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 Place @ Prescott 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 Place @ Prescott Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: PLACE @ Prescott

6002125

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)
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COMMUNITY SCHOOLS STRATEGIC SITE PLAN
Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

HISTORY: Prescott (PreK-5th) is one of the oldest schools in OUSD and has been in the West Oakland community since 1869. During the 2005-2006 school year, Prescott transitioned from a school of almost 500 students to a "new-small school" and re-named as "PLACE @ Prescott" (Preparatory Literary Academy of Cultural Excellence), which was designed to serve less than 300 students. This transition was designed to better serve the academic, social, and cultural needs of students, primarily in West Oakland. DEMOGRAPHICS: Since the transition, our enrollment decreased significantly, but is now on the rise: 2006-2007 @ 297; 2007-2008 @ 281; 2008-2009 @ 262; 2009-2010 @ 217 (CDC closed during prior school year ? entering Ks and their siblings in other grades left); 2010-2011 @ 204; 2011-2012 @ 174 students (plus 24 in PreK); 2012-2013 @ 188 (plus 44 in PreK) & 2013-2014 @ 215. Last year, our student population increased by 26, and this year the increase was 17. Since 2009-2010, chronic absences have dropped from 31% to 16%. Among our school's predominantly African American students, rates are down from 32% to 13%. We continue to seek ways to increase our average daily attendance from almost 93% to the district target. Our diverse student population consists of about 61% African American, slightly lower than the 5 year average of 65%; 26% Latino, which is equal to the average over the last 5 years. Asian/Pacific Islanders comprise 1%, slight decline from the 2% in 2008-2009; there has been a steady increase in the percentage of English Learners (ELs) over the last 5 years. In 2008-2009 @ 23%; this year ELs @ 28%. Our ethnically diverse staff is comprised of 23 certificated and classified members. There are 14 certificated staff with 86% female and 14% male; 64% African American, 14% White, & 7% Latino. There are 9 Classified (including custodians) which are comprised of 89% female & 11% male;

78% African American, 11% Latino, & 11% Asian/Pacific Islanders. Staff longevity averages 15+ years at this site, ranging from 1 to 28 years of service. PROGRAMS: STEM - Prescott is one of six schools in West Oakland to become a STEM Corridor School (Science-Technology-Engineering-Mathematics). The intent of the STEM initiative will be to provide high quality curriculum, engaging instruction, coherent programming within and across feeder schools, and will be to provide a rich learning context that will connect students to highly skilled, college preparatory, real-world learning opportunities. SCIENCE is Prescott's STEM-focus with a more targeted concentration in the area of Health and Nutrition. Our belief is that this concentration in Health and Nutritional Sciences provides: 1. positive opportunity for a paradigm shift toward a healthy community life-style change 2. educational foundations in health and nutrition; 3. students and families the supports to be retrained for healthy lifestyles and well-being; 4. a positive development that encourages unity through improved health, economic, and educational access; 5. life-long health improvement to combat chronic illnesses; and 6. healthy students, families, and communities! Prescott students participate in a nutrition program that provides access to free meals for all of our students (breakfast, lunch and pm-snack or dinner in the After-School program). In addition, we also provide a Salad Bar during lunch. Through multiple partnerships with OUSD's Health Services department, we provide Asthma education and support through monthly site visits from the Breath-Mobile program courtesy of the Prescott-Joseph Center; access to Big Smiles, an on-site dental clinic which provides exams and treatment to our students; a full-time on-site Counselor from STARS; We provide a consultant to provide monthly Harvest of the Month produce and nutritional support materials for teachers to incorporate in instruction. This consultant is also a Nutritionist who coordinates our Gardening program, and p

