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 Allendale Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

Federal Programs

➢ Title I, Part A

Recommendation:

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

Community Schools Strategic Site Plan

Single Plan for Student Achievement

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School: Allendale Elementary

6001630

School Year: 2014-2015

<h1 style="text-align:center">COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)</h1>
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COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Allendale Elementary School is situated in the Allendale Park neighborhood of East Oakland. The school had an enrollment of 387 students in the 2013-2014 year in grades TK-5, with fourteen classrooms. In addition there is a a state pre-K program. 100% of our students are eligible for free or reduced-price lunch and 42% are English Learners. 33% of the students are Latino, 37% are African American, 12% are Asian, 6% are Filipino. 7.8 % are receiving Special Education services. Teachers meet weekly for a sixty minute period during the workday in their professional learning communities (PLCs)to analyze student performance data and set goals and instructional strategies. They follow a collaboratively constructed agenda and use protocols and defined roles to manage the meetings. These meetings are the cornerstone of building a professional learning community. Allendale School uses technology to help improve student performance. The school has high-speed internet connections available in all classrooms which have three or four computers for student use. Allendale has mobile chromebook carts and google apps. We use on-line software to give students opportunities for monitored practice in reading and math. The focus of technology at Allendale is to increase student proficiency in writing, research and academic discourse. Our Reading Partners program pairs low-performing readers with adult volunteers. Students in this program read with their adult mentor 1-2 hours per week (all year long) to enhance their reading and self-esteem. Our literacy coach works with ELL students and other struggling readers on a regular basis. Teachers work after school to support students with reading and math skills. Our

literacy coach coaches teachers on balanced literacy techniques to use with all levels of readers in the classroom. Allendale receives ASES and OFCY grants which fund the Tigers Roar Extended-Day Program. Grant funds are used to pay for an academic coordinator, teacher tutors that provide academic support, and consultants for enrichment programs including sports, martial arts, drumming, Oakland Youth Chorus, track and cheerleading programs, and more. Approximately 200 students participate in one or more of the after school programs. Allendale has a pre-K and TK to Kindergarten transition plan. Parents of children in pre-K programs are provided with opportunities during the Spring to visit the Kindergarten classrooms and meet and talk with teachers. There are also meetings scheduled during the summer and a parent meeting for incoming Kindergarten parents. We are dedicated to establishing a Culture of Goal Setting and High Expectations. As such: Allendale follows the philosophy that we always must answer three crucial academic questions to insure school improvement. They are: What do students need to know? How do we know when they do? What do we do when they do get it? What Do Students Need To Know? The key aspect of this question is each PLC understanding what key standards students must master at each grade level. It is the focus of each PLC to identify these key standards and create a pacing calendar that insures that the standards are taught. How Do We Know When They Do? Not only will PLCs analyze summative data from the CST, and benchmark assessment data, but each PLC must create weekly formative assessments to understand what students understand. What do we do when they do get it? We used a tiered intervention model to support our struggling students.

VISION

During the 2013-14 school year, the Allendale staff began a process of careful introspection and discourse in order to arrive at a meaningful, collective vision that will guide our work forward for the coming years. Over the course of two collaborative Wednesday meetings the Allendale staff developed a vision that focused our work in the following areas: Balanced Literacy, Positive Behavior and Supports, Equity, and Parent/Community Involvement. Much of our work during the 2014-15 school year will be to communicate and revise this vision with our various stakeholder groups. Our mission is to establish a community and an environment of learning, trust, and respect. Highly qualified teachers (engaged in building an effective professional learning community) staff each classroom. Parents and community members are vital stakeholders in promoting student academic achievement. Our balanced literacy program, school-wide emphasis on the child's social and emotional learning, commitment to a clean and safe school, before and after-school programs, speech therapists, resource specialists, behavior support, community outreach and educational technology all help make Allendale School a moving forward in the 21st century.

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?	No	No
Did the school meet the year's Achievement Targets?	see following	see following

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	38.2%	No	24.3%	No
	Black or African American	34.5%	No	21.1%	No
	Asian	58.6%	--	41.7%	--
	Filipino	46.2%	--		--
	Hispanic or Latino	34%	No	22.8%	No
	Socioeconomic Disadvantaged	36.7%	No	24.4%	No
	English Learner	37.3%	No	24.1%	No
	Students with Disabilities	28.6%	--	19.2%	--

Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	43.3%	No	32.1%	No
	Black or African American	28.6%	No	26.3%	No
	Asian	62.1%	--	62.5%	--
	Filipino	53.8%	--		--
	Hispanic or Latino	49%	No	30.7%	No
	Socioeconomic Disadvantaged	41.7%	No	32.2%	No
	English Learner	47.5%	No	33.9%	No
	Students with	50%	--	30.8%	--

Disabilities				

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 - Allendale - School Balanced Scorecard - 2012-13.pdf](#)

* [Guide to the School Balanced Scorecard](#)

SQIS Target Student Group and Content Area

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

Student Group:English Learner   Content Area: ELA

School Quality Review (SQR)

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

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

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

SQR Summary Report

* [2012-2013 Summary Report](#)

SQR Improvement Priorities

SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities)	SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.)
The Allendale staff will focus on implementing a balanced literacy program in order to ensure that students have access to a challenging and meaningful curriculum (Standard 1.1)	☑ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1A 1B 1C 1D 1E 1F 2A 2B 2C 2D 3A 4A 5A
The Allendale staff and Instructional Leadership Team will focus on using academic discourse to ensure that students have access to engaging instructional strategies (Standard 1.4)	☐ ☑ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ 1A 1B 1C 1D 1E 1F 2A 2B 2C 2D 3A 4A 5A

Description	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	3A	4A	5A
The Allendale Staff has also been focusing on improving parental involvement and engagement, which received a low rating from during our SQR review.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐
We have been focusing on implementing routines and procedures based on PBIS principles in order to create a safe and supportive learning environment.	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐
The Allendale Staff will also focus on ways to support our English Learners with an emphasis on parent engagement to support literacy development.	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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:

Monitoring We have weekly administrative team. meetings and biweekly Instructional Leadership Team meetings to review our progress and agree to common strategies. We have monthly SSC meetings where results and effectiveness are discussed with parents. We regularly consult data and use classroom observations and walkthroughs to gauge progress. Leadership Practices Professional Development is conducted regularly on how to monitor student learning, differentiation, and to develop common instructional strategies. There are regular daily walkthroughs of classrooms and with feedback on agreed to critical aspects of instruction. Each administrative team member (principal and coach) spend time daily in classrooms. We have determined that development of teacher leadership is key to school improvement. To that end we are devoting increased emphasis to PD on PLC facilitation. Developing teacher leadership is key in growing the expertise and professionalism of the PLC's. Our Instructional Leadership Team (ILT) meets to determines the key school wide instructional focus and analyzes the results and sets goals to continue our progress.

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Allendale Elementary   **Principal:** CHARLES MILLER

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]

Benchmark

Science Writing Task Participation Rate

SRI

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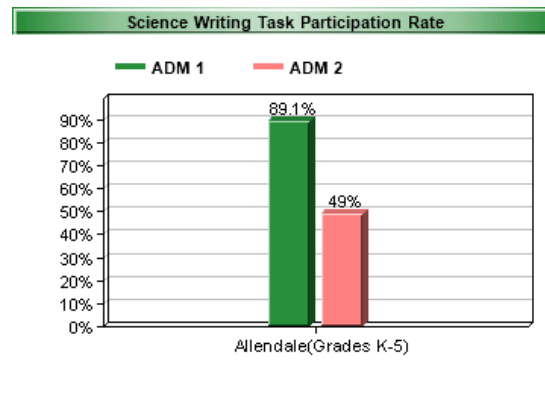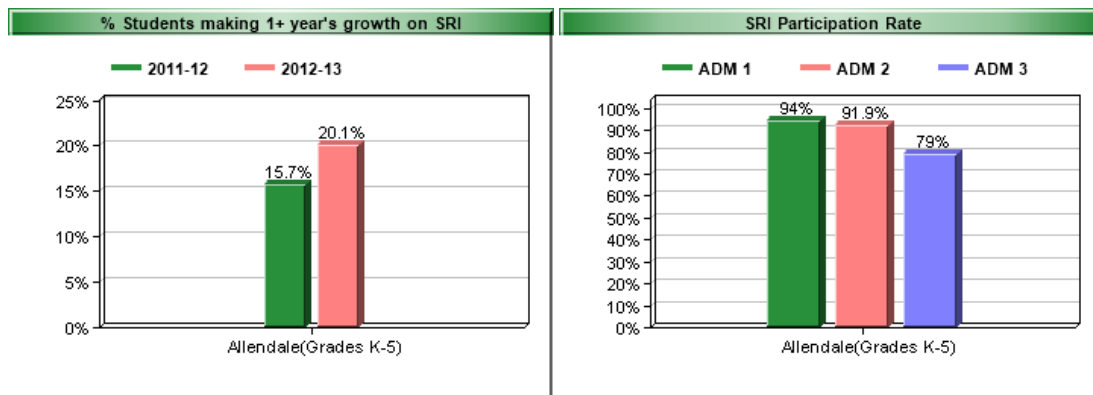
2012-13 Summative Data and 2013-14 Progress Monitoring Data

- The 2013-2014 Progress Monitoring data using the Diagnostic Reading Assessment (DRA) reveal significant numbers of students who are below grade level. For example, in grade 1, 81% of students are below grade level.
- The 2013-2014 Progress Monitoring data using the Scholastic Reading Inventory (SRI) reveal 66% of all students are below grade level.
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2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Allendale has struggled to move English Language Learners (ELLs) to proficiency in English. During the last two years only 8 students were classified as English Proficient.
- 73% of all Kindergarten Students were identified as below (or well below) benchmark on the Fall DIBELS and IDEL test in the area of First Sound fluency.
- 54% of all Kindergarten Students were identified as below (or well below) benchmark on the Fall DIBELS and IDEL test in the area of Letter Naming fluency.
- 49% of all first grade Students were identified as below (or well below) benchmark on the Fall DIBELS and IDEL test in the area of Letter Naming.
- 28% of all first grade Students were identified as below (or well below) benchmark on the Fall DIBELS and IDEL test in the area of phoneme segment.

