

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 Glenview 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 Glenview Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Glenview Elementary

6001853

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Glenview is a Pre-K through 5th grade campus that serves an incredibly diverse population from throughout the city of Oakland. Our students are 23% African American, 33% white, 16% Latino, 15% Asian/Pacific Islander, and 10% multi-racial. There are 22 languages represented in our parent, student, and staff communities and 12% of our students are English Learners. Over 35% of our students receive free and reduced lunch. The district's elementary level visually impaired program is part of our school and our visually impaired students are a central part of our community. The teachers at Glenview are experienced, dedicated, and talented. They employ a variety of teaching strategies including whole class and small group instruction. We strive to meet each student where he/she is and move them forward in their academic and social development. We utilize community partners and volunteers to enhance core instruction and incorporate a wide range of social emotional strategies. We actively engage with data to ensure that we are offering the correct array of services to support all students in succeeding. With the aide of parent classroom volunteers and a broad range of PTA-funded enrichment programs, students receive a well-balanced and integrated curriculum of language arts, mathematics, history/social studies, science, physical education, technology, and in a special way visual and performing arts. Each student engages in art, music, and dance throughout the year to support core learning. In addition to the district-adopted curriculum, Glenview is constantly seeking to enhance classroom learning and making aggressive strides to be prepared for the common core transition. Glenview piloted the new common core math curriculum this year and gave recommendations to the math department regarding adoption. Supplemental materials and additional programming are used and field trips are taken to enhance student learning.

VISION

At Glenview Elementary School, our vision is to provide children with educational opportunities that meet them at their point of need, enable them to make academic gains at or above their grade level, and develop students into healthy adolescents. We

continuously strive to meet our mission by: 1) Offering equitable access to educational programs that foster academic achievement, a lifelong love for learning, and a passion for cross-curricular artistic expression 2) Promoting cross-cultural understanding, interaction, and appreciation 3) Offering our staff professional development and planning opportunities that improve the school climate, support research-based and data-driven instructional practices, and promote the growth of our instructional and support staff 4) Working in concert with parents, guardians, caregivers, and the community 5) Developing community partnerships for the benefit of our students, parents, and staff 6) Providing opportunities for engagement in social justice activities that promote service and the development of social emotional intelligence.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

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

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	71.6%	Yes	70.4%	No
	Black or African American	61.8%	No	58.2%	No
	Asian	68.6%	Yes	63.8%	--
	Hispanic or Latino	58.1%	Yes	68%	Yes
	White	90.7%	Yes	84.7%	No
	Two or More Races	80.8%	--	74.1%	--
	Socioeconomic Disadvantaged	60.6%	Yes	56.6%	No
	English Learner	50.7%	Yes	49.1%	No
	Students with Disabilities	50%	--	34.6%	--
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	74.8%	No	75%	Yes
	Black or African American	63.2%	No	59.7%	No
	Asian	84.3%	Yes	87.2%	--
	Hispanic or Latino	62.9%	No	56%	No
	White	86.7%	Yes	88.8%	Yes
	Two or More Races	88%	--	77.8%	--
	Socioeconomic Disadvantaged	66.7%	No	62.8%	No
	English Learner	68.7%	No	66.7%	No
	Students with Disabilities	43.8%	--	42.3%	--

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
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OUSD School Balanced Scorecard

- [02 - Glenview - 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 QUALITY REVIEW INFORMATION IS REPORTED IF A SCHOOL HAS RECEIVED AN SQR BY FALL 2013.

SQR Summary Report

- [2012-2013 Summary Report](#)

SQR Improvement Priorities

SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities)	SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.)														
Create a system of ELA intervention and support for targeted students in grades K-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure that students are able to write according to the three strands of the common core writing standards and be able to develop one piece of writing from draft to final copy (one per trimester)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Increase collaboration and cohesion in math curriculum both vertically and horizontally in order to ensure that students can solve complex mathematic problems using the four operations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Other School Accountability/Improvement Plans (optional)

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

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

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

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

School Site Council At monthly meetings, the SSC will monitor the progress of the school according to indicators of success. The SSC will look at benchmark, attendance, portfolio and social emotional data and analyze indicators of success and make adjustments to strategies and support provided in order to improve progress. Staff Monitoring of Benchmark Data and Internal Data The classroom teachers will meet in vertical and horizontal PLCs and review data throughout the year on Wednesday PD sessions. They will look at student progress, identify students who need additional support, and refer students for intervention and special education testing. Teachers will also make outreach to families via Home Connection to build the connection between home and school. Teachers will track focal students to assess efficacy of intervention strategies. PTA/SSC/Staff These groups will review and assess the PTA-funded programs through joint meetings A proposal process will be used for funding future programs, guaranteeing the portfolio of approved programs/committees will strive for a balance between benefitting those with the greatest need and broad impact for all students. PBIS/RJ Committee Qualitative data will be collected to monitor the school culture and assess the needs of our students and to inform next steps in implementation. The school will begin to collect SWIS data using the new Universal Referral System. Staff The staff will collaborate and reflect on the effective implementation of curriculum. They will evaluate the effectiveness based on common core assessment data. In the case that students' needs aren't being met, they will utilize the SST process to investigate programs, resources and personnel that can continue to support student learning. Intervention The Teacher on Special Assignment will help to identify students who are performing below grade level and will create a school wide intervention program to support these students. The intervention program will include ongoing assessment so that if students meet goals of the intervention, they will move out of the intervention and other students will be allowed to access the programming. The instructional aide and STIP sub. will support the implementation of the intervention program.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

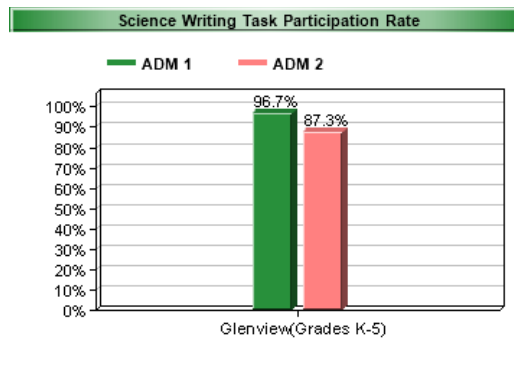
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

School Quality Standards relevant to this Strategic Priority

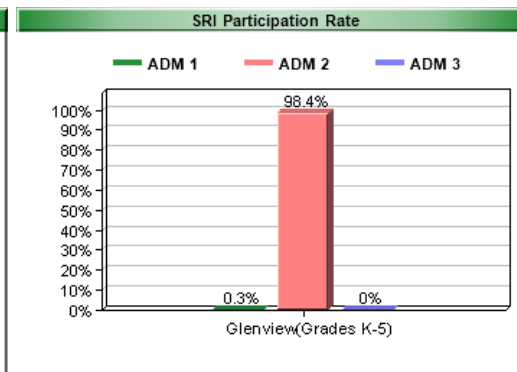
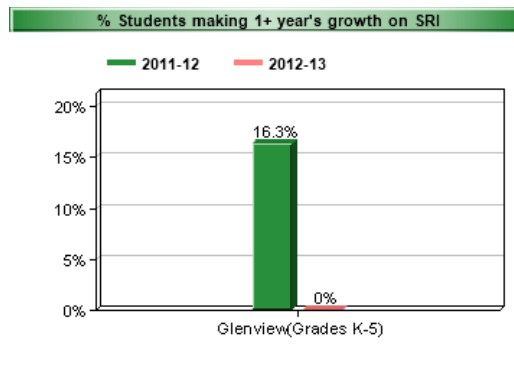
A quality school...

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

Benchmark



SRI



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

- Fall 2012 SRI data - Advanced 62 (20%), Proficient 123 (40%), Basic 61 (20%), Below Basic 59 (19%) Fall 2012 Benchmark ELA - Grades 2-4 58% At or Above Benchmark, 24% Approaching Benchmark, 18% Below Benchmark Fall 2012 Dibel - Kindergarten Letter Naming 89% at level, First Sound 79% at level - First Grade Letter Naming 78% at level, Phoneme Segment 66% at level, Nonsense Words 78% at level

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

- Across all ethnic groups, Glenview girls are outperforming Glenview boys.
- There continues to be a persistent achievement gap between low income students/higher income students as well as between students of color and white students.
- The data suggests that English learners need more support in reaching grade level ELA standards.
- Overall, 54% of students in grades 3-4 are showing 2 year growth in ELA, and 46% of students are showing no growth or sliding. English Learners have a 50/50 split.
- Students of color increase in numbers of students who are slipping or not growing whereas 76% of white students are showing growth over two years.

Theory of Action

- If we use Fountas and Pinnell data to determine reading levels, instruction can be provided to ensure that all students are accelerated and supported at the level they are working at.
- If we develop a strong system of support and intervention from Kindergarten to 5th grade, then students will be able better monitored and more likely to access grade level content, before they fall farther behind.
- If we teach the strands of the common core writing standards and support students in writing from "draft to final copy" three times a year, students will be more prepared for the writing demands of common core implementation.
- If we provide professional development, coaching, and guided collaboration, teachers will be able to analyze data, look at student work to discuss practices and increase vertical and horizontal consistency in the curriculum.

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: 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
Parent Education on ELA and Math strategies so that parents can support students with Common Core Standards.	Survey data (CHKS, etc.)	Lower-Performing	End of Year	Principal	5/9/2014	119SQI1A4569	Training materials to inform parents about the Common Core standards.	9901-Title I - Parent Participation			0	\$1,334.63
Provide instructional					5/6/2014	119SQI1A4568		N/A			0	\$0.00

assistants in kindergarten and first grades to enable individualized literacy instruction.							Train Instructional Assistant					
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		End of Year	TSA/Coach	5/7/2014	119SQI1A6939	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and teacher support	3010-Title I		C10TSA9999	0.7	\$53,899.83
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1A6940	Continue to develop capacity and role of the ILT to lead the school's academic program development	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1A6941	Provide ongoing planning and collaboration weekly and through release days	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum					5/7/2014	119SQI1A7581	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and teacher support	790-Unrestricted EIA-SCE Support		C10TSA9999	0.3	\$23,099.93
Create a school wide intervention program	Local assessments (benchmarks, PWA)		Every Marking Period	Principal	5/4/2014	119SQI1A798	Train and Monitor Instructional Assistants	N/A			0	\$0.00
Create a school wide	Local assessments	English Learners & Redesignated	Every Marking Period	TSA/Coach	5/4/2014	119SQI1A799	Create an intervention program with	Non-SSC approved			0	\$0.00

intervention program	(benchmarks, PWA)						clear protocols on who participates in intervention, focused skills being taught by trained staff					
Provide site based Professional development on Common Core Standards and Writing integration focusing on vertical curriculum alignment.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly		4/4/2014	119SQI1A3151	Provide on-going PD for teachers in the area of writing	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

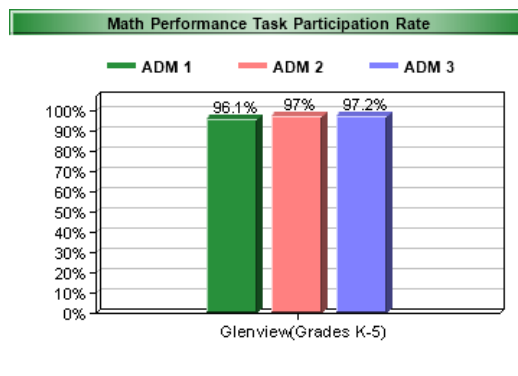
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Benchmark



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

- Fall 2012 Benchmark Math - 80% at or above benchmark, 9% approaching benchmark, 11% below benchmark
- Fall 2012 Performance Task Math - K: 95% at or above, Gr. 1: 91% at or above, Gr. 2: 78%, Gr. 3: 67% at or above, Gr. 4: 66% at or above, Gr. 5: 96% at or above

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

- 52% of students in grades three through five show growth over two years, but 49% of students either remained the same or slid back.
- In all sub. groups, the numbers of students sliding back or remaining the same far exceeds the number of students showing growth.

Theory of Action

- If we provide professional development time to analyze the summative math tasks for each unit, teachers will be able to plan with students needs in mind.

- If release days are provided for teachers to plan and share best practices through the lens of data analysis, teachers will be able to collaborate and challenge each other to deepen math instruction.
- If we continue to use our technology (ipads and chromebooks) lead by our lead technology teachers, in professional development, teachers will continue to increase capacity to use technology as a tool.
- If we support students in communication of their science and math thinking through academic discussion protocols, number talks, and students will build critical thinking skills while increasing their understandings of math operations.
- If we continue to implement FOSS kits and link these more closely to application through the Science Faire and in the garden, science will become more accessible to all students.