VISION

CONTEXT - CONT. LINGUISTIC DIVERSITY: Prescott is one of the few schools in OUSD that still offers a Spanish-bilingual program (K-3rd grade). We are in the process of developing a Spanish-language enrichment program for our K-1st grade students (who are not in the bilingual program). The acquisition of academic language is a priority for all of our students. PRIMARY GRADES: We offer a State supported 3-hour Pre-K class for 3 and 4 year olds. Also offered is our Transitional-Kindergarten (TK) program for students who turn 5 years old during the Fall months. The TK program offers a more developmentally appropriate curriculum for students who will ultimately enter the traditional Kindergarten the following year. SPECIAL EDUCATION: We have Special Education Resource (RSP) and Speech/Language Services. This year we acquired a Counseling Enriched - Special Day Class (SDC)for 4th/5th grade students. Our VISION is to transform Prescott into a Full-Service Community School where access to effective, high-quality instruction and experiential learning occur. With access to pro-active supports, services and resources, healthy living through proper nutrition and physical activity within a context of linguistic diversity and Culturally Relevant Pedagogy (CRP) are promoted. MISSION: In order to realize this vision, the staff of PLACE @ Prescott ES is committed to creating and maintaining an orderly, trusting, and caring environment where teaching and learning are exciting and students are assisted as they develop responsibility. Through equitable access to knowledge and opportunities to learn, we seek to produce engaged students who are healthy in body, mind and soul; and to develop a school-wide focus around Science, emphasizing Health and Nutrition while embracing linguistic diversity and utilizing a lens of Culturally Relevant Pedagogy (CRP). As we ascribe to the principles of STEM (Science-Technology-Engineering-Math) and CRP, we strive to ensure that our students will be academically successful; will develop and/or maintain cultural competence; and will develop a critical consciousness through which they challenge the status quo of the current social order. Prescott will set the stage for future access to highly skilled, college preparatory real-world learning opportunities.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

2011-2012 and 2012-2013 School Performance			2011-2012 Yes/No	2012-2013 Yes/No	
Did the school meet the year's API growth?			No	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	24.8%	No	22.4%	No
	Black or African American	21.5%	No	17.2%	No
	Hispanic or Latino	34.5%	--	35.3%	--
	Socioeconomic Disadvantaged	25.4%	No	22.4%	No
	English Learner	17.9%	--	21.9%	--
	Students with Disabilities		--	12.5%	--
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	32.7%	No	29.9%	No
	Black or African American	26.2%	No	17.2%	No
	Hispanic or Latino	51.7%	--	52.9%	--
	Socioeconomic Disadvantaged	34.3%	No	29.9%	No
	English Learner	42.9%	--	43.8%	--
	Students with Disabilities		--	18.8%	--

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet that year's graduation rate target? (if a High School)	NA	NA

Did the school meet its School Quality Improvement Goal? (Not set until 2014-15)	NA	NA

OUSD School Balanced Scorecard

- 02 - PLACE - School Balanced Scorecard - 2012-13.pdf

- Guide to the School Balanced Scorecard

SQIS Target Student Group and Content Area

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

Student Group:Schoolwide   Content Area: ELA

School Quality Review (SQR)

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

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

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

SQR Summary Report

- 2012-2013 Summary Report

SQR Improvement Priorities

Other School Accountability/Improvement Plans (optional)

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

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

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

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

1. SSC will meet every 4-6 weeks to review benchmark assessment data and discuss proposed intervention strategies/activities targeted toward academic improvement and success; 2. Teachers will meet monthly in PLCs to review data analysis of benchmark, teacher-made assessments and student work; 3. After each benchmark assessment period, teachers will meet in PLCs to determine which three (3) key-standards to focus attention on while preparing for next benchmark assessment and ultimately the CST; 4. Teachers will collaboratively design a monthly common assessment, administer to students, and analyze student performance; 5. Teachers will bring student work to PLCs to discuss and determine "How Good Is Good Enough"; analysis will inform teacher practice;

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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