Theory of Action

- Implement Balanced Literacy in daily instruction including Reading Workshop (Independent Reading, Guided Reading, Shared, or Grade Level Reading), Writing Workshop, and Word Work. Our focus will be on faithful implementation of Guided Reading.
- Use DRA,DIBELS and BPST in the primary grades, and formative assessments to identify student instructional reading levels/needs. Use PLC time on a weekly basis to collaboratively look at student work and data and plan Cycles of Inquiry.
- Purchase books (particularly non-fiction text) for central leveled library, classroom books, instructional technology, and supplies for balanced literacy instructional practices.
- Participate in Professional Development and on-going peer observations and feedback cycles led and monitored by our ILT.

Teachers will be provided additional planning time to implement balanced literacy and CCSS and to engage in Cycles of Inquiry.

- Teachers will engage in peer observations and collaborative planning. Subs will be used to release teachers for this purpose. This will be monitored and supported by the ILT.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional	CELDT	English Learners & Redesignated	End of Year	Principal	4/23/2014	101SQI1A2378	TSA/Literacy Coach focusing on coaching teachers in balanced literacy instruction for ELL's. The PALS model for balanced literacy will be emphasized.	791-Unrestricted EIA-LEP Support		C11TSA0110	0.3	$23,160.39

Action	Metric	Target Group	Timeline	Responsible	Date	ID	Description	Funding Source			Code	FTE	Amount
shifts.													
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	4/23/2014	101SQI1A5146	TSA/Literacy Coach focusing on coaching teachers in balanced literacy instruction for students not meeting proficiency on state assessments. The PALS model for balanced literacy will be emphasized.	790-Unrestricted EIA-SCE Support			C11TSA0110	0.1	$7,720.13
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced	Local assessments (benchmarks, PWA)	Lower-Performing	End of Year	Principal	4/23/2014	101SQI1A5147	TSA/Literacy Coach focusing on coaching teachers in balanced literacy instruction for students not meeting proficiency on assessments. The PALS model for balanced literacy will be emphasized.	3010-Title I			C11TSA0110	0.5	$38,600.65

literacy and our District's three instructional shifts.												
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.	Local assessments (benchmarks, PWA)	Lower-Performing	End of Year	Principal	4/23/2014	101SQI1A5149	Teacher stipends/extended contracts for extended time for after school instruction.	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	$1,000.00
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly	Local assessments (benchmarks, PWA)	Lower-Performing	End of Year	Principal	4/23/2014	101SQI1A5150	Teacher stipends/extended contracts for professional development for teachers to support needs of students not meeting proficiency on state standards. Teachers will attend Professional Development rooted in the PALS model of Balanced Literacy	790-Unrestricted EIA-SCE Support	1120-TEACHERS SALARIES STIPENDS		0	$1,000.00

PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.												
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.	Local assessments (benchmarks, PWA)	Lower-Performing	End of Year	Principal	4/23/2014	101SQI1A5153	Supplies to support balanced literacy program for students not meeting proficiency on state standards.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$3,000.00
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and	CELDT	English Learners & Redesignated	End of Year	Principal	4/23/2014	101SQI1A5155	Supplies to support balanced literacy program for ELL students. Materials will also be purchased to support family literacy.	791-Unrestricted EIA-LEP Support	4310-SUPPLIES		0	$7,845.00

provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.												
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.	Local assessments (benchmarks, PWA)	Lower-Performing	Every Semester	Principal	4/23/2014	101SQI1A5156	Consultant contract to support low performing students in reading strategies.	3010-Title I	5825-CONSULTANTS		0	$25,000.00
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment,	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Principal	4/23/2014	101SQI1A6176	Teachers will attend conferences and trainings on Balanced Literacy (substitutes) focused on the PALS strategies and also family literacy and community engagement in the	3010-Title I	1150-TEACHERS SUBSTITUTES		0	$1,000.00

instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.								area of literacy development.				
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Principal	4/23/2014	101SQI1A6177	Teachers will attend conferences and trainings on Balanced Literacy (Conference Fees) and family literacy/engagement. Also, emphasis will be placed on our three instructional shifts as a District.	3010-Title I	5220-CONFERENCE EXPENSE		0	$1,000.00
Implementation of a Balanced Literacy Program in grades TK-5	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly	Principal	4/23/2014	101SQI1A6188	The work of teachers will be guided and supported by a functional Instructional	790-Unrestricted EIA-SCE Support	1128-TEACHERS SALARIES HOURLY		0	$3,000.00

with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.							Leadership Team.					
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Principal	4/23/2014	101SQI1A6190	Teachers will be released in grade level teams three times during the year to engage in short-term and long-term planning in relation to CCSS, establishing meaningful cycles of inquiry, and discussing OUSD's three instructional shifts .	790-Unrestricted EIA-SCE Support	1154-TEACHERS SUBS FOR RELEASETIME		0	$3,500.00
Implementation	Local	Lower-	Monthly	Principal	4/23/2014	101SQI1A6192	Leveled books and	791-	4200-BOOKS-		0	$3,000.00

of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three instructional shifts.	assessments (benchmarks, PWA)	Performing						additional DRA kits will be purchased as needed.	Unrestricted EIA-LEP Support	OTHER THAN TEXTBOOKS			
Implementation of a Balanced Literacy Program in grades TK-5 with aligned professional development, coaching, assessment, instructional technology, and materials. Monitor and provide feedback will be provided to the weekly PLC?s and Cycle of Inquiry to ensure they are about balanced literacy and our District's three	Local assessments (benchmarks, PWA)	Lower-Performing	End of Year	Principal	4/23/2014	101SQI1A6194	The entire Allendale staff will go on a retreat to carefully map out the entire balanced literacy program for the year and engage in intensive professional development on Guided Reading, Cycles of Inquiry, and the three instructional shift in OUSD.	3010-Title I	5220-CONFERENCE EXPENSE		0	$6,500.00

instructional shifts.												
Substitutes to release teachers to observe balanced literacy strategies via peer observation at Allendale and for grade level planning.	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Principal	3/12/2014	101SQI1A2396	Teacher release time for professional development, peer observation, outside school observation in conjunction with the PALS partnership and other partners, and collaborative planning.	3010-Title I	1150-TEACHERS SUBSTITUTES		0	$3,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Allendale Elementary   **Principal:** CHARLES MILLER

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
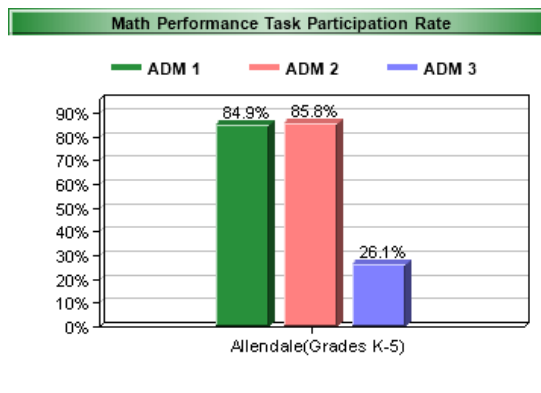
- CST Math 2011-12 indicated that 49% of students were below proficient in grade 2, 82% in grade 3, 66% in grade 4, and 58% in grade 5.
- CST Science 2011-12 had 74% of all 5th grade students as below proficient.
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2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Math formative assessment data during the 2013-14 school year that 46% of all students were at or above proficiency on the math performance task.
- Math formative assessment data during the 2013-14 school year that 40% of all students were at or above proficiency on the math constructed response.
- Math formative assessment data during the 2013-14 school year that 46% of all students were at or above proficiency on the math selected response.
- CST 2013 Cohort % proficient was 41% for grade 3, 35% for grade 4, and 26% for grade 5. Overall, our cohort % proficient was 35%.

Theory of Action

- As part of our work related to the CCSS in mathematics, teachers will align their units of study and identify high-leverage units. Short and long-term lesson planning is the key to this work.
- Monthly PD for teachers focusing on the integration of "number talk" strategies into daily lessons. Academic Discourse will be the focus of PD and balanced literacy will be emphasized so students can access constructed response tasks.
- Monthly math PD on academic discourse including making sense of problems and persevering in solving them, constructing arguments and critiquing the reasoning of others, and modeling real life situations using mathematics.
- There will also be a focus for PLC's to utilize formative assessments that promote an ongoing cycle of inquiry (COI) and institute this throughout the culture of the school.
- Balanced literacy will include "science literacy". Every clasroom will be expected to complete the cycle of science reading, student discourse, and writing that is begun with the FOSS activity.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will learn about "Number Talks" and use this as a	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly	Principal	4/23/2014	101SQI1B6178	Professional Development on Number Talks will be provided to	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	$1,499.99

key strategy in their classrooms in order to improve student achievement in mathematics. PLCs will work to develop meaningful and sustainable cycles of inquiry to develop a culture of continuous improvement.								teachers. Academic discourse will be infused into the Number Talks lessons.				
Teachers will learn about "Number Talks" and use this as a key strategy in their classrooms in order to improve student achievement in mathematics. PLCs will work to develop meaningful and sustainable cycles of inquiry to develop a culture of continuous improvement.	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly	Principal	4/23/2014	101SQI1B6179	Academic Discourse will be emphasized and supported as a key instructional strategy to implement math CCSS and as a pivot point for cycles of inquiry. Teacher PLC teams will meet with the principal and TSA to discuss their cycles of inquiry and progress on the three instructional shifts.	790-Unrestricted EIA-SCE Support	5200-TRAVEL AND CONFERENCES		0	$1,000.00
Teachers will learn about "Number	Local assessments (benchmarks,	Lower-Performing	Monthly	Principal	4/23/2014	101SQI1B6193	Instructional technology will be obtained to	3010-Title I	4420-Computer $500-4,999		0	$1,000.00

Talks" and use this as a key strategy in their classrooms in order to improve student achievement in mathematics. PLCs will work to develop meaningful and sustainable cycles of inquiry to develop a culture of continuous improvement.	PWA)							support number talk lessons and other CCSS aligned lessons.					
Teachers will engage in cycles of inquiry to support their own learning. Their initial forays into these COIs will occur in the area of mathematics and alignment to the CCSS.	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Principal	4/23/2014	101SQI1B6191	Teachers will meet in grade level teams to work through a Cycle of Inquiry. Subs will be needed to release teachers for this purpose. The work of the PLC groups will be reported to the principal as a deliverable and timely feedback will be provided to supper the COI process.	790-Unrestricted EIA-SCE Support	1154-TEACHERS SUBS FOR RELEASETIME		0	$3,500.00
We will align our math program to the CCSS to ensure that	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Principal	4/23/2014	101SQI1B6195	Teachers will map out their entire math program and identify high-	3010-Title I	1154-TEACHERS SUBS FOR RELEASETIME		0	$1,000.00

there is adequate rigor during lesson delivery. Academic Discourse will be emphasized.							leverage units of study. Specific math strategies (including number talks) will be identified and teachers will establish specific cycles of inquiry for their PLC work.					
We will align our math program to the CCSS to ensure that there is adequate rigor during lesson delivery. Academic Discourse will be emphasized.	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Principal	4/23/2014	101SQI1B6199	Additional resources will be purchased to assist teachers with delivery of instruction.	790-Unrestricted EIA-SCE Support	4410-Equipment $500-4,999		0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Allendale Elementary   **Principal:** CHARLES MILLER

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 and 2013-14 Progress Monitoring Data

-
- 25% of all kindergarten students are below proficiency on the First Sound Dibels assessment (mid-year assessment).
- 73% of all First Grade students are below proficiency on the Oral Reading assessment (mid-year assessment).