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: 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
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		End of Year	TSA/Coach	5/7/2014	119SQI1B6939	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and teacher support	3010-Title I		C10TSA9999	0.7	\$53,899.83
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1B6940	Continue to develop capacity and role of the ILT to lead the school's academic program development	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1B6941	Provide ongoing planning and collaboration weekly and through release days	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum					5/7/2014	119SQI1B7581	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage	790-Unrestricted EIA-SCE Support		C10TSA9999	0.3	\$23,099.93

						assessment timelines, and teacher support							
Prioritize the use of existing as well as new applied science and math learning tools and experiences. (i.e. Foss, Marin Headlands Institute, Community Garden, Astronomy Night, Science Fair)					4/4/2014	119SQI1B3155	Prioritize science experiences	N/A				0	\$0.00
Provide time for grade level meetings to focus on science instruction and the integration of FOSS.					5/2/2012	119SQI1B4078		N/A				0	\$0.00
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Survey data (CHKS, etc.)		Every Marking Period		5/4/2014	119SQI1B3156	Hire a teacher or IT support person to help maintain machines and support classroom IT needs	N/A				0	\$0.00
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Other (OCR, etc)		Monthly		5/4/2014	119SQI1B6918	ITTL Professional Development and planning time provided through the Central Office and site as well as creation of a School Tech. Team	N/A				0	\$0.00
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Other (OCR, etc)		End of Year		5/4/2014	119SQI1B6919	Develop a school Technology Plan	N/A				0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- An increasing number of families are opting for charter or private schools in lieu of OUSD middle schools.

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

- We acknowledge that we are preparing our students for very different middle school experiences and need include in our program a wide variety of academic and social experiences to prepare for middle school success.
- Glenview families come from all over the city of Oakland therefore activities are needed prior to the start of Kindergarten to build community.

Theory of Action

- If the Glenview parent and school community offers a variety of opportunities for incoming kindergarten families to transition from pre-k to kindergarten, students will be prepared to learn when they enter Glenview in the Fall.
- If 5th grade students visit Edna Brewer, participate in puberty education, attend overnight science camp, and receive as needed support from community partners, they will develop the skills for a smooth transition into middle school.
- If students are struggling with transitions, then the COST team can align the work of social work interns, community partners, administration, and teachers to ensure that small group and individual needs are addressed.

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
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		End of Year	TSA/Coach	5/7/2014	119SQI1C6939	Hire a Teacher on Special Assignment to provide support for p.d.,	3010-Title I		C10TSA9999	0.7	\$53,899.83

							curriculum development, manage assessment timelines, and teacher support					
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1C6940	Continue to develop capacity and role of the ILT to lead the school's academic program development	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1C6941	Provide ongoing planning and collaboration weekly and through release days	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum					5/7/2014	119SQI1C7581	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and teacher support	790-Unrestricted EIA-SCE Support		C10TSA9999	0.3	\$23,099.93
Support PTA led Kindergarten Recruitment Committee including informal socials, the kinder tea, and other events before the year.	Other (OCR, etc)	SQIS Target Group	End of Year		4/4/2014	119SQI1C3168	PTA Pre Kindergarten Events	N/A			0	\$0.00
Educate parents about the transition to middle school, middle school options, bridge to middle school					5/4/2012	119SQI1C3169	Middle School Transition	N/A			0	\$0.00

summer programs and support student based middle school readiness. This includes facilitating translation as needed.												
Support visually impaired Pre-school and summer pre-school program.					5/4/2012	119SQI1C3178	Support Visually Impaired Pre-school	N/A			0	\$0.00
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI1C6949	Weekly ESL classes	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Monthly	Principal	4/4/2014	119SQI1C6950	Monthly Coffee with Latino Parents and Principal	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families		SQIS Target Group	Weekly		4/4/2014	119SQI1C6951	Homework Club for EL students	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Implement a school wide plan to support the social emotional as well as academic support for boys	Other (OCR, etc)				5/4/2014	119SQI1C7471	Implement the strategic plan developed by Brothers on the Rise	N/A			0	\$0.00
Ensure a physically and emotionally safe environment for all students throughout the day	Discipline/CSC		Weekly	Principal	5/6/2014	119SQI1C6955	Continue to have Heroes provide SEL support to students	Funded by Community Partner			0	\$0.00
Provide a K-5 enrichment program throughout the school day	Survey data (CHKS, etc.)		Weekly	Principal	5/4/2014	119SQI1C6942	Music provided weekly to K-3 students and twice weekly to 1-3 student	Funded by Community Partner			0	\$0.00

							between Nov. to January					
Provide a K-5 enrichment program throughout the school day	Other (OCR, etc)		Weekly	Principal	5/4/2014	119SQI1C6943	Orchestra and Band offered to all 4-5 students twice a week	Centralized Services			0	\$0.00
Provide a K-5 enrichment program throughout the school day	Other (OCR, etc)				5/4/2014	119SQI1C6944	Music, Spanish, dance, science, and additional activities provided through after school enrichment	N/A			0	\$0.00
Improve access to library during the school day		Free/Reduced Price Lunch	Weekly	Principal	4/4/2014	119SQI1C6946	Create a student Library Leaders club to help maintain the library	Funded by Community Partner			0	\$0.00
Improve access to library during the school day	Survey data (CHKS, etc.)		Weekly	Principal	4/4/2014	119SQI1C6947	Parent volunteers to provide daily library staffing	Funded by Community Partner			0	\$0.00
Improve access to library during the school day			Every Marking Period	Principal	4/4/2014	119SQI1C6948	Improve offerings of high quality literature	Centralized Services			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and student specific.	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI1C3244	Create a map of the SEL themes aligned with service providers and academic content.	N/A			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI1C6924	Develop a continuum of consistent programming across and through the grade levels	N/A			0	\$0.00

student
specific.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Our SEL curriculum is intentionally designed around the skills students will need to be successful in college and career.

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

- The subtle activities around the school appear to support a college career going culture. Data from the CHKS shows that Glenview students see themselves as "college going".

Theory of Action

- If we increase student resiliency by developing social emotional skills and student academic capacity by providing rigorous instruction, then our students will be able to pursue careers and college opportunities.
- If we broaden the numbers and kinds of community volunteers who visit the school for the Day of Literacy, students will have opportunities to meet and talk to a wide variety of community members with diverse careers and college pathways.

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: High School Cohort Graduation	Increase the cohort graduation rate by 2% annually	
School Scorecard: High School Cohort Dropout	Decrease the cohort dropout rate by 3% annually	
School Scorecard: High School A-G Completion	Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for African American Students	Increase the percent of 11th grade African American students who pass both ELA & Math by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for Latino Students	Increase the percent of 11th grade Latino students who pass both Math & ELA by 10 percent annually	
School Scorecard: High School Advanced Placement Course Completion	Increase the percent of 10th, 11th, & 12th grade students completing AP courses by 20% annually	
School Scorecard: High School Advanced Placement Test Scoring	Increase the percent of AP test takers earning a score of 3 or better by 20% annually	
School Scorecard: High School PSAT Participation Rate	Increase the percent of all 11th graders taking the PSAT to 100% annually	

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
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		End of Year	TSA/Coach	5/7/2014	119SQI1D6939	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and teacher support	3010-Title I		C10TSA9999	0.7	\$53,899.83
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1D6940	Continue to develop capacity and role of the ILT to lead the school's academic program development	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1D6941	Provide ongoing planning and collaboration weekly and through release days	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum					5/7/2014	119SQI1D7581	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and teacher support	790-Unrestricted EIA-SCE Support		C10TSA9999	0.3	\$23,099.93

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: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- 40 students on currently on the active COST roster. These students are receiving additional interventions, supports, and strategies to reach success.

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

- As of February 2014, COST data shows that many Tier 2 interventions have generated academic gains. It has also created a data profile to support more robust interventions before considering PEC eligibility.
- We need to develop improved academic programming to support our male population, particularly our students of color.
- We have noticed an increased need for early intervention to lessen the identification of students for PEC services in the upper grades.

Theory of Action

- If we provide intervention to students in small groups determined by data-based needs, students will receive targeted instruction to move them to their next zone of proximal development.
- If we identify the assessments that provide us with the most valid information, teachers will be able to cater instruction to the collective and individual needs of students.
- If we spend time in professional development exploring the ways in which different sub. groups learn best (boys, cultural competency)we can adjust the "how" of classroom instruction to ensure that we are using best practices.
- If we improve our SST process to include more data, identified strategies, and communication protocols,students will have a more comprehensive team structure of support to ensure that the teacher has a wealth of ideas and a net of accountabi

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
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		End of Year	TSA/Coach	5/7/2014	119SQ1E6939	Hire a Teacher on Special Assignment to provide	3010-Title I		C10TSA9999	0.7	\$53,899.83

							support for p.d., curriculum development, manage assessment timelines, and teacher support					
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1E6940	Continue to develop capacity and role of the ILT to lead the school's academic program development	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI1E6941	Provide ongoing planning and collaboration weekly and through release days	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum					5/7/2014	119SQI1E7581	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and teacher support	790-Unrestricted EIA-SCE Support		C10TSA9999	0.3	\$23,099.93
Create a school wide intervention program	Local assessments (benchmarks, PWA)		Every Marking Period	Principal	5/4/2014	119SQI1E798	Train and Monitor Instructional Assistants	N/A			0	\$0.00
Create a school wide intervention program	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	TSA/Coach	5/4/2014	119SQI1E799	Create an intervention program with clear protocols on who participates in intervention, focused skills being taught by trained staff	Non-SSC approved			0	\$0.00
Provide site based Professional development on Common	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly		4/4/2014	119SQI1E3151	Provide on-going PD for teachers in the area of writing	N/A			0	\$0.00

Core Standards and Writing integration focusing on vertical curriculum alignment.												
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI1E6949	Weekly ESL classes	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Monthly	Principal	4/4/2014	119SQI1E6950	Monthly Coffee with Latino Parents and Principal	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families		SQIS Target Group	Weekly		4/4/2014	119SQI1E6951	Homework Club for EL students	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Implement a school wide plan to support the social emotional as well as academic support for boys	Other (OCR, etc)				5/4/2014	119SQI1E7471	Implement the strategic plan developed by Brothers on the Rise	N/A			0	\$0.00
Maintain support staff including office staff, STIP subs, and instructional assistants to promote the ability to engage in targeted in classroom interventions, including hiring bilingual staff in key languages whenever possible.			Weekly		4/4/2014	119SQI1E3202	Hire a Teacher on Special Assignment	N/A			0	\$0.00
Develop a comprehensive ELL/ELD theory of action in coordination with					5/2/2012	119SQI1E3203	Develop ELD theory of action	N/A			0	\$0.00

key stake holder groups to support student achievement.												
Improve after school academic intervention and enrichment opportunities	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year		4/4/2014	119SQI1E3218	Collaborate with AT and The Learning to increase rigor of academic offerings	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Improve after school academic intervention and enrichment opportunities	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year		4/4/2014	119SQI1E6937	Provide Homework club after school for English Learners	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Improve after school academic intervention and enrichment opportunities	Survey data (CHKS, etc.)	English Learners & Redesignated			4/4/2014	119SQI1E6938	Improve communication plan regarding after school offerings to parents particularly around registration timeline and scholarships for ASEP	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC		End of Year		4/4/2014	119SQI1E3195	Girls informal drop in center	N/A			0	\$0.00
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC				4/4/2014	119SQI1E6933	Girls 1:1 counseling and support	N/A			0	\$0.00
Continue the Glitter and Razz partnership to support the social emotional	Discipline/CSC				4/4/2014	119SQI1E6934	Teacher coaching and training to support SEL development in the classroom setting	N/A			0	\$0.00

development of students												
Implement a school wide plan to support the social and emotional as well as academic development of boys	Suspension		Weekly	Principal	5/4/2014	119SQI1E4852	Two interns on site to do small group and individual counseling	N/A			0	\$0.00
Implement a school wide plan to support the social and emotional as well as academic development of boys	Grades/GPA		Weekly		5/4/2014	119SQI1E6929	Brothers on the Rise to create a plan for implementation	N/A			0	\$0.00
Implement a school wide plan to support the social and emotional as well as academic development of boys	Discipline/CSC		Weekly		5/4/2014	119SQI1E6930	Heroes program to provide sports and social emotional skill development on the yard	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Glenview has numerous partnerships to extend the learning hours and offer remediation and enrichment. These include BACR/The Learning Spot, Adventure Time, English Learner Homework Club, and the Afterschool Enrichment Program sponsored by PTA.

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

- BACR programming can be more developed to support academic intervention.
- Additional after school programming does a great deal to offer exposures to varied content to develop neural pathways. Research suggests this development has visible academic impact. Anecdotally we are seeing increases in confidence & engagement.

Theory of Action

- If we increase collaboration with the Learning Spot, then we can deepen the instructional intervention opportunities provided by the afterschool provider to extend learning time
- If we provide scholarships through PTA to low income students, then all students will have access to Afterschool Enrichment classes.
- If we provide a homework club for our English Learners, then students will be able to complete homework even if parents cannot provide support due to language barriers.

