> 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:

  > Definition: Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

  - Parents plat an integral role in assisting their child's learning.
  - Parents are encouraged to be actively involved in their child's education at school.
  - Parents are full partners in their child's educational node re included, as appropriate, in decision-making and on advisory committees to assistant he education of their child.
  - Parents are included on committees that make decisions about how finds are allocated.

PART 2: DESCRIPTION OF HOW BRET HARTE MIDDLE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Bret Harte Middle School will take the following actions to involve parents in the joint development and agreement of its School Parent Involvement Policy.
   a. Disseminate school's current Parental Involvement Policy and School-Parent Compact for review and/or changes to all parent groups.
   b. Hold Annual Title 1 meeting to inform parents of what Title 1 means, educate parents on No Child Left Behind (NCLB) requirements, and review and receive input on the current Parent Involvement Policy and School-Parent Compact.

c. Provide all parent groups with state assessment results.
2. Bret Harte Middle School will take the following actions to distribute to parents of participating children and the local community, the School parental Involvement Policy:
   a. Provide documents that are written in language that parents can understand.
   b. Provide documents that are translated in languages spoken by the majority of parents.
   c. Make documents available in Bret Harte Parent Center and to all parent groups.
   d. Send Parent Involvement Policy and School-Parent Compact home to all parents at registration.
3. Bret Harte Middle School will update periodically its School Parental Involvement Policy and School-Parent Compact to meet the changing needs of parents and the school.
4. Bret Harte Middle School will convene an Annual Title 1 Meeting to inform parents of the following:
   a. That Bret Harte participates in Title 1.
   b. About the requirements of Title 1.
   c. Of their rights to be involved in the monitoring of the school's Title 1 Program.
   d. Of their rights opt participate in the development of the District's Title 1 Plan.
   e. Of their rights to participate in developing Bret Harte's Community Schools Strategic Site Plan (CSSSP).
5. Bret Harte Middle School will provide information about Title 1 programs to parents of participating children in a timely manner by:
   a. Informing parents of Title 1 programs at an Annual Title 1 Meeting, in school flyers, in Bret Harte's "From the Harte" newsletter, and in other parent meetings.
   b. Encouraging parent input in reference to how the funds are used through participation in the SSC.
   c. Notifying parents of changes in Title 1 allocations.
6. Bret Harte Middle 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 as outlined below:
   a. Parents will be informed of the academic programs in each subject area.
   b. At Back to School Night, individual teachers will share their goals and objectives in teaching the state standards, as well as the implementation of management plans.
   c. In the Family Resource Center, meetings will be held to help parents understand state assessments.

## PART 3: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Bret Harte Middle School will see to continue strong parental involvement, in order to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. Provide a Family Resource Center where parents can learn of various parent involvement activities that can help raise student achievement.
b. Invite parents to volunteer at Bret Harte at various times during the school day, at special day and evening events, and in classrooms.
c. Inform parents of all opportunities available to them through the school and, when possible, the district.
d. Encourage parents opt become involved with committees to promote school safety and campus beautification.
2. Bret Harte will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:
a. The State of California's academic content standards.
b. The State of California's student academic achievement standards.
c. The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments.
d. The requirements of Title 1.
e. How to monitor their child's progress.
f. How to participate in a class "Bret Harte 101" through the Parent Center.
g. How to attend conference related to parent involvement in the school and parent education.
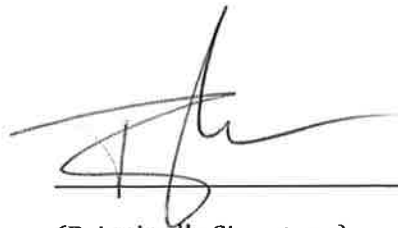
## PART 4: ACCESSIBILITY

1. 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.

## PART 5: 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 parent advisory meetings and workshops.

This policy was adopted by Bret Harte's School Site Council on 9/4/13 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 1/1/14. It will be made available to the local community in the Bret Harte Parent Center on or before 1./1/14. Bret Harte'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.

_____     9/4/13
(Principal's Signature)                      (Date)

# Bret Harte School – Parent Compact

*Bret Harte Middle School and the parents of the 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 -  Bret Harte Middle School will:**

**1) 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 students will be offered the core academic curriculum and appropriate intervention classes.*

*Classes will be reduced in class size according to the provisions of the Quality Education Investment Act.*

*All teachers will participate in professional development activities and the Professional Learning Community process.*

**2)  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.**

*All parents will be invited to Back-to-School Night in the fall when the compact will be explained.*

*Conferences will be held by the administration or the counselor with families of students who are not making*
        *expected progress for promotion.*

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

*Parents will receive 6 report cards each year (every six weeks).  Report cards will be mailed to families of students who are not making adequate progress.*

*The District will mail home test results for each student in the late summer.*

**4)  Provide parents reasonable access to staff.**

*Parents may call the school at 531-6400 to schedule a conference with any staff member during his or her conference period.*

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

*Parents wishing to volunteer or observe class activities should contact the principal at 879-2030 who will make the necessary arrangements.*

**Parent Responsibilities –**

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

*Monitoring attendance, making sure the child arrives to school on time, and avoiding asking for the students to be dismissed from school early.*

*Make sure homework is completed.*

*Monitoring amount of television viewing time.*

*Promoting positive use of child's out of school time including making sure my child reads 30 minutes each day.*

*Supporting the school dress and discipline codes.*

*Attending school events.*

**Student Responsibilities –**

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

*Do my homework every day.*

*Ask for help when I need it.*

*Read for at least 30 minutes every day outside of school.*

*Follow the school dress and discipline codes.*

*Respect my school, classmates, staff, community members, and family at all times.*