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

- 2013-14 Progress Monitoring Data (Dibels)indicates that significant numbers of First Grade students are still well below benchmark on the oral reading assessment. As such, strengthening our primary pathways is indicated as an area for focus.
- For some kindergarten students (up to 30%) decoding is still challenge as indicated on the Dibels mid-year assessment.

Theory of Action

- When we strengthen our Transition Kindergarten (TK) program we will see academic improvements in our kindergarten and first grade students.
- When parents are involved in our TK Pathways program, we will see improvements in family literacy.

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
Providing systems and	Attendance	Lower-Performing	End of Year	Principal	3/12/2014	101SQI1C6145	Parents of transitioning	790-Unrestricted	4310-SUPPLIES		0	$300.00

opportunities for pre-K students and families to transition to Allendale will improve attendance and adjustment to all-day classes for TK and K students.								pre-K, TK, K students will be invited to transitional celebrations at the end and beginning of the school year.	EIA-SCE Support			
Providing systems and opportunities for pre-K students and families to transition to Allendale will improve attendance and adjustment to all-day classes for TK and K students.	Grades/GPA	Lower-Performing	Every Semester	Principal	3/12/2014	101SQI1C6146	Grade level meetings will include parents of pre-K, TK, and K students during the fall and spring semesters.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$300.00
Providing systems and opportunities for pre-K students and families to transition to Allendale will improve attendance and adjustment to all-day classes for TK and K students.	Local assessments (benchmarks, PWA)	Lower-Performing	Every Semester	Principal	3/12/2014	101SQI1C6147	Pre-K, TK, and K students are assigned an upper-grade buddy classroom whose students will read with and participate in other academic activities with the younger students.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$400.00
Providing systems and opportunities for pre-K	Local assessments (benchmarks, PWA)	Lower-Performing	Every Semester	Principal	3/12/2014	101SQI1C6172	Pre-K, TK, and K teachers will attend	3010-Title I	5200-TRAVEL AND CONFERENCES		0	$691.00

students and families to transition to Allendale will improve attendance and adjustment to all-day classes for TK and K students.						conferences that are specifically geared for students at this grade level.					

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

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

School: Allendale Elementary   **Principal:** CHARLES MILLER

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: Beginning]
- 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 and 2013-14 Progress Monitoring Data

- According to CHKS data 98% of Allendale students plan to go to college. 78% of students felt that adults in the school held high expectations for them.
- 76% of staff felt that the school set high standards for academic performance for all students, and 71% of staff felt the school promoted academic success.

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

- The school has promoted the idea of thinking about and planning for college among students and families. This is a significant change from past CHKS data on college.
- There is a discrepancy in what staff reports and what students report on success, support and rigor.
- What would it take to get the staff to see that this is a school that promotes academic rigor and student success?

Theory of Action

- When we have extensive training of staff on the rigor of balanced literacy and developing a plan of action for implementing the rigor of the common core, student achievement will improve.

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	Increase the percent of 11th grade African American	

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase parent engagement and involvement.	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Principal	2/11/2014	101SQI1D5162	Parent engagement coordinator to promote parent involvement (volunteering) and engagement and understanding of school program and vision (communication). Parent involvement promotes success for students not reaching proficiency on various school and District assessments.	791-Unrestricted EIA-LEP Support	2220-CLASSSUPPT SALARIES STIPENDS		0	$0.00
Increase parent engagement and involvement.	Survey data (CHKS, etc.)	Lower-Performing	End of Year	Principal	2/11/2014	101SQI1D5164	Parent engagement coordinator to promote parent involvement (volunteers) and engagement and understanding of school program and vision	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	$0.00

						(communication). Parent involvement promotes success for students not reaching proficiency on various school and District assessments.					

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: Allendale Elementary   **Principal:** CHARLES MILLER

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 and 2013-14 Progress Monitoring Data
- Dibels and SRI data reveal significant numbers of students in our various subgroups are below proficiency.
- CELDT (Oct. 2013) also reveal significant numbers of students who are not making growth. 54% of our EL students showed flat or negative progress on the CELDT.
-

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
- On the CELDT test, 78% of all ELL students at the kindergarten level were classified as Beginning or Early Intermediate.
- On the CELDT test, 21% of all ELL students at the first grade level were classified as Beginning or Early Intermediate.
- On the CELDT test, 38% of all ELL students at the second grade level were classified as Beginning or Early Intermediate.
- On the CELDT test, 40% of all ELL students at the third grade level were classified as Beginning or Early Intermediate.
- On the CELDT test, 48% of all ELL students at the fourth grade level were classified as Beginning or Early Intermediate.

Theory of Action
- Establish an RTI pyramid with schoolwide core instructional programs that will meet the needs of 80% of students (Tier I), targeted support for 15% of students (Tier II), and more intense services for the remaining 5% (Tier III).
- Academic differentiation in Tier I core programs based on state, district, school assessment data. Teacher pulls leveled groups to accelerate achievement, uses engagement and participation strategies and integrates culturally relevant literature.
- Provide science prep classes with integrated science studies throughout the day. Offer leveled ELD classes with Systematic ELD, after school GATE and support classes, and service learning opportunities.
- Higher support for students identified as at-risk for later academic difficulty includes early grade reading intervention small group pull-out, SST with families, and progress monitoring with DIBELS.
- Continue with and refine the COST team to coordinate special ed, regular ed, and support services to insure communication school-wide on student academic, and social-emotional success.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
ILT, Principal, and TSA to coordinate ELL program including intervention services, ELD program, Professional Development, and Services for at-risk students.	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	TSA/Coach	3/12/2014	101SQI1E2379	TSA to provide professional development on academic language and English Learner strategies and methods and targeted student group instruction.	790-Unrestricted EIA-SCE Support	1120-TEACHERS SALARIES STIPENDS		0	$1,000.00
ILT, Principal, and TSA to coordinate ELL program including intervention services, ELD program, Professional Development, and Services for at-risk students.	CELDT	English Learners & Redesignated	Monthly	Principal	3/12/2014	101SQI1E6181	Teachers will attend conferences and professional development on English Language Development and Guided Language Acquisition and Development strategies.	791-Unrestricted EIA-LEP Support	5200-TRAVEL AND CONFERENCES		0	$2,000.00
ILT, Principal, and TSA to coordinate ELL program including intervention services, ELD program, Professional Development, and Services	CELDT	Lower-Performing	Monthly	Principal	3/12/2014	101SQI1E6186	An exploratory committee will be established to explore alternative language programs (bilingual, dual immersion).	791-Unrestricted EIA-LEP Support	1150-TEACHERS SUBSTITUTES		0	$5,000.00

for at-risk students.												
ILT, Principal, and TSA to coordinate ELL program including intervention services, ELD program, Professional Development, and Services for at-risk students.	CELDT	Lower-Performing	Weekly	Principal	3/12/2014	101SQI1E6187	Spanish Classes will be offered to students to preserve primary language skills.	790-Unrestricted EIA-SCE Support	1122-TEACHERS SALARIES EXTRA COMP		0	$2,000.00
GATE-Identified students receive additional academic challenges.	Local assessments (benchmarks, PWA)	High Performing/GATE	End of Year	Principal	2/12/2014	101SQI1E6143	GATE coordinator will provide after-school classes for project based learning in math, language arts, and science.	N/A			0	$0.00
GATE-Identified students receive additional academic challenges.	Local assessments (benchmarks, PWA)	High Performing/GATE	End of Year	Principal	2/12/2014	101SQI1E6144	GATE coordinator and literary specialist will train teachers on how to differentiate the curriculum for advanced students.	N/A			0	$0.00

School: Allendale Elementary   **Principal:** CHARLES MILLER

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

- 100 students in 1st through 5th grades are currently enrolled in our Tigers' Roar extended day program.
- After-school tutorial program is provided to at-risk students by their classroom teachers.

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

- Enrichment courses are offered that are not available during the regular day - gardening, service learning, ballet folklorico and more.
- An assessment of the program done by the OUSD After School Program Office found that the program scored between 4 and 5 on a 1-5 scale in: safe environment, supportive environment, interaction, and academic climate.

Theory of Action

- Teachers and the extended day program communicate to insure that the extended day can support students with homework and other academics.
- The extended day program focuses on the same key learning standards and uses many of the same instructional strategies as the classroom teachers.

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will establish and manage small after school intervention groups for students not	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly	Principal	3/12/2014	101SQI1F4579	Extended contracts for teachers to run small after school intervention groups for	3010-Title I	1128-TEACHERS SALARIES HOURLY		0	$0.00

meeting standards.							students not meeting standards.					
Teachers will establish and manage small after school intervention groups for students not meeting standards.	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly	Principal	3/12/2014	101SQI1F6180	Extended contracts for teachers to run small after school intervention groups for students not meeting standards.	790-Unrestricted EIA-SCE Support	1128-TEACHERS SALARIES HOURLY		0	$3,000.00

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

<h2 style="text-align:center">Strategic Priority A. School Safety Plan</h2>

School: Allendale Elementary   **Principal:** CHARLES MILLER

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

School Safety Plan Goals

Goal I: Reduce suspensions and office referrals by 50%.

- Strategy 1.1: Use CARES curriculum throughout the school. Hero behavioral coaches use CARES, Restorative Justice techniques, and SEL strategies.
- Strategy 1.2: PBIS Team meets and develops positive behavior strategies. PBIS designs and implements monthly CARES awards assemblies. PBIS implements Tiger Bucks awards for students on using CARES.

Goal 2: Increase student engagement to school and positive school community.