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
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		End of Year	TSA/Coach	5/7/2014	119SQ11F6939	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and	3010-Title I		C10TSA9999	0.7	\$53,899.83

							teacher support					
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQ11F6940	Continue to develop capacity and role of the ILT to lead the school's academic program development	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQ11F6941	Provide ongoing planning and collaboration weekly and through release days	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum					5/7/2014	119SQ11F7581	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and teacher support	790-Unrestricted EIA-SCE Support		C10TSA9999	0.3	\$23,099.93
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Weekly	Principal	4/4/2014	119SQ11F6949	Weekly ESL classes	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Monthly	Principal	4/4/2014	119SQ11F6950	Monthly Coffee with Latino Parents and Principal	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families		SQIS Target Group	Weekly		4/4/2014	119SQ11F6951	Homework Club for EL students	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Ensure a physically and emotionally safe environment for all students throughout the day	Discipline/CSC		Weekly	Principal	5/6/2014	119SQ11F6955	Continue to have Heroes provide SEL support to students	Funded by Community Partner			0	\$0.00

Provide a K-5 enrichment program throughout the school day	Survey data (CHKS, etc.)		Weekly	Principal	5/4/2014	119SQ11F6942	Music provided weekly to K-3 students and twice weekly to 1-3 student between Nov. to January	Funded by Community Partner			0	\$0.00
Provide a K-5 enrichment program throughout the school day	Other (OCR, etc)		Weekly	Principal	5/4/2014	119SQ11F6943	Orchestra and Band offered to all 4-5 students twice a week	Centralized Services			0	\$0.00
Provide a K-5 enrichment program throughout the school day	Other (OCR, etc)				5/4/2014	119SQ11F6944	Music, Spanish, dance, science, and additional activities provided through after school enrichment	N/A			0	\$0.00
Improve access to library during the school day		Free/Reduced Price Lunch	Weekly	Principal	4/4/2014	119SQ11F6946	Create a student Library Leaders club to help maintain the library	Funded by Community Partner			0	\$0.00
Improve access to library during the school day	Survey data (CHKS, etc.)		Weekly	Principal	4/4/2014	119SQ11F6947	Parent volunteers to provide daily library staffing	Funded by Community Partner			0	\$0.00
Improve access to library during the school day			Every Marking Period	Principal	4/4/2014	119SQ11F6948	Improve offerings of high quality literature	Centralized Services			0	\$0.00
Improve after school academic intervention and enrichment opportunities	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year		4/4/2014	119SQ11F3218	Collaborate with AT and The Learning to increase rigor of academic offerings	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Improve after school academic intervention and enrichment opportunities	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year		4/4/2014	119SQ11F6937	Provide Homework club after school for English Learners	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Improve after school	Survey data (CHKS, etc.)				4/4/2014	119SQ11F6938	Improve communication	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00

academic intervention and enrichment opportunities		English Learners & Redesignated					plan regarding after school offerings to parents particularly around registration timeline and scholarships for ASEP					
Encourage integration opportunities between after school programs and strengthen opportunities during school.					5/2/2012	119SQI1F3221		N/A			0	\$0.00

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

Strategic Priority A. School Safety Plan

School: Glenview Elementary

Principal: CHELSEA TOLLER

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Safety Plan Goals

Goal I: Continue schoolwide implementation of Restorative Justice and PBIS to further cultivate a culture of compassion, empathy, and care among children and adults.

- Strategy 1.1: Provide Tier I RJ training to all new staff provided by the district and provide on-going training with support of David Yusem for existing staff.
- Strategy 1.2: PBIS Leadership team to lead year long events to deepen the use of positive behavior support.

Goal 2: Increase consistency across grade levels and between classrooms to ensure that student expectations are clear and well communicated across the school.

- Strategy 2.1: Monthly professional development and collaboration time to ensure opportunities to deepen individual and collective implementation of PBIS and RJ.
- Strategy 2.2: Increase student leadership opportunities to provide input to adults as well as to create student accountability between students.

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement a school wide plan to support the social emotional as well as academic support for boys	Other (OCR, etc)				5/4/2014	119SQI2A7471	Implement the strategic plan developed by Brothers on the Rise	N/A			0	\$0.00
Increase office staff to ensure health and safety of students and					4/4/2014	119SQI2A6952	Increase attendance clerk assistant to 1.0	N/A			0	\$0.00

improve school operations													
Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI2A6953	Principal and Secretary to attend Breakthrough training to improve efficiency and operations of school	N/A				0	\$0.00
Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI2A6954	Increase the clerk secretary position to an Admin Assistant II	N/A				0	\$0.00

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

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

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Safety Plan Goals

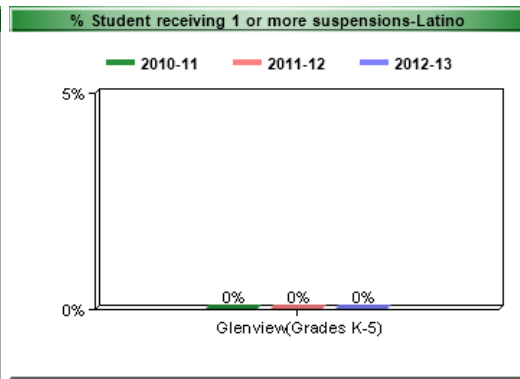
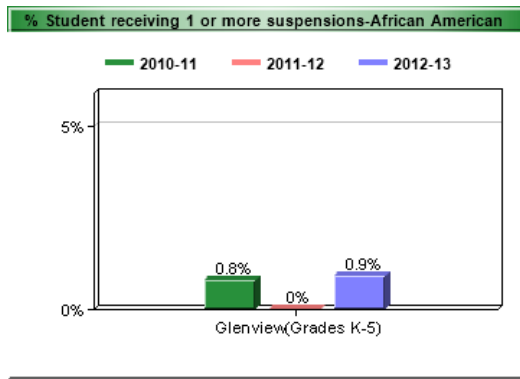
Goal I: Continue schoolwide implementation of Restorative Justice and PBIS to further cultivate a culture of compassion, empathy, and care among children and adults.

- Strategy 1.1: Provide Tier I RJ training to all new staff provided by the district and provide on-going training with support of David Yusem for existing staff.
- Strategy 1.2: PBIS Leadership team to lead year long events to deepen the use of positive behavior support.

Goal 2: Increase consistency across grade levels and between classrooms to ensure that student expectations are clear and well communicated across the school.

- Strategy 2.1: Monthly professional development and collaboration time to ensure opportunities to deepen individual and collective implementation of PBIS and RJ.
- Strategy 2.2: Increase student leadership opportunities to provide input to adults as well as to create student accountability between students.

Suspensions



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

- Glenview had one DHP in the 2012-13 school year. In 2013-14 there have been no incidents of DHP or suspensions.

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

- School wide behavior incidences have dramatically reduced over the past three years. The integration of RJ and the beginning of a PBIS rollout have supported this reduction.
- Partners, such as Glitter and Razz, have done significant work to engagement students and offer safe spaces. ROE offers another place where students can develop empathy.
- The SE Consultant has been able to transition to higher leverage systems work to support healthier school culture as a result of the above mentioned analysis.

Theory of Action

- If Restorative Justice, Heroes, and PBIS provide frameworks for adults to teach behavior and manage conflict, students will develop the skills to manage their own behavior and solve their own conflicts.
- If we support the implementation of targetted support for girls and boys based on student, parent, and teacher input, then Glenview will be a welcoming school for both genders.
- If we teach the Welcoming Schools curriculum and create spaces for all kinds of families to feel welcome at Glenview, our students will become tolerant and respectful allies of diverse peers.
- If we allow multiple opportunities for students to express themselves and their talents through art, music, talent shows, science faires, then all students will see themselves as valued members of the school community.
- If we develop a formal student leadership body, students will have increased voice on campus to celebrate their successes as well as to share the needs they have.

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: Suspension Rate for African American students	Reduce the off-campus suspension rates of African American students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	
School Scorecard: Suspension Rate for Latino students	Reduce the off-campus suspension rates of Latino students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Survey data (CHKS, etc.)		Every Marking Period		5/4/2014	119SQI2B3156	Hire a teacher or IT support person to help maintain machines and support classroom IT needs	N/A			0	\$0.00
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Other (OCR, etc)		Monthly		5/4/2014	119SQI2B6918	ITTL Professional Development and planning time provided through the Central Office and site as well as creation of a School Tech. Team	N/A			0	\$0.00
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Other (OCR, etc)		End of Year		5/4/2014	119SQI2B6919	Develop a school Technology Plan	N/A			0	\$0.00
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI2B6949	Weekly ESL classes	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Monthly	Principal	4/4/2014	119SQI2B6950	Monthly Coffee with Latino Parents and Principal	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families		SQIS Target Group	Weekly		4/4/2014	119SQI2B6951	Homework Club for EL students	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Implement a school wide plan to support the social emotional as well as academic support for boys	Other (OCR, etc)				5/4/2014	119SQI2B7471	Implement the strategic plan developed by Brothers on the Rise	N/A			0	\$0.00
Provide a K-5 enrichment	Survey data (CHKS, etc.)		Weekly	Principal	5/4/2014	119SQI2B6942	Music provided weekly to K-3	Funded by Community Partner			0	\$0.00

program throughout the school day							students and twice weekly to 1-3 student between Nov. to January					
Provide a K-5 enrichment program throughout the school day	Other (OCR, etc)		Weekly	Principal	5/4/2014	119SQI2B6943	Orchestra and Band offered to all 4-5 students twice a week	Centralized Services			0	\$0.00
Provide a K-5 enrichment program throughout the school day	Other (OCR, etc)				5/4/2014	119SQI2B6944	Music, Spanish, dance, science, and additional activities provided through after school enrichment	N/A			0	\$0.00
Improve access to library during the school day		Free/Reduced Price Lunch	Weekly	Principal	4/4/2014	119SQI2B6946	Create a student Library Leaders club to help maintain the library	Funded by Community Partner			0	\$0.00
Improve access to library during the school day	Survey data (CHKS, etc.)		Weekly	Principal	4/4/2014	119SQI2B6947	Parent volunteers to provide daily library staffing	Funded by Community Partner			0	\$0.00
Improve access to library during the school day			Every Marking Period	Principal	4/4/2014	119SQI2B6948	Improve offerings of high quality literature	Centralized Services			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and student specific.	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI2B3244	Create a map of the SEL themes aligned with service providers and academic content.	N/A			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI2B6924	Develop a continuum of consistent programming across and through the grade levels	N/A			0	\$0.00

student specific.												
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC		End of Year		4/4/2014	119SQI2B3195	Girls informal drop in center	N/A			0	\$0.00
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC				4/4/2014	119SQI2B6933	Girls 1:1 counseling and support	N/A			0	\$0.00
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC				4/4/2014	119SQI2B6934	Teacher coaching and training to support SEL development in the classroom setting	N/A			0	\$0.00
Implement a school wide plan to support the social and emotional as well as academic development of boys	Suspension		Weekly	Principal	5/4/2014	119SQI2B4852	Two interns on site to do small group and individual counseling	N/A			0	\$0.00
Implement a school wide plan to support the social and emotional as well as academic development of boys	Grades/GPA		Weekly		5/4/2014	119SQI2B6929	Brothers on the Rise to create a plan for implementation	N/A			0	\$0.00
Implement a school wide plan to support the social and emotional as well as academic development of boys	Discipline/CSC		Weekly		5/4/2014	119SQI2B6930	Heroes program to provide sports and social emotional skill development on the yard	N/A			0	\$0.00

Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI2B6952	Increase attendance clerk assistant to 1.0	N/A			0	\$0.00
Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI2B6953	Principal and Secretary to attend Breakthrough training to improve efficiency and operations of school	N/A			0	\$0.00
Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI2B6954	Increase the clerk secretary position to an Admin Assistant II	N/A			0	\$0.00
Re-visit and implement the "What is a Family" program.	Other (OCR, etc)			Principal	5/4/2014	119SQI2B6932	Provide PD to Teachers	N/A			0	\$0.00
Maintain varied student leadership development opportunities, including crossing guards, HEROs, student families, cross grade reading and buddy activities, student giving and volunteer activities.			Monthly	Principal	5/4/2014	119SQI2B3234	Identify lead teacher or staff member for each activity to ensure implementation	N/A			0	\$0.00
Implement student leadership activities that create community and opportunities for students to practice leadership.					4/4/2014	119SQI2B4571	Supplies for Community Building Activities	N/A			0	\$0.00
			Weekly		4/4/2014	119SQI2B6935	Heroes	N/A			0	\$0.00

Implement student leadership activities that create community and opportunities for students to practice leadership.	Survey data (CHKS, etc.)											
Implement student leadership activities that create community and opportunities for students to practice leadership.	Discipline/CSC		Every Marking Period		4/4/2014	119SQI2B6936	Anti-bullying activities	N/A			0	\$0.00
Ensure small group, individual, and whole school support for social emotional needs	State tests	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI2B688	Hire two counseling interns	N/A			0	\$0.00
Ensure small group, individual, and whole school support for social emotional needs	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI2B5695	Weekly COST team to support integration of services	N/A			0	\$0.00
Develop a standards based intervention program in ELA	State tests	Lower-Performing	End of Year	Principal	5/9/2014	119SQI2B7821	Purchase literacy intervention materials	3010-Title I	4300-MATERIALS & SUPPLIES		0	\$2,343.89
Promote home-school connection around homework expectations and consistency.	Survey data (CHKS, etc.)		Monthly		4/4/2014	119SQI2B3242	Teacher discussions at PD regarding homework	N/A			0	\$0.00
Promote home-school connection around homework	Survey data (CHKS, etc.)		Every Semester		4/4/2014	119SQI2B6925	Community Dialogue Meeting on Homework	N/A			0	\$0.00

expectations and consistency.											
Promote home-school connection around homework expectations and consistency.				4/4/2014	119SQI2B6926		N/A			0	\$0.00

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

Strategic Priority C. Health & Wellness

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- When students completed the CHKS survey many included alcohol consumed during a religious ceremony in survey responses. This somewhat inflated our data.