- Strategy 2.1: Continue ''Morning Meeting'' daily in all classrooms. Continue CARES lessons using literature in all classes.
- Strategy 2.2: Insure that all students with high behavioral needs based on # of office referrals and COST Team identification received 5:1 positive feedback including CARES PAWSitive Tiger Card.

Strategic Priority Improvement Strategies

<p align="center">**School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments**</p>

<p align="center">**Strategic Priority B. School Culture (including Meaningful Student Engagement)**</p>

School: Allendale Elementary   **Principal:** CHARLES MILLER

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

School Safety Plan Goals

Goal I: Reduce suspensions and office referrals by 50%.

- Strategy 1.1: Use CARES curriculum throughout the school. Hero behavioral coaches use CARES, Restorative Justice techniques, and SEL strategies.

- Strategy 1.2: PBIS Team meets and develops positive behavior strategies. PBIS designs and implements monthly CARES awards assemblies. PBIS implements Tiger Bucks awards for students on using CARES.

Goal 2: Increase student engagement to school and positive school community.

- Strategy 2.1: Continue ''Morning Meeting'' daily in all classrooms. Continue CARES lessons using literature in all classes.

- Strategy 2.2: Insure that all students with high behavioral needs based on # of office referrals and COST Team identification received 5:1 positive feedback including CARES

PAWSitive Tiger Card.

Suspensions
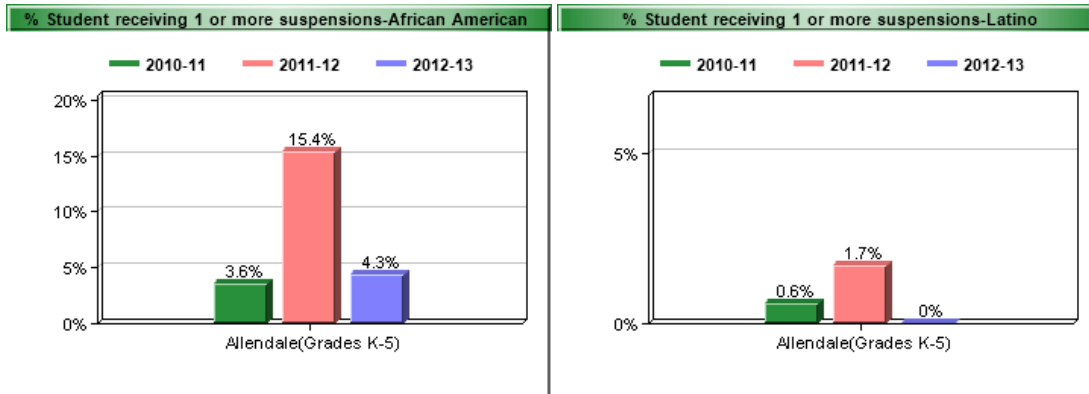
2012-13 Summative Data and 2013-14 Progress Monitoring Data
- Last year (2012-13) there were 5 suspensions. This year (2013-14) there has been 1 suspensions.
- 98% (medium/high) of 5th graders report having a caring relationship with an adult all, and 89% (medium/high) have opps for meaningful participation in school.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
- 72% report feeling safe at school all or most of the time, but only 45% fell safe outside of school.
- A high number of behavioral referrals are generated by a small number of students.

Theory of Action
- Establish positive school wide climate with practices that will meet the needs of 80% of students (Tier I), targeted support for 15% of students (Tier II), and more intense services for the remaining 5% (Tier III).
- Parent orientations and parent-teacher conferences in Spanish & English. Weekly office staff meetings to insure a welcoming front office environment.
- More intense support include Higher Ground behavioral services, Anne Martin counseling, behavior contracts and counseling, and increased parent contact and support.
- Family events to include academic awards ceremonies, Fall and Spring festivals, Health Fair, and Higher Ground extended learning parent engagement and family events.
- A clear, positive, incentive-based discipline policy that is followed precisely by all school staff. Train teachers to use techniques from Teach Like a Champion, use CARES social skills.

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	
	Reduce the off-campus suspension rates of Latino	

School Scorecard: Suspension Rate for Latino students	students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support Social and Emotional Learning of students identified "at-risk".	Discipline/CSC	Lower-Performing	Monthly	Principal	3/12/2014	101SQI2B5160	Consultant contract for support coach to teach SEL standards to students (via cooperative and constructive play) not meeting proficiency on state academic standards.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	$25,000.00
Support Social and Emotional Learning of students identified "at-risk".	Discipline/CSC	Lower-Performing	Weekly	Principal	3/12/2014	101SQI2B6197	Materials and supplies will purchased to support Social Emotional Learning (SEL) strategies and programs.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$4,000.00

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

Strategic Priority C. Health & Wellness

School: Allendale Elementary   **Principal:** CHARLES MILLER

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: Developing]

2012-13 Summative Data and 2013-14 Progress Monitoring Data
- 22% of 5th graders indicated they did not eat breakfast.
- There was a 4% increase in student use of the school breakfast program (22%), and a 7% increase in teh use of teh lunch program (66%).

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
- There may be a need to promote alternative breakfast opportunities like "second chance", by asking students if they have eaten.
- Fundraisers at school have often sold "junk food". There is a need to follow OUSD's Wellness Policy.
- 5th graders showed a 4% improvement in Healthy Fitness Zone for Body Composition (45.5%) over the previous year.

Theory of Action
- Promote the breakfast program, and have all teachers ask daily if their students have has breakfast. Provide a "second chance" if they have not eaten.
- Nurse will provide health education in nutrition and alcohol, tobacco, drugs. Seek out community partners to provide other aspects of health ed.
- Further systematize referral to COST and follow-through on SST system. Seek out other community-based student support services.
- Insure that all teachers provide 100 minutes per week of PE.
- OUSD's Wellness Policy will be promoted to insure that "junk" food is not served/sold at events and fundraisers

Strategic Priority Improvement Strategies

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Allendale Elementary   **Principal:** CHARLES MILLER

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

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

- As of Feb. 8 approx 11% (49) of students were chronically absent, compared to 15% last year.
- 60% of chronic truants are transitional kinders, kindergarteners, and 1st graders.

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

- Uniform requirement, students awards, increased parent orientation meetings, increased parent-teacher conference time, home visits, requirement for teachers to call parents of truant students, and stricter SART process have reduced chronic absences.
- TK, Kindergarten, and 1st grade parents need training and support regarding importance of attendance and how to manage student absence and illness.

Theory of Action

- Focus on outreach and education of K & 1st grade parents to break the chronic absence pattern.
- Recognize perfect and improved attendance like we do academic achievement.
- Utilize new parent engagement coordinator, in conjunction with COST Team, to contact parents and identify strategies to get chronically absent students to school.
- Teachers will be educated on ways to contact with parents and encourage the importance of regular attendance.

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: Chronic Absence	Reduce the chronic absence rate by 100% annually, or maintain it at 5% or less.	

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
A functional School Attendance Review Team (SART) will address issues related to Chronic Absences. This team will use monthly attendance data to focus their work and ensure efforts are strategic and effective.	Attendance	Lower-Performing	Weekly	Principal	4/23/2014	101SQI2D6184	Instructional Community Assistant, Bilingual will assist with SART activities. Materials and supplies will be used to support SART efforts. Attendance data will be analyzed monthly.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$1,013.12

A functional Coordination of Services Team (COST) and Positive Behavior Intervention and Supports (PBIS) team will be established and supported to ensure that services are coordinated for at-risk students. This team will develop an effective Response to Intervention (RtI) framework to support students and develop effective alternatives to suspension.	Other (OCR, etc)	Students with Disabilities	Weekly	Principal	4/23/2014	101SQI2D6182	COST Team will be trained in best practices and supported. A general ed teacher will be released once a week to work with COST team. This team will develop an effective RtI framework. Effective alternatives to suspension will be developed and supported.	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	$1,500.00
A functional Coordination of Services Team (COST) and Positive Behavior Intervention and Supports (PBIS) team will be established and supported to ensure that services are coordinated	Discipline/CSC	Lower-Performing	Weekly	Principal	4/23/2014	101SQI2D6185	PBIS Activities will be supported via the COST team and the ILT. Release time for PBIS Planning will be funded. RtI framework will be developed and supported through professional development. Central office support	790-Unrestricted EIA-SCE Support	1122-TEACHERS SALARIES EXTRA COMP		0	$1,500.00

for at-risk students. This team will develop an effective Response to Intervention (RtI) framework to support students and develop effective alternatives to suspension.								personnel will be approached to assist.				
A functional Coordination of Services Team (COST) and Positive Behavior Intervention and Supports (PBIS) team will be established and supported to ensure that services are coordinated for at-risk students. This team will develop an effective Response to Intervention (RtI) framework to support students and develop effective alternatives to suspension.	Discipline/CSC	Lower-Performing	Monthly	Principal	4/23/2014	101SQI2D6198	Materials and supplies will be purchased to support the implementation of planned PBIS activities.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$2,000.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Allendale Elementary   **Principal:** CHARLES MILLER

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: Beginning]
- 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]

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
A functional Coordination of Services Team (COST) and Positive Behavior Intervention and Supports (PBIS) team will be established and supported to ensure that	Other (OCR, etc)	Students with Disabilities	Weekly	Principal	4/23/2014	101SQI3A6182	COST Team will be trained in best practices and supported. A general ed teacher will be released once a week to work with COST team. This team will develop an effective RtI framework. Effective alternatives to	790-Unrestricted EIA-SCE Support	1150-TEACHERS SUBSTITUTES		0	$1,500.00

services are coordinated for at-risk students. This team will develop an effective Response to Intervention (RtI) framework to support students and develop effective alternatives to suspension.							suspension will be developed and supported.					
A functional Coordination of Services Team (COST) and Positive Behavior Intervention and Supports (PBIS) team will be established and supported to ensure that services are coordinated for at-risk students. This team will develop an effective Response to Intervention (RtI) framework to support students and develop effective alternatives to suspension.	Discipline/CSC	Lower-Performing	Weekly	Principal	4/23/2014	101SQI3A6185	PBIS Activities will be supported via the COST team and the ILT. Release time for PBIS Planning will be funded. RtI framework will be developed and supported through professional development. Central office support personnel will be approached to assist.	790-Unrestricted EIA-SCE Support	1122-TEACHERS SALARIES EXTRA COMP		0	$1,500.00

A functional Coordination of Services Team (COST) and Positive Behavior Intervention and Supports (PBIS) team will be established and supported to ensure that services are coordinated for at-risk students. This team will develop an effective Response to Intervention (RtI) framework to support students and develop effective alternatives to suspension.	Discipline/CSC	Lower-Performing	Monthly	Principal	4/23/2014	101SQI3A6198	Materials and supplies will be purchased to support the implementation of planned PBIS activities.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$2,000.00

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

Strategic Priority A. Family & Community Engagement

School: Allendale Elementary   **Principal:** CHARLES MILLER

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: Undeveloped]
- 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

- Bi-weekly, bi-lingual family bulletins are sent home regularly. The FCSC office has assigned a parent engagement coordinator to work with the school. 67% of staff feels (CHKS survey)that the school encourages parents to be active partners, and 72% of staff feel the school is welcoming and facilitates parent involvement.
- ELAC, SSC, and PTO (parent teacher org) meetings are advertised, and held monthly. Notice of meeting are included in family bulletins. There is a parent engagement coordinator who devotes 7 hours per week to coordinating parent volunteers.