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

- We still have work to do to offer opportunities to cultivate positive relationships between our young people and adults on campus. Additionally, we need to support families developing similar connections at home.
- While not captured in CHKS data, we have seen a "body image" trend with our young ladies in particular but not exclusively. Depression and doubt about body image have permeated the academic setting. Work needs to be done in this area.

Theory of Action

- If the district nurse supports staff trainings, administration of medication, and student assessment, then student health will be better monitored.
- If we have two administrative assistants in the office, then students physical health and safety will be better supported.
- If we provide puberty education, then students will be prepared for the physical changes of adolescence.
- If we continue to model healthy activities through our afterschool programming, bike to school day, Heroes, and healthy foods policy, then students will have multiple models of healthy options and lifestyles.

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
Implement a school wide plan to support the social emotional as well as academic support for boys	Other (OCR, etc)				5/4/2014	119SQI2C7471	Implement the strategic plan developed by Brothers on the Rise	N/A			0	\$0.00
Increase early communication with parents and students regarding progress	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI2C3244	Create a map of the SEL themes aligned with service providers and	N/A			0	\$0.00

benchmarks and academic goals both in general and student specific.						academic content.						
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and student specific.	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI2C6924	Develop a continuum of consistent programming across and through the grade levels	N/A			0	\$0.00
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC		End of Year		4/4/2014	119SQI2C3195	Girls informal drop in center	N/A			0	\$0.00
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC				4/4/2014	119SQI2C6933	Girls 1:1 counseling and support	N/A			0	\$0.00
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC				4/4/2014	119SQI2C6934	Teacher coaching and training to support SEL development in the classroom setting	N/A			0	\$0.00
Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI2C6952	Increase attendance clerk assistant to 1.0	N/A			0	\$0.00
Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI2C6953	Principal and Secretary to attend Breakthrough training to improve efficiency and operations of school	N/A			0	\$0.00
Increase office staff to ensure health and safety of students and					4/4/2014	119SQI2C6954	Increase the clerk secretary position to an	N/A			0	\$0.00

improve school operations							Admin Assistant II					
Ensure small group, individual, and whole school support for social emotional needs	State tests	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI2C688	Hire two counseling interns	N/A			0	\$0.00
Ensure small group, individual, and whole school support for social emotional needs	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI2C5695	Weekly COST team to support integration of services	N/A			0	\$0.00
Develop a standards based intervention program in ELA	State tests	Lower-Performing	End of Year	Principal	5/9/2014	119SQI2C7821	Purchase literacy intervention materials	3010-Title I	4300-MATERIALS & SUPPLIES		0	\$2,343.89

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Glenview Elementary

Principal: CHELSEA TOLLER

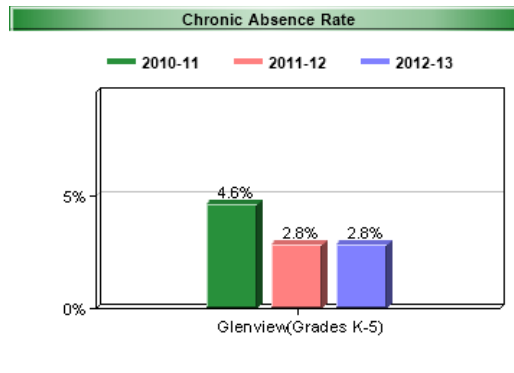
From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



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

- Glenview is currently at or below 5% chronic absence. Our attendance practices are established and uniformly enforced.

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

- In reviewing the data it appears that we need to focus our efforts on supporting a few individual students who struggle to attend school regularly.
- Our overall ADA is at 97%. The district goal is 98%. Strategies need to be developed to maintain attendance practices school wide.

Theory of Action

- If we increase the attendance clerk position to 1.0, then the office staff will have enough time to effectively monitor the attendance process.
- If we utilize SST, SART, and SARB processes to educate and support families on the importance of strong attendance, then families struggling with attendance will be supporting in improvement.

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

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Currently Glenview has lead teachers for ELA, Math, and Technology. The development of lead teacher has been an essential strategy this year.
- The Instructional Leadership Team (ILT) has re-focused this year to help guide the staff into common core implementation and advise the principal on next steps.

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

- 2013-2014 we have worked to vary the leadership voices through the implementation of committees and teams to drive the work of the school. These groups work autonomously with parent partnership to expand the visibility of the work.

Theory of Action

- If a teacher of special assignment provides professional development, internal leadership capacity then leadership of peers will increase through peer mentoring and collaboration.
- If ILT continues to deepen their leadership skills through training, planning days, and collaboration, teachers will be able to have more influence in professional development and instructional development.
- If the parent Equity Team meets to share experiences, advise principal, and disseminate information, then ALL parents have access to parent leadership, power, and voice at Glenview.

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
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		End of Year	TSA/Coach	5/7/2014	119SQI3A6939	Hire a Teacher on Special Assignment to provide support for	3010-Title I		C10TSA9999	0.7	\$53,899.83

							p.d., curriculum development, manage assessment timelines, and teacher support					
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI3A6940	Continue to develop capacity and role of the ILT to lead the school's academic program development	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum	Local assessments (benchmarks, PWA)		Monthly	TSA/Coach	5/7/2014	119SQI3A6941	Provide ongoing planning and collaboration weekly and through release days	Non-SSC approved			0	\$0.00
Implement Common Core Curriculum					5/7/2014	119SQI3A7581	Hire a Teacher on Special Assignment to provide support for p.d., curriculum development, manage assessment timelines, and teacher support	790-Unrestricted EIA-SCE Support	C10TSA9999	0.3	\$23,099.93	
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Survey data (CHKS, etc.)		Every Marking Period		5/4/2014	119SQI3A3156	Hire a teacher or IT support person to help maintain machines and support classroom IT needs	N/A			0	\$0.00
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Other (OCR, etc)		Monthly		5/4/2014	119SQI3A6918	ITTL Professional Development and planning time provided through the Central Office and site as well as creation of a	N/A			0	\$0.00

						School Tech. Team						
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Other (OCR, etc)		End of Year		5/4/2014	119SQI3A6919	Develop a school Technology Plan	N/A			0	\$0.00
Implement a school wide plan to support the social emotional as well as academic support for boys	Other (OCR, etc)				5/4/2014	119SQI3A7471	Implement the strategic plan developed by Brothers on the Rise	N/A			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and student specific.	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI3A3244	Create a map of the SEL themes aligned with service providers and academic content.	N/A			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and student specific.	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI3A6924	Develop a continuum of consistent programming across and through the grade levels	N/A			0	\$0.00
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC		End of Year		4/4/2014	119SQI3A3195	Girls informal drop in center	N/A			0	\$0.00
Continue the Glitter and Razz partnership to support the	Discipline/CSC				4/4/2014	119SQI3A6933	Girls 1:1 counseling and support	N/A			0	\$0.00

social emotional development of students												
Continue the Glitter and Razz partnership to support the social emotional development of students	Discipline/CSC				4/4/2014	119SQI3A6934	Teacher coaching and training to support SEL development in the classroom setting	N/A			0	\$0.00
Support collaborative teaching model to allow for increased planning time for teachers to develop subject area expertise.	Other (OCR, etc)	English Learners & Redesignated	End of Year		4/4/2014	119SQI3A3239	Provide an additional prep teacher to allow for both preps to be provided during the regular week to increase collaboration time on Weds.	N/A			0	\$0.00
Support collaborative teaching model to allow for increased planning time for teachers to develop subject area expertise.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period		4/4/2014	119SQI3A6927	Provide planning days for teachers in grade level or cohort teams to allow for extended planning and collaboration	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Glenview implements numerous communication strategies to actively engage families and the broader community including weekly and quarterly principal newsletters, quarterly parent newsletter, and online forum Big Tent.
- There are many active parent groups to attempt to reach the unique interests of stakeholders. The goal is that every family/community member is able to find a niche to connect with Glenview.

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

- As a result of efforts many families have found voice in decision making to develop school program. Many of these engagements are occurring in affinity groups. The goal is to develop a way to transition from affinity groups to whole group engagement

Theory of Action

- If we engage neighbors and families in the development of a new 21st century learning environment, the construction project at Glenview will have a positive outcome for all involved.
- If we allow for parent leadership to emerge in multiple ways and support the passions and interests in supporting the school, families from different backgrounds can feel successful in leading community activities and efforts.
- If teacher professional development includes reflection on the ways our practices support or hamper parent engagement including examining our own biases, then we can shift our own thinking to become more accepting of our community and parents.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide support for teachers	Survey data (CHKS, etc.)		Every Marking Period		5/4/2014	119SQI4A3156	Hire a teacher or IT support person to help	N/A			0	\$0.00

through PD to increase their ability to use technology tools in the classroom.							maintain machines and support classroom IT needs					
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Other (OCR, etc)		Monthly		5/4/2014	119SQI4A6918	ITTL Professional Development and planning time provided through the Central Office and site as well as creation of a School Tech. Team	N/A			0	\$0.00
Provide support for teachers through PD to increase their ability to use technology tools in the classroom.	Other (OCR, etc)		End of Year		5/4/2014	119SQI4A6919	Develop a school Technology Plan	N/A			0	\$0.00
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI4A6949	Weekly ESL classes	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families	Other (OCR, etc)	SQIS Target Group	Monthly	Principal	4/4/2014	119SQI4A6950	Monthly Coffee with Latino Parents and Principal	Funded by Community Partner			0	\$0.00
ESL and Outreach For English Learner Families		SQIS Target Group	Weekly		4/4/2014	119SQI4A6951	Homework Club for EL students	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Implement a school wide plan to support the social emotional as well as academic support for boys	Other (OCR, etc)				5/4/2014	119SQI4A7471	Implement the strategic plan developed by Brothers on the Rise	N/A			0	\$0.00
Improve access to library during the school day		Free/Reduced Price Lunch	Weekly	Principal	4/4/2014	119SQI4A6946	Create a student Library Leaders club to help	Funded by Community Partner			0	\$0.00

							maintain the library					
Improve access to library during the school day	Survey data (CHKS, etc.)		Weekly	Principal	4/4/2014	119SQI4A6947	Parent volunteers to provide daily library staffing	Funded by Community Partner			0	\$0.00
Improve access to library during the school day			Every Marking Period	Principal	4/4/2014	119SQI4A6948	Improve offerings of high quality literature	Centralized Services			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and student specific.	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI4A3244	Create a map of the SEL themes aligned with service providers and academic content.	N/A			0	\$0.00
Increase early communication with parents and students regarding progress benchmarks and academic goals both in general and student specific.	Survey data (CHKS, etc.)		End of Year		4/4/2014	119SQI4A6924	Develop a continuum of consistent programming across and through the grade levels	N/A			0	\$0.00
Improve after school academic intervention and enrichment opportunities	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year		4/4/2014	119SQI4A3218	Collaborate with AT and The Learning to increase rigor of academic offerings	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Improve after school academic intervention and enrichment opportunities	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year		4/4/2014	119SQI4A6937	Provide Homework club after school for English Learners	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00
Improve after school academic intervention and enrichment opportunities	Survey data (CHKS, etc.)	English Learners & Redesignated			4/4/2014	119SQI4A6938	Improve communication plan regarding after school offerings to parents particularly around	6010-AFTER SCHOOL LEARNING&SAFEHOOD			0	\$0.00

							registration timeline and scholarships for ASEP						
Implement a school wide plan to support the social and emotional as well as academic development of boys	Suspension		Weekly	Principal	5/4/2014	119SQI4A4852	Two interns on site to do small group and individual counseling	N/A				0	\$0.00
Implement a school wide plan to support the social and emotional as well as academic development of boys	Grades/GPA		Weekly		5/4/2014	119SQI4A6929	Brothers on the Rise to create a plan for implementation	N/A				0	\$0.00
Implement a school wide plan to support the social and emotional as well as academic development of boys	Discipline/CSC		Weekly		5/4/2014	119SQI4A6930	Heroes program to provide sports and social emotional skill development on the yard	N/A				0	\$0.00
Promote home-school connection around homework expectations and consistency.	Survey data (CHKS, etc.)		Monthly		4/4/2014	119SQI4A3242	Teacher discussions at PD regarding homework	N/A				0	\$0.00
Promote home-school connection around homework expectations and consistency.	Survey data (CHKS, etc.)		Every Semester		4/4/2014	119SQI4A6925	Community Dialogue Meeting on Homework	N/A				0	\$0.00
Promote home-school connection around homework expectations and consistency.					4/4/2014	119SQI4A6926		N/A				0	\$0.00
					5/2/2012	119SQI4A3746		N/A				0	\$0.00

Strengthen home-school connection around math instruction (keep parents educated on 'new' math teaching and techniques)												
Explore ways to expand grant writing to fund vital school programming.					4/4/2014	119SQI4A4079		N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Glenview Elementary

Principal: CHELSEA TOLLER

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Glenview strives to meet all operational goals and adjusts practices throughout the year in collaboration with central offices to make necessary changes.

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

- Glenview administration in partnership with the SSC is working to spend categorical funds fully.

Theory of Action

- If we increase administrative office support, then the principal will be freed up to focus on instructional needs of the school.
- If the Teacher on Special Assignment support the operational practices that support instruction (prep. schedules, SSTs, assessment calendar) then the operations of the school will help to support school goals rather than serving as obstacles.

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: Budget Expenditures	Ensure school expenditures remain within +1/-100% of the site finalized general purpose and categorical budget	

Strategic Priority Improvement Strategies

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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Improve access to library during the school day		Free/Reduced Price Lunch	Weekly	Principal	4/4/2014	119SQI5A6946	Create a student Library Leaders club to help maintain the library	Funded by Community Partner			0	\$0.00
	Survey data		Weekly	Principal	4/4/2014	119SQI5A6947	Parent volunteers to				0	\$0.00

Improve access to library during the school day	(CHKS, etc.)						provide daily library staffing	Funded by Community Partner				
Improve access to library during the school day			Every Marking Period	Principal	4/4/2014	119SQI5A6948	Improve offerings of high quality literature	Centralized Services			0	\$0.00
Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI5A6952	Increase attendance clerk assistant to 1.0	N/A			0	\$0.00
Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI5A6953	Principal and Secretary to attend Breakthrough training to improve efficiency and operations of school	N/A			0	\$0.00
Increase office staff to ensure health and safety of students and improve school operations					4/4/2014	119SQI5A6954	Increase the clerk secretary position to an Admin Assistant II	N/A			0	\$0.00
Ensure small group, individual, and whole school support for social emotional needs	State tests	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI5A688	Hire two counseling interns	N/A			0	\$0.00
Ensure small group, individual, and whole school support for social emotional needs	Survey data (CHKS, etc.)	SQIS Target Group	Weekly	Principal	4/4/2014	119SQI5A5695	Weekly COST team to support integration of services	N/A			0	\$0.00
Develop a standards based intervention program in ELA	State tests	Lower-Performing	End of Year	Principal	5/9/2014	119SQI5A7821	Purchase literacy intervention materials	3010-Title I	4300-MATERIALS & SUPPLIES		0	\$2,343.89
Explore ways to expand grant writing to fund vital school programming.					4/4/2014	119SQI5A4079		N/A			0	\$0.00

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	\$56,243.72	
 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	\$1,334.63	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$57,578.35	

Appendices

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

School Year: 2014-2015

Comprehensive School Safety Plan

(Education Code Section 32280-32288)

CHELSEA TOLLER
Principal

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

Introduction

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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Planning for Special Needs Students

Section 1: School Safety / Climate Team

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

Site Responsibilities:

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

• **Principal or Designee:** CHELSEA TOLLER - PRINCIPAL ELEMENTARY SMALL

• **Teacher:** JOHN MILLER - TEACHER STRUCTURED ENG IMMERSN

• **Classified:** JERRY FUDGE - CUSTODIAN

• **Parent Representative:** Martha Wojno - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
• Principal:	CHELSEA TOLLER - PRINCIPAL ELEMENTARY SMALL	408-489-6840	510-531-6677	510-875-4533
• Assistant Principal:	NA			
• Custodian:	JERRY FUDGE - CUSTODIAN	510-223-2145	510-531-6677	510-986-9800
•		510-910-1635	510-531-6677	510-987-6342

Secretary/Other:

YOLANDA BROWN -
ATTENDANCE CLERK
ASSISTANT

Section 2: School Safety Plan Goals

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

To be considered:

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

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

Must address the following areas:

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

Goal 1: Continue schoolwide implementation of Restorative Justice and PBIS to further cultivate a culture of compassion, empathy, and care among children and adults.

- Strategy Provide Tier I RJ training to all new staff provided by the district and provide on-going training with support of David Yusem for existing staff.
1.1:
- Strategy PBIS Leadership team to lead year long events to deepen the use of positive behavior support.
1.2:

Goal 2: Increase consistency across grade levels and between classrooms to ensure that student expectations are clear and well communicated across the school.

- **Strategy** Monthly professional development and collaboration time to ensure opportunities to deepen individual and collective implementation of PBIS and RJ.
2.1:
- **Strategy** Increase student leadership opportunities to provide input to adults as well as to create student accountability between students.
2.2:

Section 3: Safety Policies & Procedures

Policies and Procedures

Child Abuse

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

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

Sexual Abuse (Suspicion of past sexual incidents):

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

Do not Destroy Evidence of Sexual Abuse:

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

Suspected Physical Abuse or Significant Neglect:

Notify appropriate staff and CPS immediately.
Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
Notify immediate director/supervisor

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

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

Sexual Harassment

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

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

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

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

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

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

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

Suspension & Expulsion/Due Process

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

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

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

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

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

Student Due Process

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

On-Campus Suspension Program

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

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

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

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

Required Parental Attendance

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

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

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

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

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

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

Decision Not to Enforce Expulsion Order

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

Grounds for Suspension and Expulsion

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

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

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

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

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

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

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

5. Committed or attempted to commit robbery or extortion. (Education Code [48900\(e\)](#))

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

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

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

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

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

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

12. Knowingly received stolen school property or private property. (Education Code [48900\(l\)](#))

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

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

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

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

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

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

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

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

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

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

Nondiscrimination/Harassment

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

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

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

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

Notifications to Law Enforcement Authorities

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

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

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

Outcome Data

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

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

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

Dress and Grooming

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

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

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

Gang-Related Apparel

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

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

Uniforms

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

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

Employee Security

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

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

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

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

School Site Emergency Supplies

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

CONTENTS INCLUDE:

- 60 Individually Wrapped Water Packets.
- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.

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

Monthly Emergency Radio Testing

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

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

Section 4: Emergency Disaster Procedures and Drills

Earthquake Procedures

In the classroom or office

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

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

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

Earthquake procedures in other parts of the building

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

Earthquake procedures while outside

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

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

Fire Procedures

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

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

Fire Extinguisher Instructions:

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

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

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

Emergency Lockdown

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

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

- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.

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

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

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

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

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

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

Shelter-in-Place

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

- SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
 - Students should also be advised to do the following when possible:
 - Select rooms on higher floor levels and avoid basements.
 - Select an internal room or a room with as few windows as possible.
 - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.

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

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

Section 4: Emergency Lockdown

Mr. Glenview, Please come to the Principal's Office

Section 4: Fire and Earthquake Drill Schedule

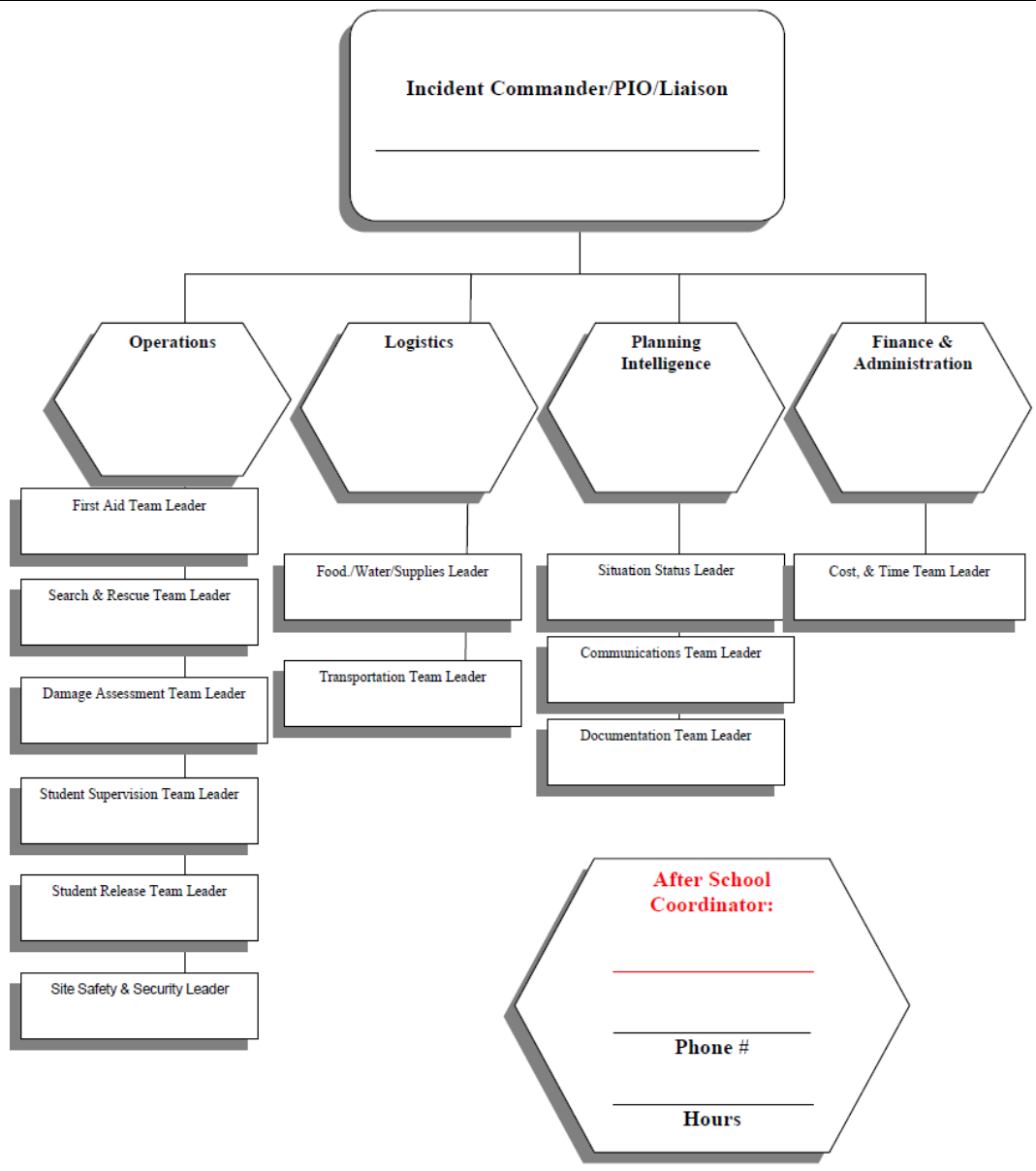
Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/1/2014	10:00 AM	Both
October	10/1/2014	11:00 AM	Fire
October	10/15/2014	10:00 AM	EQ
November	11/3/2014	11:30 AM	Fire
November	11/14/2014	10:00 AM	EQ
December	12/1/2014	1:11 PM	Both
January	1/5/2015	2:00 PM	Both
February	2/2/2015	10:59 AM	Both
March	3/2/2015	8:00 AM	Both
April	4/1/2015	9:00 AM	Both
May	5/1/2015	11:00 AM	Both
June	6/1/2015	1:11 AM	Both

Lockdown Drill Schedule

Date	Time
Fall 10/3/2014	9:00 AM
Spring 4/4/2014	8:30 AM

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number.

CHELSEA TOLLER

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.)

JOHN MILLER

EDWINA SMITH

LINDA MORGAN

REBECCA WONG

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

YOLANDA BROWN

There are 42 students with a range of disabilities. Most are capable of evacuating the building with no assistance. The students who need support are on Portable 2. Students have visual impairments as their primary disability but may have additional needs including wheelchairs or assistance with mobility.