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

- The school is making a great effort to increase parent involvement and engagement. This is recognized by most staff.
- We partner to collaborate with OUSD Adult and Career Education to provide a Family Literacy class open to our students' family members who want to learn English (ESL) and also gain understanding of their own children's curricula

Theory of Action

- The role of the new parent engagement coordinator will be to manage communication in multiple languages with parents, identify school-wide needs, recruit parent volunteers to fill those needs, volunteers for classrooms, and facilitate parent classes
- Survey parents about their internet use. Promote the school's website and on-line resources for parents. Train parents on internet use if necessary.
- Schedule monthly principal/teacher coffees before school to socialize and survey parents about their interests, concerns, and skills they can provide for the school.
- Invite parents to school to learn about balanced literacy, math instruction.
- Partnering and collaborating with OUSD Adult and Career Education to provide a Family Literacy class (open to family members who want to learn English and also gain an understanding of their own children's curricula) will elevate achievement.

☐ 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
Family bulletins, parenting workshops, and other materials that assist parents in helping their child behaviorally and academically, as well as orienting them to the school. Family literacy will be emphasized.	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Community Engagement Lead	4/23/2014	101SQI4A2422	Family bulletins, parenting workshops, and other materials that assist parents in helping their child behaviorally and academically, as well as orienting them to the school.	791-Unrestricted EIA-LEP Support	2220-CLASSSUPPT SALARIES STIPENDS		0	$0.00
Family bulletins, parenting workshops, and other materials that assist parents in helping their child behaviorally and academically, as well as orienting them to the school. Family literacy will be emphasized.	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly	Community Engagement Lead	4/23/2014	101SQI4A6175	A community Assistant Bilingual position will be funded to assist with the instruction of LEP students and families	791-Unrestricted EIA-LEP Support		COMABI0026	0.4	$15,901.79
Refreshments for SSC,	Survey data (CHKS, etc.)	Lower-Performing	Monthly	Principal	3/12/2014	101SQI4A2423	Materials, training and	9901-Title I - Parent	4311-MEETING REFRESHMENTS		0	$500.00

ELAC, and other parent meetings. Enable parents to spend time learning about and making decisions about school issues.								meals for parents during meetings to promote parent participation.	Participation				
Parent communication and community involvement	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Principal	3/12/2014	101SQI4A5169	Copying, printing and supplies to communicate with parents.	9901-Title I - Parent Participation	4310-SUPPLIES		0	$1,000.00
Parent communication and community involvement	Survey data (CHKS, etc.)	Lower-Performing	End of Year	Principal	3/12/2014	101SQI4A5171	Refreshments for parent meetings including SSC, ELAC, and PTO.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$393.00
Parent communication and community involvement	Survey data (CHKS, etc.)	Low to Middle-Performing	Monthly	Principal	3/12/2014	101SQI4A6196	Appropriate technology will be purchased to continue parent communication and outreach efforts	790-Unrestricted EIA-SCE Support	4420-Computer $500-4,999		0	$0.00

Strategic Priority A. Strategic Operational Practices

School: Allendale Elementary   **Principal:** CHARLES MILLER

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)
- 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: Developing]
- is distributed, through professional learning communities, collaborative planning teams, and select individuals (Standard 5.11)

2012-13 Summative Data and 2013-14 Progress Monitoring Data
  - Categorical funds: One Literacy TSA; Reading Partners intervention program, SEL Coach/Consultant.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
  - Hiring substitutes and/or a STIP sub will free teachers to observe high quality teaching, make instructional rounds, and to plan.
  - A literacy coach (TSA) will work with teachers to support curriculum implementation and develop practice. Reading Partners program will work with below-grade students to improve reading outcomes.
  - Coach/Consultant will support school goals of SEL competencies and cooperation by teaching games and student playground leadership.

Theory of Action
  - Balanced Literacy and CCSS Math goals need effective operations and instructional leadership to succeed. Our plan to hire Literacy Coach to provide reading intervention will increase equitable outcomes and provide quality instruction.
  - TSA helps research and coach high quality practices and arrange professional development. They assist the principal in setting instructional focuses and analyzing results.
  - Consultants and other community partners are engaged in helping create a more equitable and cooperative culture which in turn helps promote increased academic outcomes.
  - Distributed leadership and increasing parent and community involvement are goals intended to increase participation and accountablility for improving the school.
  - We need to investigate processes for assessing leaders' expertise with leadership practices, operations, instruction, and community engagement.

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

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State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$79,788.24	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,893.32	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$81,681.56	

Appendices

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

Allendale Elementary School
CDS Code [6001630]

Phone: (510) 535-2812
Fax: (510) 535-2815

3670 Penniman Avenue
Oakland, CA 94619

School Year: 2014-2015
Comprehensive School Safety Plan

(Education Code Section 32280-32288)

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

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Section 1: School Safety / Climate Team

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

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

Principal or Designee:	CHARLES MILLER - PRINCIPAL ELEMENTARY LARGE			
Teacher:	CODY MARSHALL - TEACHER STRUCTURED ENG IMMERSN			
Classified:	LIZETT MORA-OCHOA - SECRETARY ELEMENTARY SMALL			
Parent Representative:	Richard Henry - Parent			

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal:	CHARLES MILLER - PRINCIPAL ELEMENTARY LARGE	510-390-1536	510-390-1536	510-390-1536
Assistant Principal:	NA			
Custodian:	ROGER ANDREWS - CUSTODIAN	510-228-2218	510-228-2218	

| **Secretary/Other**: | LIZETT MORA-OCHOA - SECRETARY ELEMENTARY SMALL | 510-680-9811 | 510-680-9811 |

Section 2: School Safety Plan Goals

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

To be considered:

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

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

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

Goal I: Reduce suspensions and office referrals by 50%.
Strategy 1.1: Use CARES curriculum throughout the school. Hero behavioral coaches use CARES, Restorative Justice techniques, and SEL strategies.
Strategy 1.2: PBIS Team meets and develops positive behavior strategies. PBIS designs and implements monthly CARES awards assemblies. PBIS implements Tiger Bucks awards for students on using CARES.
Goal 2: Increase student engagement to school and positive school community.
Strategy 2.1: Continue "Morning Meeting" daily in all classrooms. Continue CARES lessons using literature in all classes.

- **Strategy 2.2:** Insure that all students with high behavioral needs based on # of office referrals and COST Team identification received 5:1 positive feedback including CARES PAWSitive Tiger Card.

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. Allendale, PLEASE COME TO THE PRINCIPAL'S OFFICE!
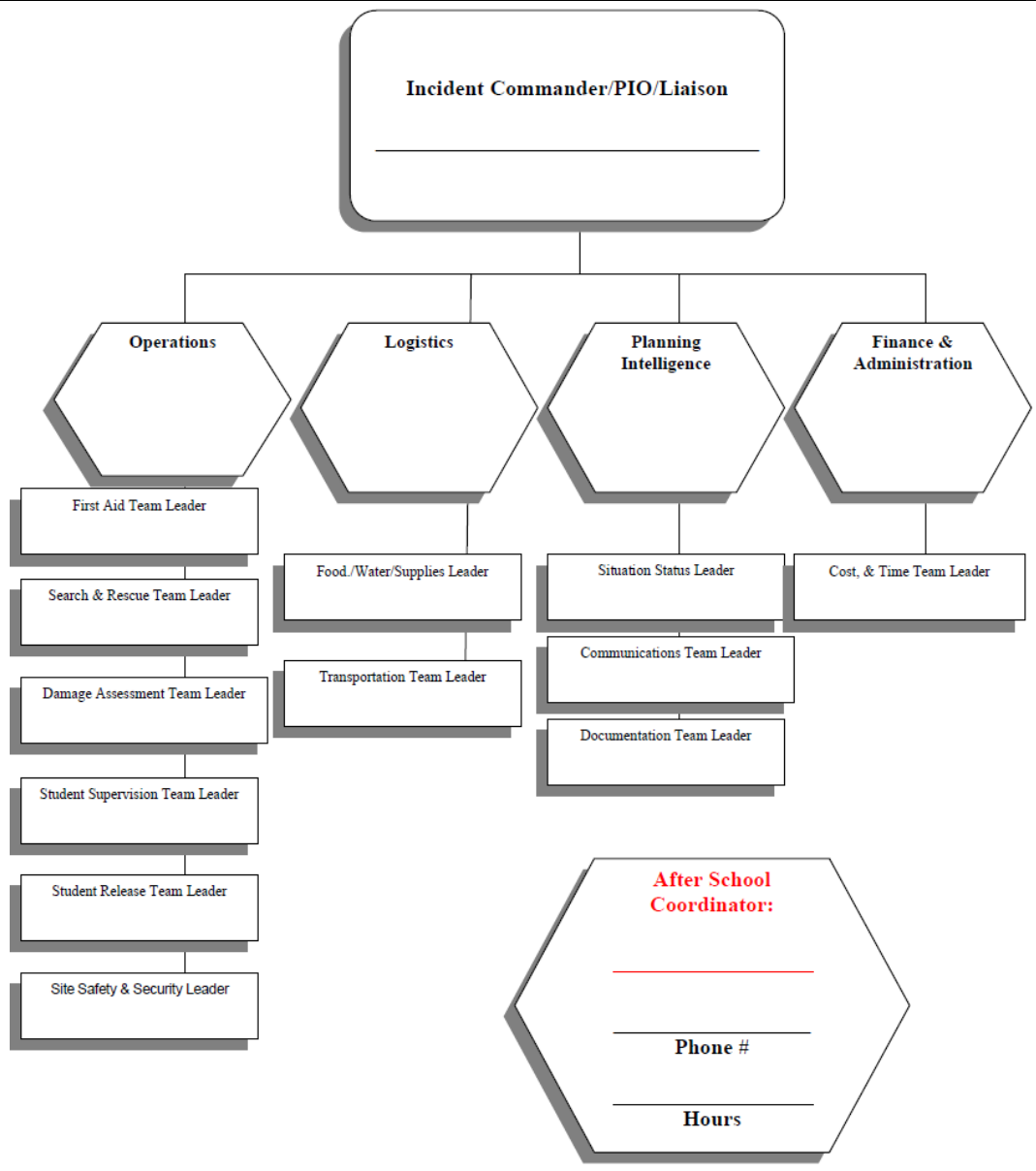
Section 4:   **Fire and Earthquake Drill Schedule**

Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/3/2014	9:00 AM	Both
October	10/1/2014	9:00 AM	Both
November	11/12/2014	9:00 AM	Both
December	12/10/2014	9:00 AM	Both
January	1/7/2015	9:00 AM	Both
February	2/11/2015	9:00 AM	Both
March	3/11/2015	9:00 AM	Both
April	4/8/2015	9:00 AM	Both
May	5/13/2015	9:00 AM	Both
June	6/10/2015	9:00 AM	Both

Lockdown Drill Schedule

	Date	Time
Fall	11/11/2014	9:00 AM
Spring	4/7/2015	9:00 AM

Incident Commander/PIO/Liaison

_____

Operations

Logistics

Planning Intelligence

Finance & Administration

First Aid Team Leader

Search & Rescue Team Leader

Damage Assessment Team Leader

Student Supervision Team Leader

Student Release Team Leader

Site Safety & Security Leader

Food./Water/Supplies Leader

Transportation Team Leader

Situation Status Leader

Communications Team Leader

Documentation Team Leader

Cost, & Time Team Leader

After School Coordinator:

_____

_____
Phone #

_____
Hours

Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number. 5011

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

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

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

NA

(Max Length: 500)

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

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

Determine proper signage and equipment.

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

Signs indicate ramps for handicapped access and for restrooms.

(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name: Ashley DeMelo   Title: Resource Teacher

Emergency Evacuation: Principal's checklist

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

❑ Activate alarm/PA system or send message runner.

❑ Telephone emergency service personnel:

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

Activate key personnel to:

❑ Attend to the injured.

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

❑ Ensure special needs students are evacuated accordingly.

❑ Secure school for specific emergency.

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

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

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

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

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

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

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

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

Emergency Evacuation: Employees checklist

Emergency Evacuation: Employees checklist

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

Emergency Evacuation: Teachers checklist

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

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

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

Emergency Student Release Procedures

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

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

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

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

per normal absence/release procedures.

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

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

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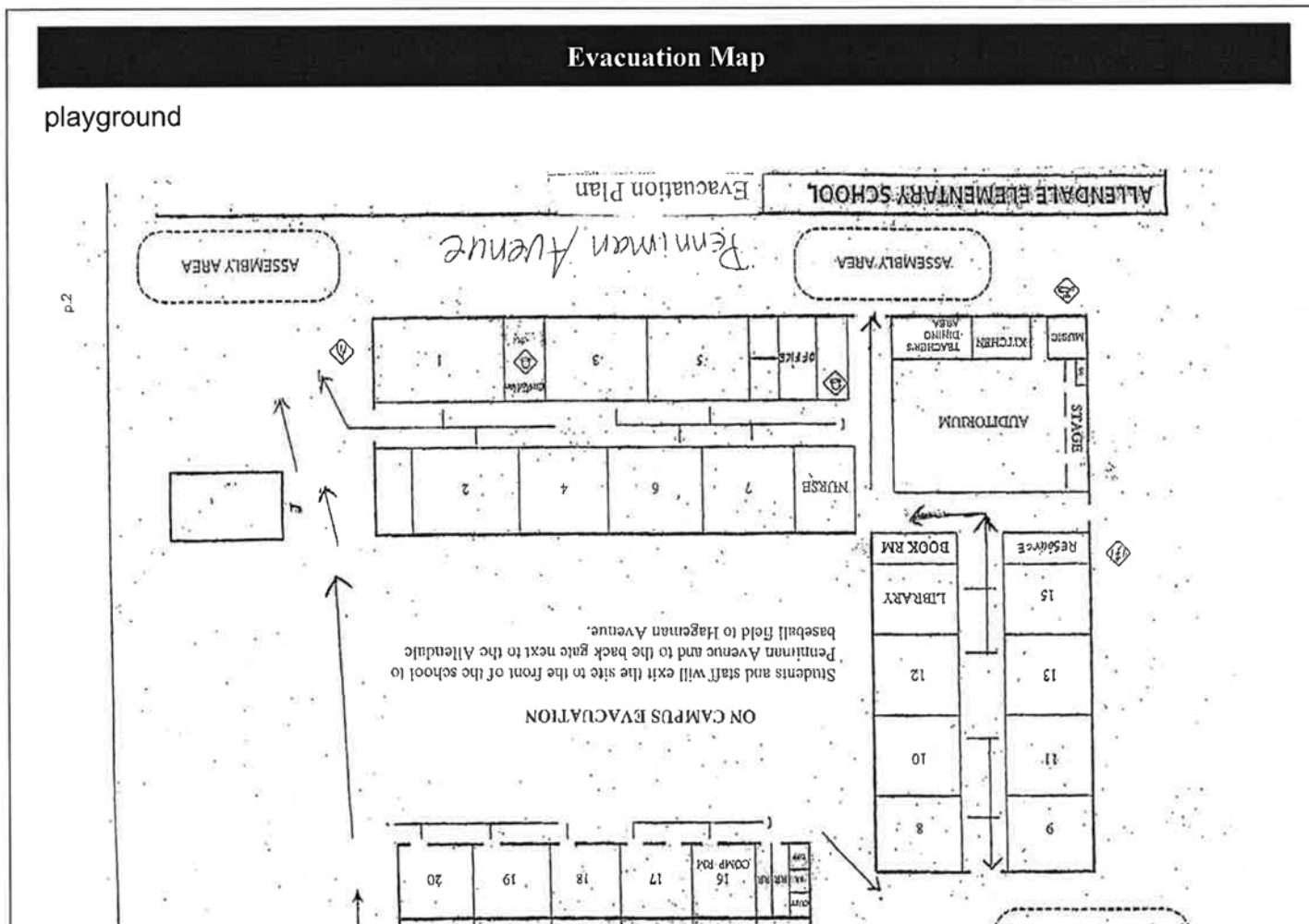
Section 6: On Campus Evacuation Map

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

On-Campus Assembly Location
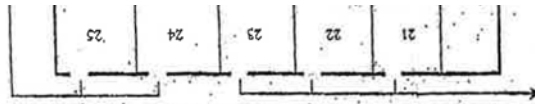Describe on-campus evacuation/assembly location.

```
Playground
```

○ Upload Copy of Map ⦿ Use Last Years Map

playground

Evacuation Map

ALLENDALE ELEMENTARY SCHOOL Evacuation Plan

Penniman Avenue

ASSEMBLY AREA   ASSEMBLY AREA

ON CAMPUS EVACUATION

Students and staff will exit the site to the front of the school to Penniman Avenue and to the back gate next to the Allendale baseball field to Hageman Avenue.

Section 6: Off Campus Evacuation Map

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

Off-Campus Evacuation/Assembly Location

a-1. Description/Name of location

Allendale Park

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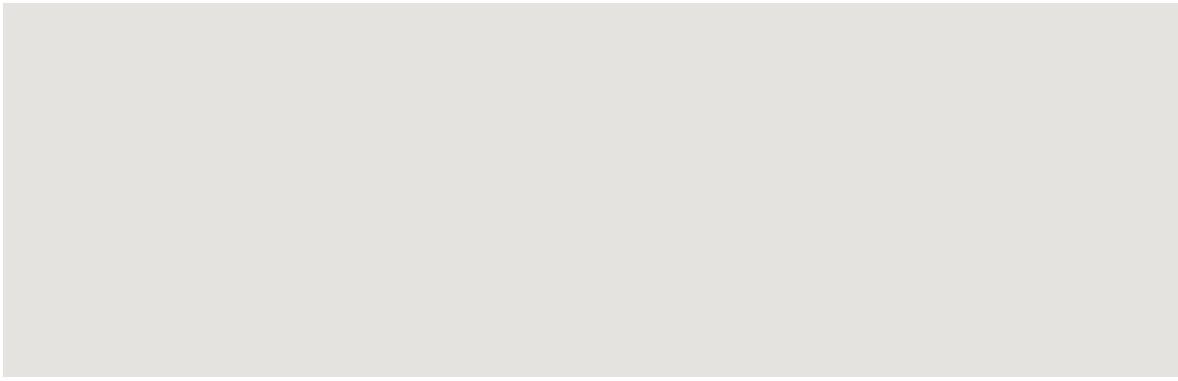
City of Oakland