DUANE WOLFE

DEBORAH SULLIVAN

THOMAS WHITE

ERIC ROSS

JENNIFER BROUHARD

(Max Length: 500)

MARCELO GRANDA

BARBARA HAVENAR

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	<input type="text" value="0"/>	Hard of Hearing	HH	<input type="text" value="0"/>
Deaf	DEA	<input type="text" value="0"/>	Speech & Language Impairment	SLI	<input type="text" value="15"/>
Visually Impaired	VI	<input type="text" value="15"/>	Emotionally Disturbed	ED	<input type="text" value="0"/>
Orthopedically Impaired	OI	<input type="text" value="0"/>	Other Health Impaired	OHI	<input type="text" value="2"/>
Specific Learning Disability	SLD	<input type="text" value="15"/>	Deaf / Blind	DB	<input type="text" value="0"/>
Multipally Disabled	MD	<input type="text" value="10"/>	Traumatic Brain Injury	TBI	<input type="text" value="0"/>
Est Medical Disability	EMD	<input type="text" value="0"/>			

10:00-6:30

Determine proper signage and equipment.

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

Human sled to evacuate children in wheelchairs. One elevator is available to assist people with disabilities. Handicap ramps are accessible to enter the main floor, access the school from the playground, and enter the lower level of the school as well as all portables. Disabled parking is located behind the school and allows

(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name:	Sandy Ratto	Title:	VI Preschool Teacher
Name:	Teri Ferree	Title:	VI SH Teacher
Name:	Brianna Stockman	Title:	VI Inclusion 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 whom the student is being released and address or destination.

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

Section 6: On Campus Evacuation Map

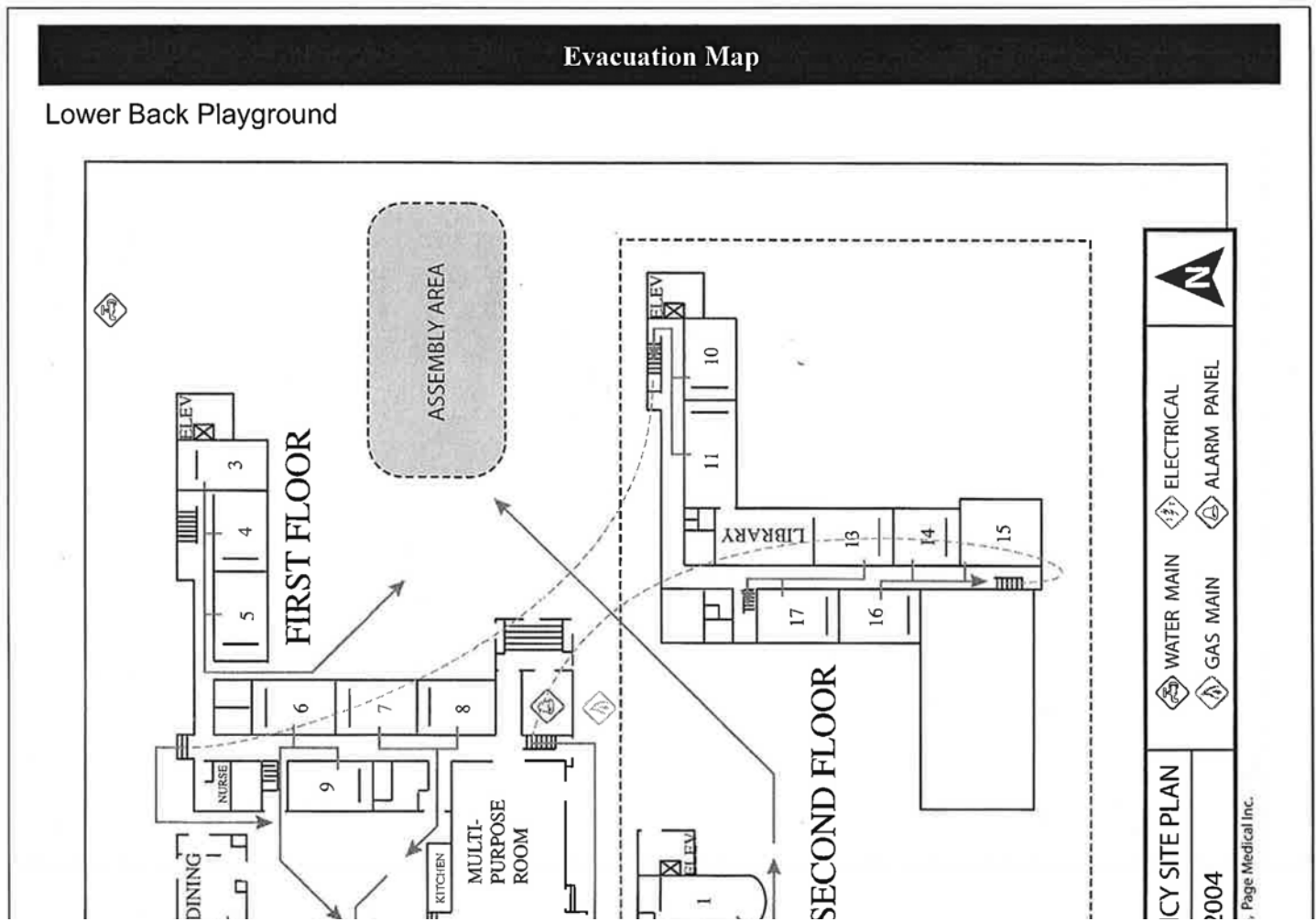
Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

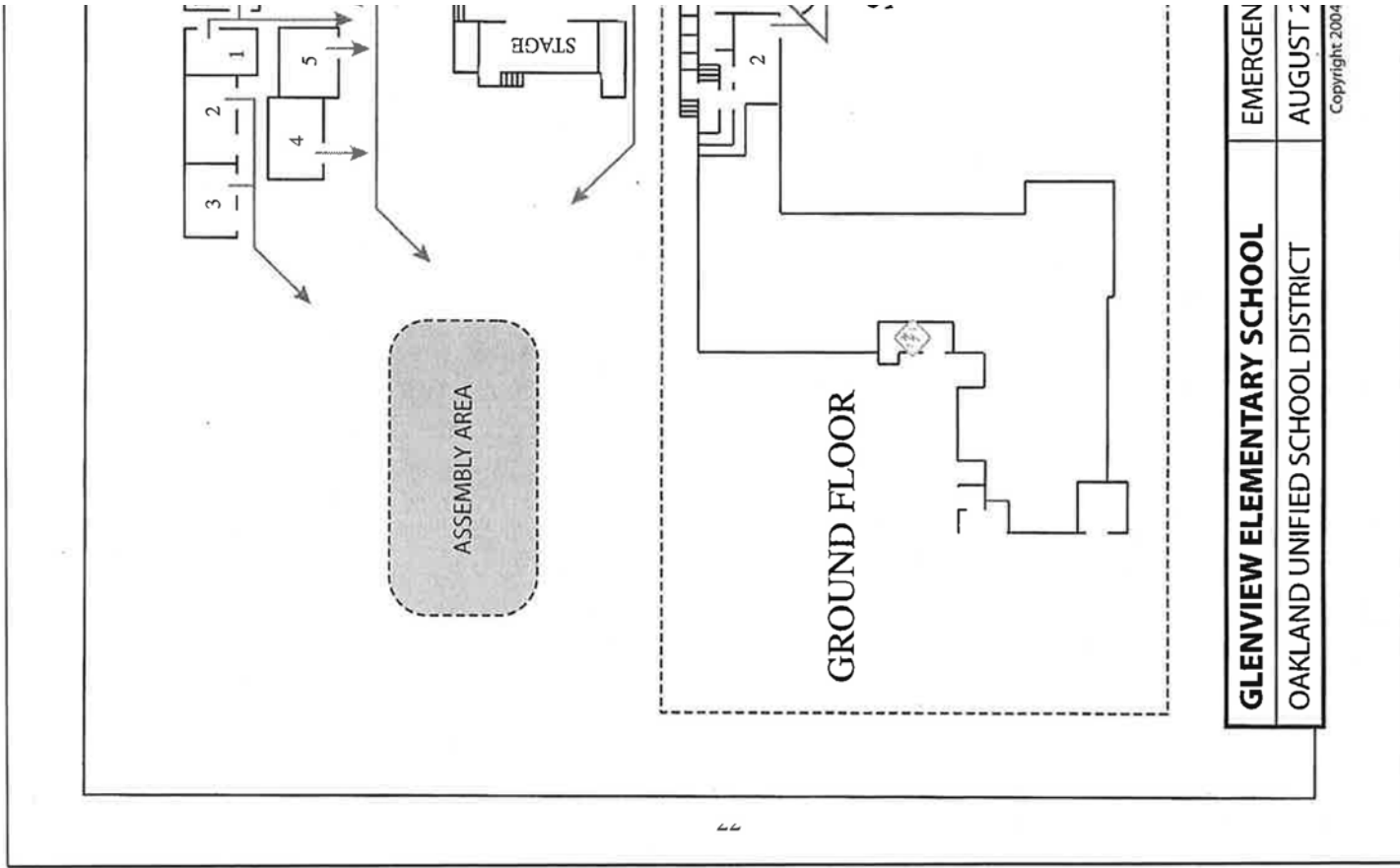
On-Campus Assembly Location

Describe on-campus evacuation/assembly location.

Lower Back Playground

- Upload Copy of Map
- Use Last Years Map





GLENVIEW ELEMENTARY SCHOOL	EMERGEN
OAKLAND UNIFIED SCHOOL DISTRICT	AUGUST 2

Copyright 2004

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

Park Boulevard Presbyterian Church

Establish a memorandum of agreement with the evacuation site.

Name of person or organization memorandum was established with

Pastor Chris Coon

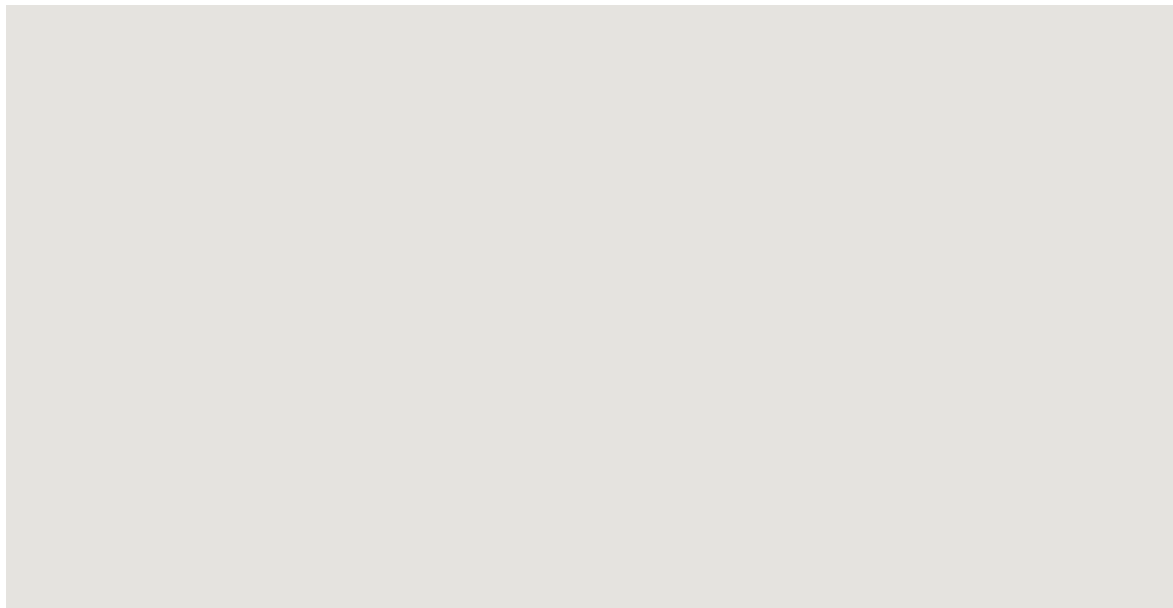
C. Enter Date of Agreement

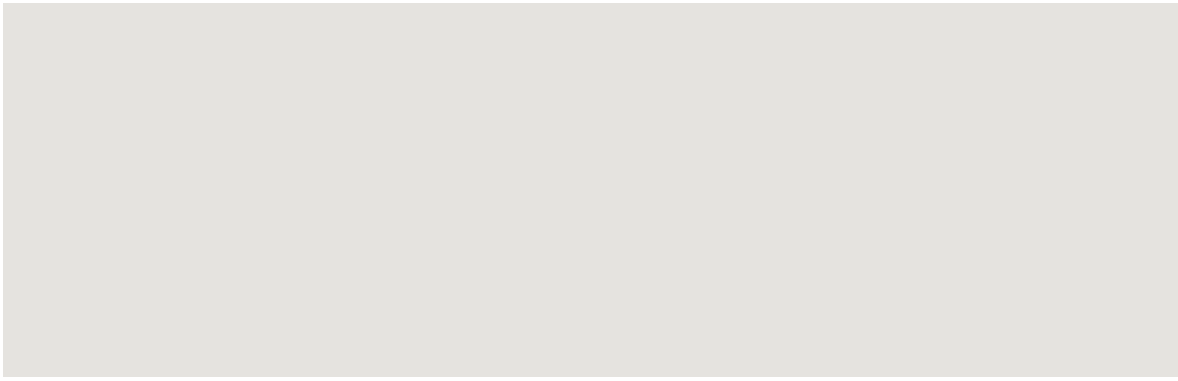
9/1/2013

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: 4215 La Cresta Avenue, Oakland, CA

B. Evacuation Street Address: 4101 Park Blvd, Oakland, CA

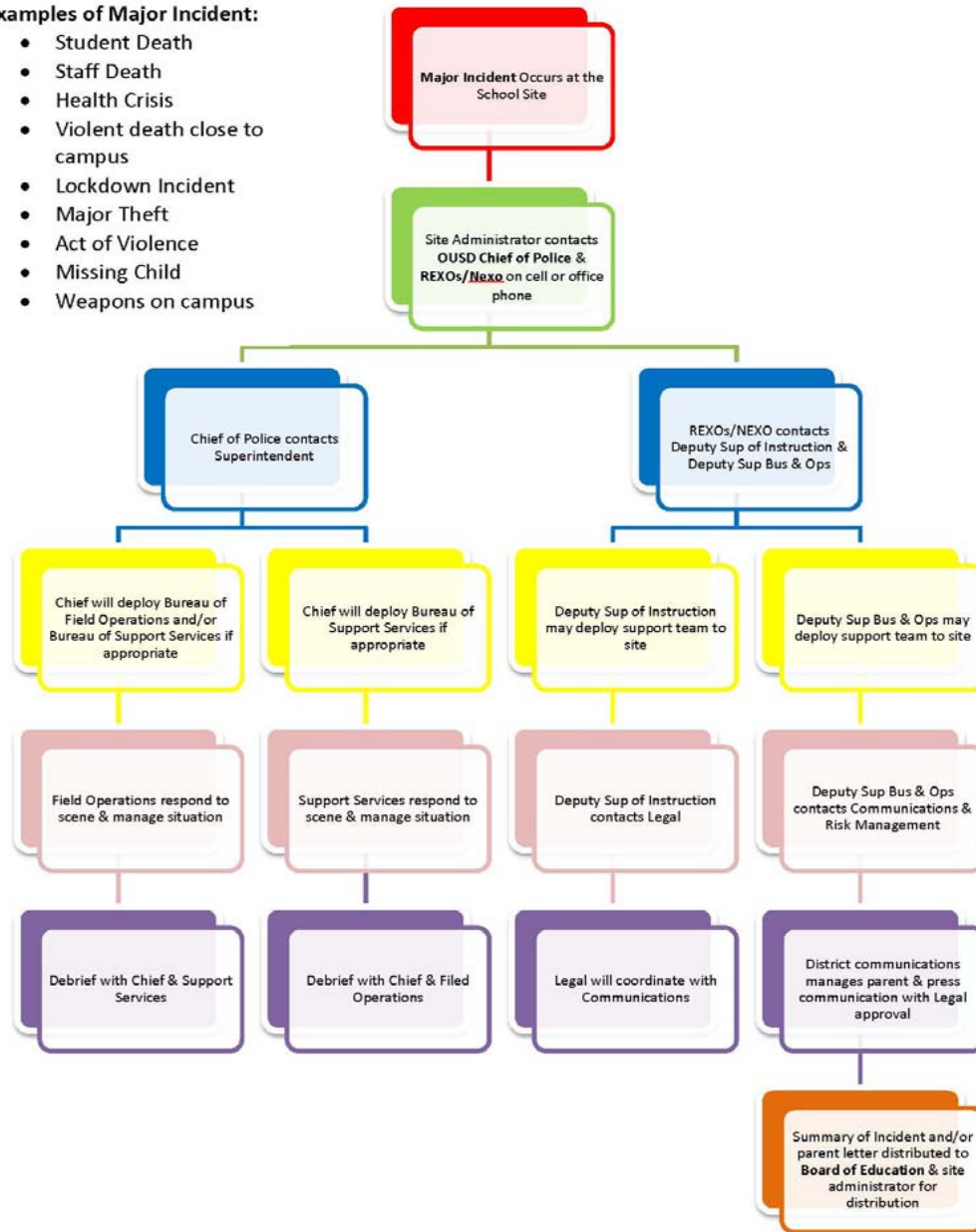




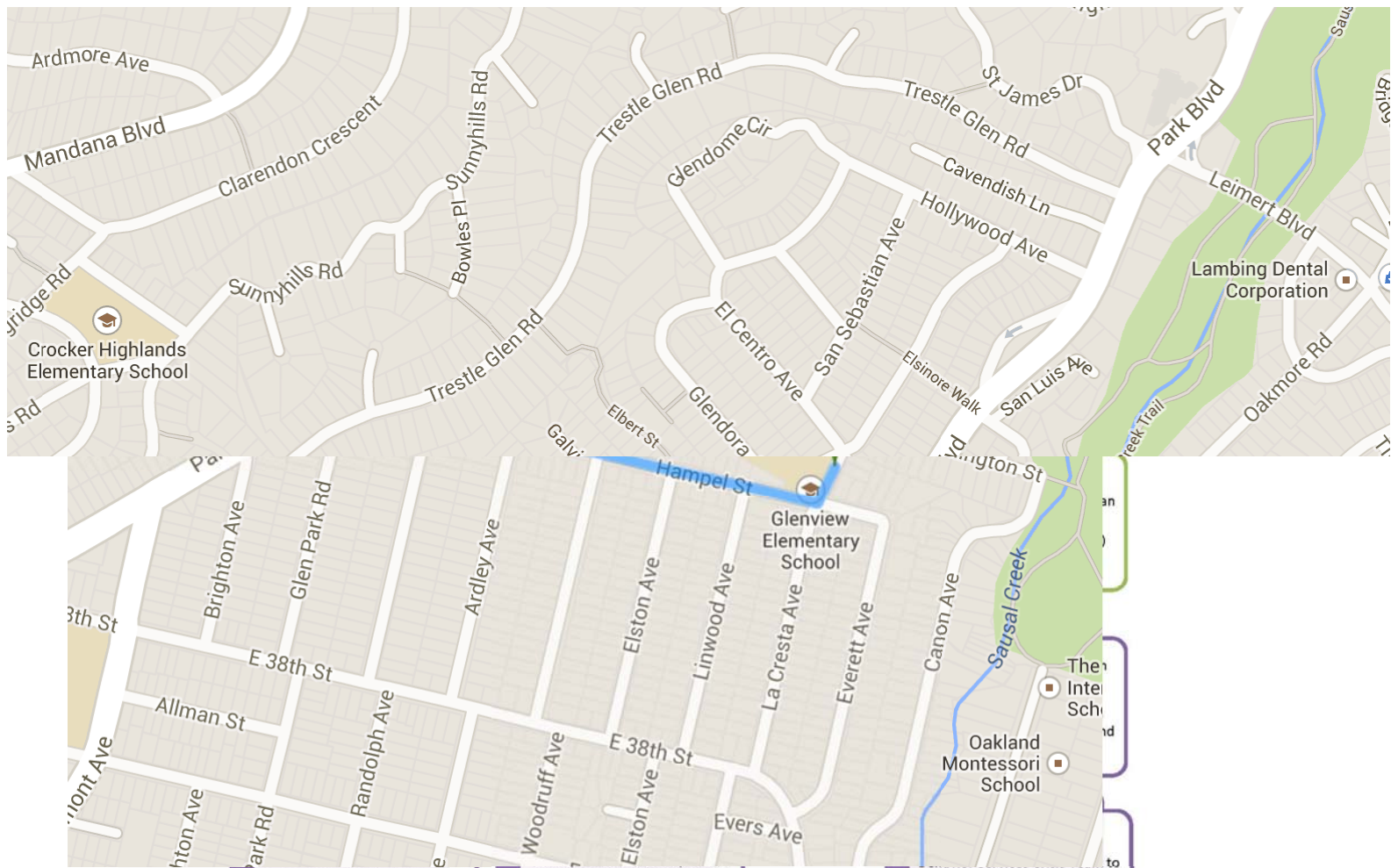
Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

Examples of Major Incident:

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



Last edited by Oakland School Police Department, July 2013



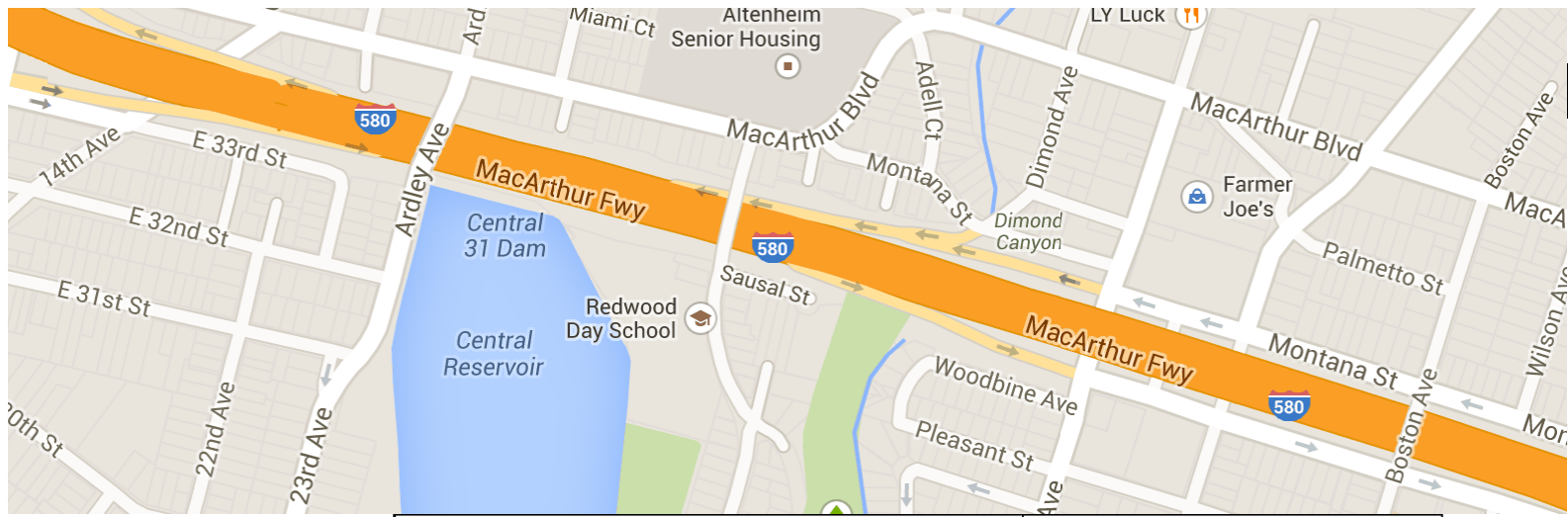
Regional Mental Health Program Manager convenes Crisis Team to debrief Incident

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

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

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



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

<p>Has 'after school staff on safety team' completed the mandatory ICS 100/200 training?</p>	<p>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</p>
<p>After School Safety team established?</p>	<p>Yes / No</p>
<p>List safety team members name:</p>	<p>Safety team member 1: _____ Safety team member 2: _____ Safety team member 3: _____ Safety team member 4: _____ Safety team member 5: _____</p>