C. Enter Date of Agreement

5/30/2013

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

A. School Street Address: 3670 Penniman Avenue , Oakland, CA

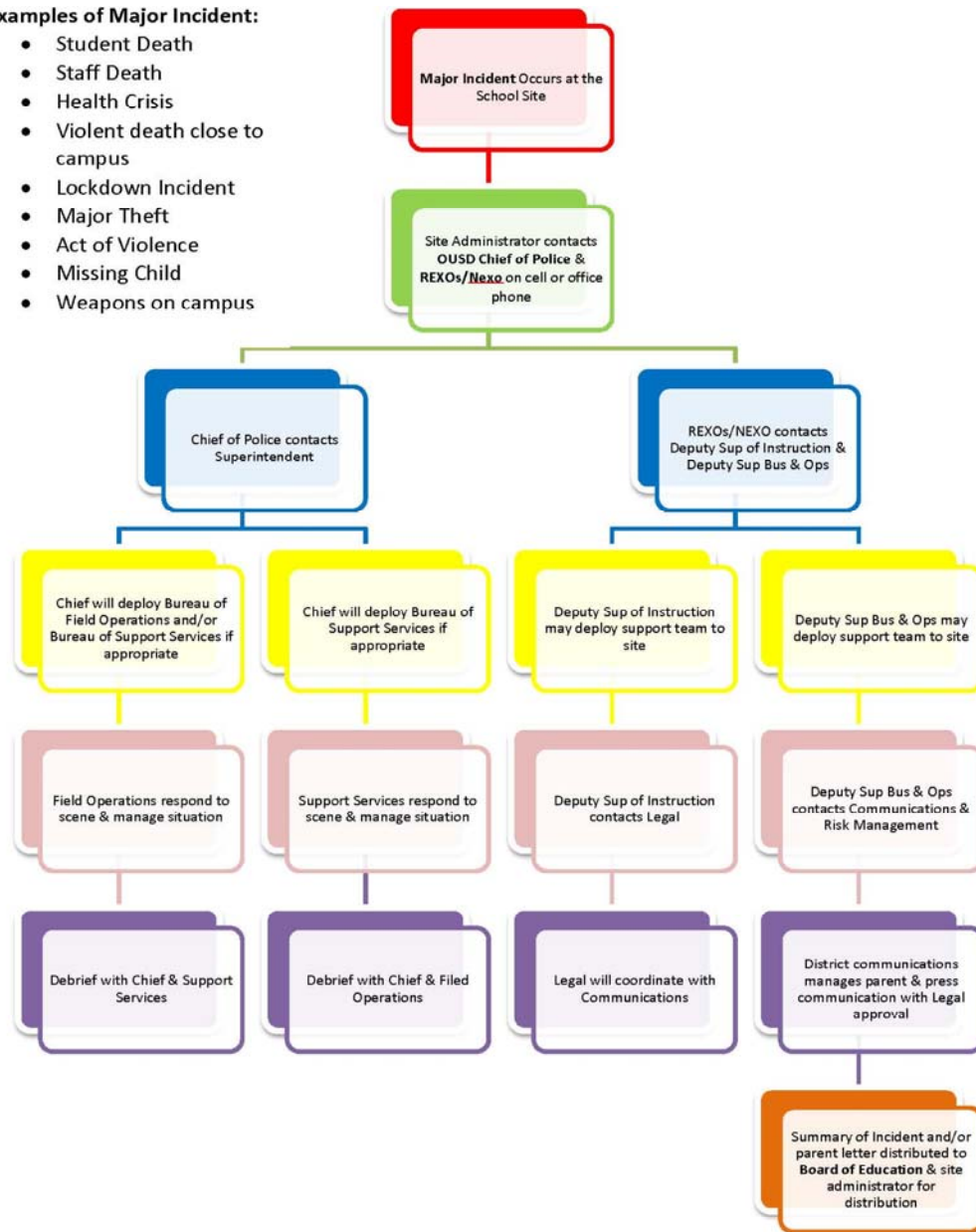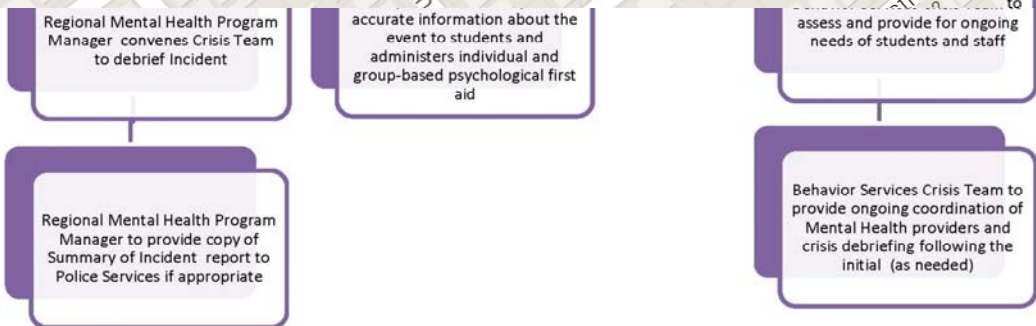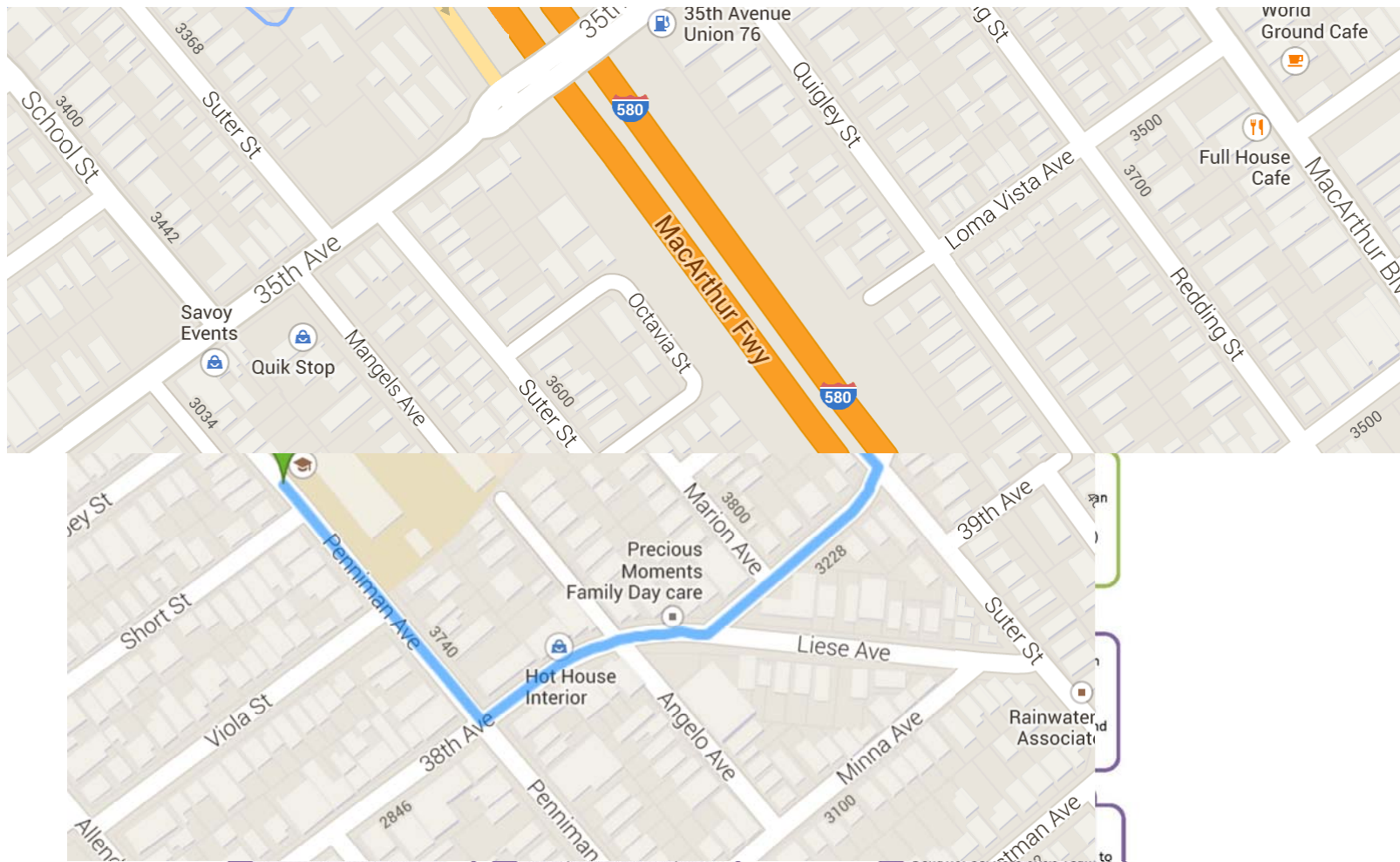B. Evacuation Street Address: 3711 Sutter St.   , Oakland, CA
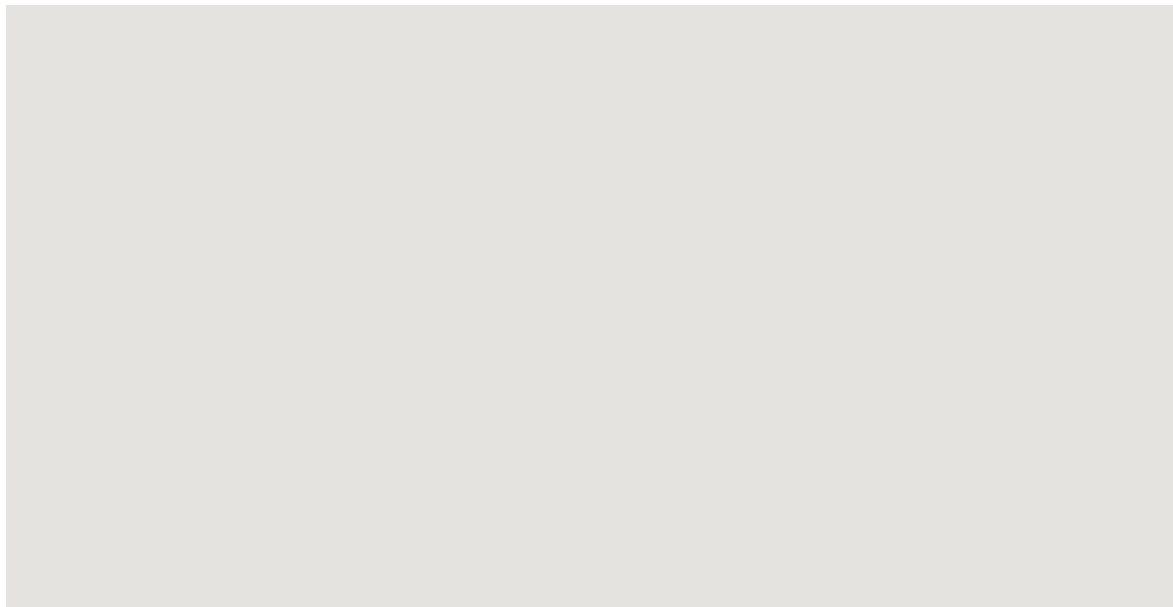
Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

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

Major Incident Occurs at the School Site

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

Chief of Police contacts Superintendent

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

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

Chief will deploy Bureau of Support Services if appropriate

Deputy Sup of Instruction may deploy support team to site

Deputy Sup Bus & Ops may deploy support team to site

Field Operations respond to scene & manage situation

Support Services respond to scene & manage situation

Deputy Sup of Instruction contacts Legal

Deputy Sup Bus & Ops contacts Communications & Risk Management

Debrief with Chief & Support Services

Debrief with Chief & Filed Operations

Legal will coordinate with Communications

District communications manages parent & press communication with Legal approval

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

Last edited by Oakland School Police Department, July 2013

Regional Mental Health Program Manager convenes Crisis Team to debrief Incident

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

assess and provide for ongoing needs of students and staff

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

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

Last edited by Oakland School Police Department, July 2013

AFTER SCHOOL PROGRAM

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

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

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

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

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

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form   Month _____

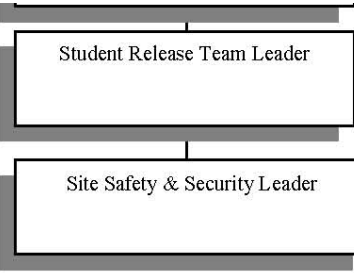| Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			

Earthquake			
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature:_____   Date:_____

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

AFTER SCHOOL PROGRAM

```
┌─────────────────────────────────────────────┐
│              ENTER SITE NAME                  │
│                                               │
│   Incident Commander (After School Coordinator) │
│                                               │
│   _____ │
└─────────────────────────────────────────────┘
                                    ┌──────────────┐
                                    │ PIO / Liaison │
                                    └──────────────┘
```

| Operations | Logistics | Planning Intelligence | Finance & Administration |

Operations
- First Aid Team Leader

  _____

- Search & Rescue Team Leader

- Damage Assessment Team Leader

- Student Supervision Team Leader

  _____

Logistics
- Food./Water/Supplies Leader

- Transportation Team Leader

Planning Intelligence
- Situation Status Leader

  _____

- Communications Team Leader

  _____

- Documentation Team Leader

  _____

Finance & Administration
- Cost, & Time Team Leader

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

School Safety Plan

APPENDIX: Safety for Special Needs Populations

Safety for Special Needs Populations

Table of Contents

Safety for Special Needs Populations

American with Disabilities Act

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

Roles and Responsibilities

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

Planning

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

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

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

Notification

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

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

Safety for Special Needs Populations

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

Evacuation

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

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

Safety for Special Needs Populations

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

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

Sheltering

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

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

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

Safety for Special Needs Populations

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

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

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

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

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

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

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

Safety for Special Needs Populations

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

Action Step:

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

Returning Home

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

Action Step:

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

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

Safety for Special Needs Populations

Prepare For What Will Happen

Earthquake

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

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

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

4. Telephone service may be interrupted.

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

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

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

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

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

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

Safety for Special Needs Populations

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

Before a Disaster

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

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

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

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

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

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

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

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

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

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

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

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

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

Safety for Special Needs Populations

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

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

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

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

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

During the Earthquake

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

After the Earthquake

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

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

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

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

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

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

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

Safety for Special Needs Populations

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

Training for Rescue Service During an Emergency

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

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

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

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

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

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

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

Evacuating Wheelchair Users

All Wheelchair Users

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

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

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

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

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

Safety for Special Needs Populations

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

Manual (non-motorized) Wheelchairs

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

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

Motorized Wheelchairs

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

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

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

Safety for Special Needs Populations

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

School Site Name/Site Number: ___ALLENDALE - 101___

☒ Title 1 School Wide Program   ☐ SIG
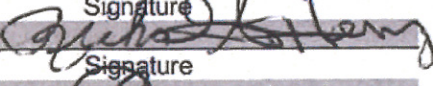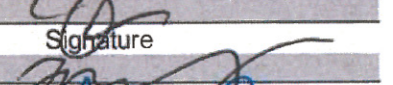
☐ Title 1 Targeted Assistance Program   ☐ QEIA

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:

   _4/30/14_

7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages   (date)_____
   Announcement at the public meeting   (date)_____
   Other (Notices and Media Announcements)   (date) _4/23/14_

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

CHARLES MILLER	*[signature]*	5/1/14
Print name of school principal	Signature	Date
RICHARD HENRY	*[signature]*	5-1-14
Print name of SSC chairperson	Signature	Date
Jenny Wash	*[signature]*	5/21/14
Print name of Chief of Police or Designee	Signature	Date
Janette Hernandez	*[signature]*	5/16/14
Print name of Regional Executive Officer	Signature	Date
Suzene Ramirez	*[signature]*	6/11/14
Print name of Director, State & Federal Compliance	Signature	Date

ELAC CHAIR PATRICIA MARTIN
Patricia Martin   5/2/14

School Site Council Membership Roster – Elementary School

School Name: _Allendale_____   **School Year** __2014-2015_____

Chairperson: Richard Henry	Vice Chairperson: Charles Miller
Secretary: Lizett Mora-Ochoa	<u>DAC Representative:</u> Richard Henry

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Richard Henry					X
Gabriel Lugo			X		
Charles Miller		X			
Lizett Mora-Ochoa				X	
Gloria DeLaCruz					X
Karen Birchmore					X
Patricia Martin					X
January Anderson			X		
Susanna Uribe			X		
Maria Castellanos					X
DAC Representative	Richard Henry				X

Meeting Schedule	**To be determined**

SSC Legal Requirements:

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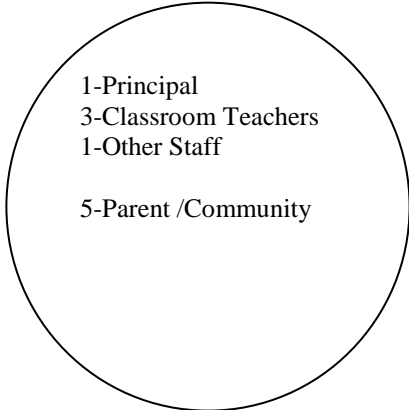
This form must be completed and submitted to Office of State and Federal Programs

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community

School Parental Involvement Policy
ALLENDALE ELEMENTARY SCHOOL

Part 1. General Expectations

Allendale Elementary agrees to implement the following statutory requirements:

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

> Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
>
> ➢ That parents play an integral role in assisting their child's learning
> ➢ That parents are encouraged to be actively involved in their child's education at school
> ➢ That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
> ➢ The carrying out of other activities, such as those described in section 1118 of the ESEA

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

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

Convened Positive School Climate Committee to create and approve policy. The policy will be presented and reviewed to parents at a school wide meeting. School Compact to be created by the Positive School Climate Committee and reviewed at Parent Involvement meeting and will be signed by staff, parents and students. Student Achievement will be reviewed at Parent Involvement meeting and annual Title 1 meeting will be convened before November 1, 2012. Ongoing discussions will be held at Parent Involvement Meetings to solicit Parent Input.

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

Will be available at Parent Involvement Meetings, every school meeting held, Parent Teacher Conferences and registration of new students.

3) *Allendale Elementary* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

The Instructional Leadership Team, School Site Council, Positive School Climate Committee and other meetings that review the School Site Plan and create next year's Plan (morning and evening sessions) will collaborate efforts in updating the Policy.

4) *Allendale Elementary* will convene an annual meeting to inform parents of the following:

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

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

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

Information will be distributed at back to school nights and regular school community meetings. Information will also be posted on bulletin boards. Special Home Bulletin will report on the use of school funds used for Title 1 students.

7) *Allendale Elementary* 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:

Back to School nights, Parent / teacher conferences, English Learner Advisory Committee, report cards, School Site Council, Regular Teacher Communication regarding student progress, Bulletin Board postings, newsletters and Open School Accountability Meetings are viable venues to provide descriptions and explanations of the curriculum in use at the school.

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

Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents opportunities for participation.

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

Through school complaint procedure and District level 1 procedures.

Part 3. Shared Responsibilities for High Student Academic Achievement

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

Parent Classes, Parent Adult Education Classes, Student Academic Achievement Classes for Parents, Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents opportunities for parental Involvement.

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

The School – Parent Compact must be signed for each student in the school at registration, back to school night and during the school year.

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

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

Parent Classes, Parent Adult Education Classes, Student Academic Achievement Classes for Parents, Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents with assistance and information needed to understand the topics listed above.

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

Providing Parenting Classes, and Classes especially targeted to teach parent Student Academics.

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

Professional Development on Parent Involvement regulations will be provided, as well as, ensuring that Parent Involvement is a regular topic at staff retreats, School Site Council Meetings, and Positive School Climate Committee meetings.

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

Outreach will be made to preschool programs, Kindergarten open house will be scheduled and holding adult education courses on campus.

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

To ensure that information is related to parents, the information will be posted in an accessible, legible location and available in all classrooms and offices. All materials will be translated into all major languages used at the school.

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by Title I Parent Meeting minutes.

This policy was adopted at the *Allendale Elementary* School Parent Meeting on 3-19-14_and will be in effect for the period of 1 years. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 9-1-14. It will be made available to the local community on or before 9-1-14. *Allendale Elementary School's* notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, the school will provide a copy of this policy to parents in a language the parents can understand.

_____ *Chaler Mill*_____ 3-19-14
(Principal's signature)

SCHOOL-PARENT COMPACT
ALLENDALE ELEMENTARY SCHOOL 2014-2015 SCHOOL YEAR

Site Staff Pledge	*Parent Pledge*	*Student Pledge*
We will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards by: • Consistently following a well-paced curriculum. • Assessing regularly to determine student progress. • Providing intervention and extra support as is needed. We will hold parent-teacher conferences (12/5-12/8 & 3/14-3/16) during which we will discuss this compact as it relates to your child's academic achievement. We will provide you with frequent reports of your child's progress. At parent conferences, through report cards, and progress reports as needed. We will be available to talk with you. Messages may be left through the school office. We will provide you opportunities to volunteer and participate in your child's class, and to observe classroom activities. The parent handbook, regular newsletters, postings on bulletin boards and monthly room parent meetings will describe these opportunities.	We, as parents will support our children's learning in the following ways: ▪ I will send my child to school on time every day. ▪ I will provide a quiet place and time for my child to do homework, and I will review the homework to ensure it is completed. ▪ I will promptly respond to messages from my child's school. ▪ I will attend Back to School Night, Parent-Teacher –Student Conferences, Open House and other school events. ▪ I will read to my child or have my child read to me for at least 20 minutes every day. ▪ I will limit the amount my child watches television.	We, as students, will share the responsibility to improve our academic achievement and meet the California academic standards. ▪ I will come to class on time every day. ▪ I will come to school ready to learn. ▪ I will follow school rules, always show respect and be responsible for my own behavior. ▪ I will be a cooperative learner. ▪ I will ask for help when I need it. ▪ I will carry information between school and home. ▪ I will return my completed homework on time. ▪ I will read at home at least 20 minutes every day.

Teacher: _____   Parent: _____   Student: _____