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form

Month _____

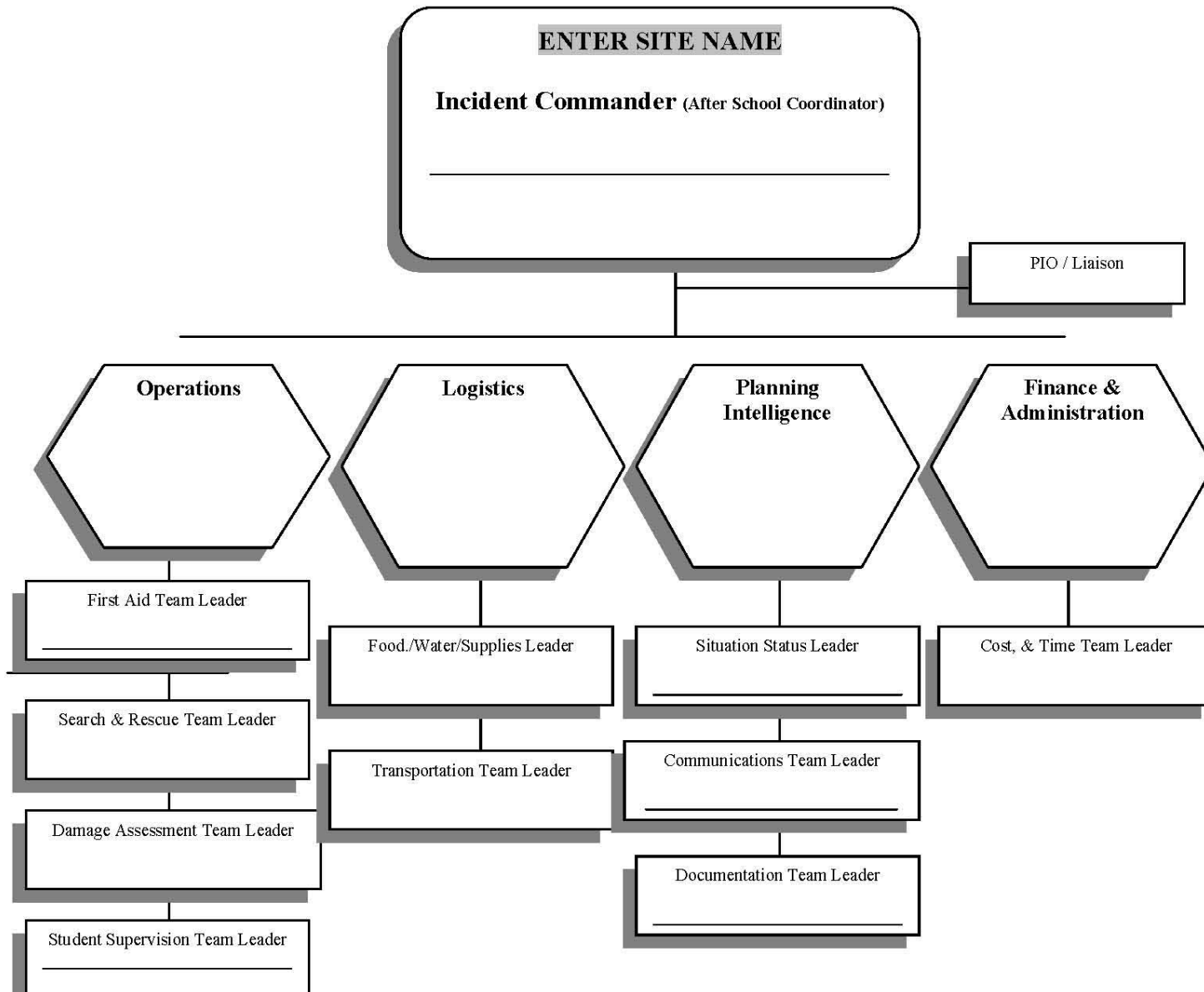
Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			

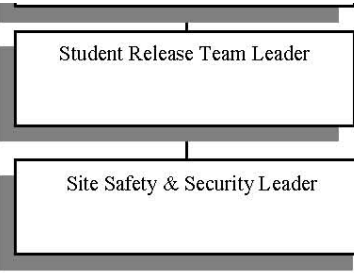
Earthquake			
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature: _____ Date: _____

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

AFTER SCHOOL PROGRAM





Safety Plan Appendix

School Safety Plan

APPENDIX: Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Safety for Special Needs Populations

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Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
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

OAKLAND UNIFIED SCHOOL DISTRICT
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

OAKLAND UNIFIED SCHOOL DISTRICT
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

OAKLAND UNIFIED SCHOOL DISTRICT
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

OAKLAND UNIFIED SCHOOL DISTRICT
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

OAKLAND UNIFIED SCHOOL DISTRICT
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 2 gallons and more for those people who need extra water. And still more if you

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

9. In the days following a major quake, many people find themselves easily distracted, strangely absent-minded, and occasionally losing track of keys, phone numbers, and other things. If you experience this, don't worry greatly; it is a normal reaction to the stress of a being in a major disaster.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
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

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13. Mobility impaired students should practice moving their wheel chairs into designated safe areas, locking their wheels and covering their heads with a book or with their arms or hands.
14. Partnerships should be established between the able bodied and special needs students. The able bodied partners should be prepared (and practice during drills) to assist the special need student.
15. Rescue teams should be made aware of the best way to rescue special needs students. As an example, mobility impaired students should be allowed to instruct rescue team members on the best way to move them from the hazardous area. The fireman's carry may be dangerous to someone with respiratory problems.
16. Special response provisions may have to be made for ensuring duck and cover protection for these students. Barriers to earthquake safety are highly individual for them and accommodation plans may have to fit the requirements. The guidance provided by this document should be modified to fit each special situation of each special needs student.
NOTE: ANY SPECIAL RESPONSE PROCEDURE MUST BE TESTED DURING EARTHQUAKE DRILLS.
17. Visually impaired or blind students should have an extra cane at school even if they have a Seeing Eye dog. They should be informed of alternate evacuation routes.

During the Earthquake

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

After the Earthquake

1. Hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
2. During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.
4. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependant machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.

5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.
6. If evacuation from school area is called for, utilize special transportation arrangements.
7. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Safety for Special Needs Populations

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

Training for Rescue Service During an Emergency

1. Train personnel to regard a disabled person as the best expert in his or her disability and to ask a disabled person for advice before lifting or moving that person.
2. Train personnel to take extra time when communicating with people who are deaf, hearing impaired, or speech impaired.
3. Train personnel to never separate a disabled person from his or her assistive aids: wheelchairs, canes, hearing aids, medications, special diet food, urinary supplies, etc. Also, a service animal, usually a dog, is an assistive aid used by some blind, deaf and mobility impaired people.
4. Train personnel to realize that a disabled person's equipment may not be working after a disaster occurs, or it may be insufficient for emergency circumstances.
5. Train personnel to realize that a disaster may temporarily confuse service animals and they may not be able to help their owners as effectively as before the disaster.
6. Train rescue workers to know that some individuals with emotional and developmental disabilities may be too unsettled to respond appropriately to instructions and directions, such as a public address announcement to evacuate a building. Some disabled individuals may need to be in a quiet place for a while to regain their composure; others may even try to hide from rescue workers.
7. Train personnel to realize that some individuals with significant mental or learning disabilities might not understand the significance of "Keep Out" signs and barricade tape.

Evacuating Wheelchair Users

All Wheelchair Users

1. Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.
2. Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask

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

3. Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.
4. When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.

Safety for Special Needs Populations

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

Manual (non-motorized) Wheelchairs

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

Motorized Wheelchairs

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

Safety for Special Needs Populations

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

School Site Name/Site Number: 119 Glenview

- 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: 4/23/14

7. The public was alerted about the meeting through one of the following:
 Fliers in students' home languages (date) 4/7/14, 4/14/14, 4/21/14
 Announcement at the public meeting (date) 3/5/14, 3/19/14
 Other (Notices and Media Announcements) (date) online - 4/7, 4/14, 4/21.
online school calendar (all year)

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

Signatures		
<u>Chelsea Toller</u>	<u>Chelsea Toller</u>	<u>4/23/14</u>
Print name of school principal	Signature	Date
<u>Rachel Yee Owill</u>	<u>Rachel Yee Owill</u>	<u>4/23/14</u>
Print name of SSC chairperson	Signature	Date
<u>Jenny Wang</u>	<u>Jenny Wang</u>	<u>5/21/14</u>
Print name of Chief of Police or Designee	Signature	Date
<u>Janette Hernandez</u>	<u>Janette Hernandez</u>	<u>5/21/14</u>
Print name of Regional Executive Officer	Signature	Date
<u>Susana Ramirez</u>	<u>Susana Ramirez</u>	<u>5/27/14</u>
Print name of Director, State & Federal Compliance	Signature	Date
		<u>1/1</u>

School Site Council Membership Roster – Elementary School

School Name: Glenview Elementary

School Year 2013 - 2014

Chairperson: Rachel Yee Quill	Vice Chairperson: David Martindale
Secretary: Laura Eichel	<u>DAC Representative:</u> Brian Cook

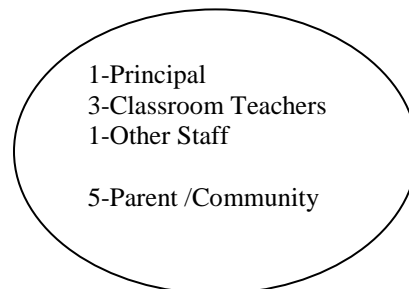
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Chelsea Toller		X			
Terri Salvatore			X		
Barbara Havenar			X		
Sandy Ratto			X		
Phillip Brown				X	
Rachel Yee Quill					X
Laura Eichel					X
David Martindale					X
Jennifer Mahan					X
Brian Cook					X
DAC Representative					
Brian Cook	3940 Linwood Ave., Oakland, CA 94602				X
Home Ph. N/A	Email: brian_cook@hotmail.com				

Meeting Schedule	September 25, October 23, November 20, December (no meeting), January 22, February 26, March 26 April 23, May 28, June (no meeting)
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SSC Legal Requirements:

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



Title I School Parental Involvement Policy: 2013-2014

Glenview Elementary
4215 La Cresta Ave.
Oakland, CA 94602

Part 1. General Expectations: Involvement of Parents in the Title I Program

Glenview 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, to 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

Building Parent Capacity for Involvement

- 1) **Glenview Elementary** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - PTA (Parent Teacher Association) announcement and invitation
 - Regular Announcements to students over the school intercom
 - Glenview Grapevine School Bulletin
 - OUSD Parent Signature of Parent Guide Book
 - Glenview Elementary Handbook
 - The school's outdoor marquee

- 2) **Glenview Elementary** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Posting in the school office, hallways
 - School website
 - Glenview Grapevine (School Newsletter)
 - PTA (Parent Teacher Association) Bigtent email listserve
 - Fliers
 - School Mailings
- 3) **Glenview Elementary** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the SSC will approve the updated policy:
 - SSC (School Site Council) agenda every year for review
 - School Staff
- 4) **Annual Title I Meeting. Glenview Elementary** will convene an annual Fall meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan
- 5) **Glenview Elementary** will provide information about Title 1 programs to parents of participating children in a timely manner:
 - The information will be provided using the procedures described in Part 2, #2, above.
 - Information about the Annual Title I Meeting will be provided at fall registration.
 - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
 - Annual Title I Meeting
 - SSC meetings
- 6) **Glenview 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 Night
 - Grade Transition Nights
- 7) **Glenview Elementary** provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - Opportunity to request items in advance to include on meeting agenda
- 8) **Glenview 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:
 - Back to School Night
 - Teacher Conferences
 - Glenview Elementary Handbook
 - School Announcements
- 9) **Glenview Elementary** will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

- Office of the Ombudsperson
Contact: Mr. Gabriel Valenzuela, Ombudsperson
Address: Paul Robeson Administration Building, Room 316, 1025 Second Avenue,
Oakland, CA 94606
Email: Gabriel.Valenzuela@ousd.k12.ca.us

School-Home Compact

Glenview Elementary has jointly developed with and distributed to parents of Title I students a School-Home Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) ***Glenview 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, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - PTSA (Parent Teacher Student Association)
 - CSSC (Collaborative School Site Council)
 - ELAC (English Learners Advisory Council)
 - AASAP (African American Student Action Planners)
 - The school district's Parent Options Program
 - Parent Patrol
 - Fliers
 - The school's website
 - The school's outdoor marquee
 - Family Resource Center
 - The School Site Principal will be responsible for the overall program of parental involvement.
- 2) 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

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

- Parent Handbook
- Glenview Grapevine
- Report Cards
- Information Nights
- Progress Reports (distributed every six weeks)
- Annual Title 1 Meeting

- 3) 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 information to parents on district trainings and information student improvements
 - Parent Education Evenings and events
- 4) 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:
 - Staff Retreats
 - Staff Professional Developments
 - Staff Professional Learning Communities
- 5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with 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:
 - Back to School Nights
 - Information Nights
 - PTA (Parent Teacher Student Association) to organize and facilitate activities
- 6) 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:
 - Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
 - Sending vital information home in Chinese, Spanish, Vietnamese, and English

Accessibility

The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:

- Provide bilingual liaisons in Spanish
- Provide accessibility aids, equipment, and architecture to the extent practicable.

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

The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Glenview Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Chelsea Toller
(Principal's signature)

September 6, 2013

Glenview Elementary School Home-School Compact

STUDENT

It is important to do my best in school, so I will...

- attend school regularly.
- come to school prepared to learn.
- try my best.
- follow our school expectations of being respectful, responsible and safe.

Signature

PARENT/CARING ADULT

It is important for my child to have a successful learning experience, so I will...

- help my child be on time and attend school well rested and healthy.
- provide a quiet place for schoolwork and make sure work is done.
- attend meetings/conferences to learn all I can to help my child.
- communicate with school staff when I have concerns, questions or important information about my child's education.

Signature

SCHOOL

It is important for our students to be successful learners, so we will...

- provide a caring, positive, safe climate.
- provide quality instruction.
- communicate with parent and child about schoolwork and behavior.
- send home necessary materials to help students.
- encourage and model respectful, responsible and safe behavior.

Signature