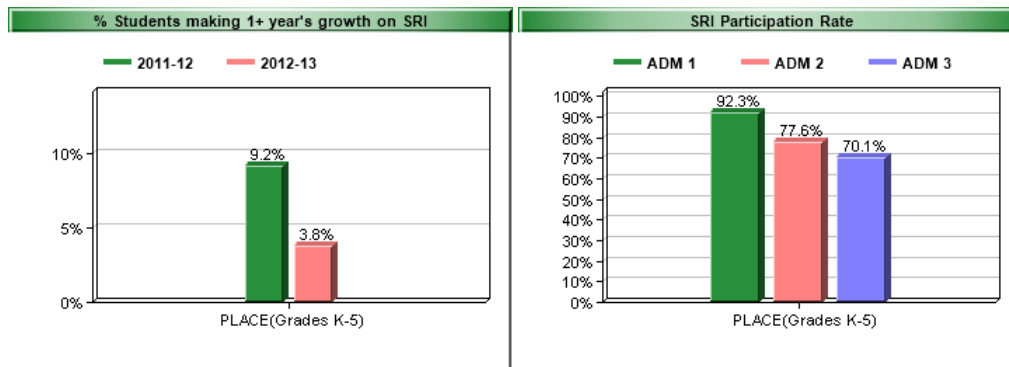| % Students making 1+ year's growth on SRI	SRI Participation Rate
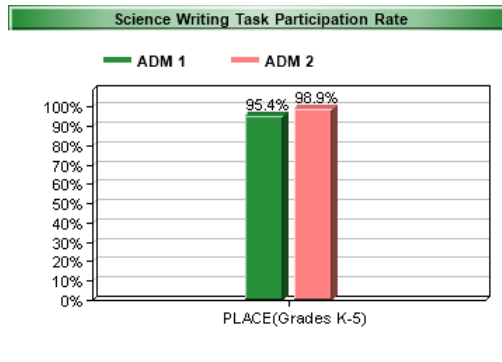
2012-13 Summative Data and 2013-14 Progress Monitoring Data
- Based on the first 2013-14 SRI Assessment, the following is the student performance: 0% Advanced, 10% Proficient, 16% Basic and 74% Below Basic. On the second SRI Assessment there was an increase in student reading levels. The following is the student performance, 2% Advanced, 16% Proficient, 22% Basic and 60% Below Basic.

2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis
- Based on the 2013-14 SRI data there is evidence that student reading levels are increasing. SRI data from the 1st and 2nd administration indicate that the % of students in Below Basic has decreased.
- Some challenges have been the lack of resources to support a Balanced Approach to Literacy. Teachers lack the reading materials beyond Open Court to effectively address the reading disparity.
- Another challenge has been the lack of coaching support to help teachers implement a Balanced Approach to Literacy school-wide.
- Finally, teachers need support in effectively implementing interventions school-wide to help support students when they are not succeeding.

Theory of Action
- If, we provide teachers with a TSA to coordinate professional development, coach teachers, coordinate assessments, develop and implement RTI, and support PLC cycles of inquiry...
- Then, we will see a successful implementation of Balanced Literacy, create a culture of literacy, and increase student reading levels 1+ grade level every school year.
- If, we provide a STIP substitute to provide teachers with collaboration time for planning, support for SRI and Running Records Assessments, and small group intervention, then we will see an increase in student reading levels 1+ grade level yearly.
- If, we provide teachers will planning time to meet and collaborate through extended contracts and a PLC structure, then we will see an increase in student reading levels 1+ grade level yearly.
- If, we provide teachers with the appropriate resources to implement whole group, guided reading group instruction, and assessments to appropriately diagnose reading needs then we will see an increase in student reading levels 1+ grade level yearly.

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
Provide and coordinate professional development, coach teachers, coordinate assessments, develop and implement RTI, and support PLC cycles of inquiry to successfully implement Balanced Literacy and to create a culture of literacy.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	TSA/Coach	5/6/2014	183SQI1A7574	TSA will provide and coordinate the components of Balanced Literacy, including Readers Workshop, Writers Workshop, Cycles of Inquiry with PLC Teams.	790-Unrestricted EIA-SCE Support		C10TSA9999	0.33	$37,331.12
Provide and coordinate professional development, coach teachers, coordinate assessments, develop and implement RTI, and support PLC cycles of inquiry to successfully implement Balanced Literacy and to create a culture of literacy.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	TSA/Coach	5/6/2014	183SQI1A7575	TSA will coordinate the administration and analysis of all school and district assessments. Provide data reports, and support data analysis in ILT, PD, and PLCs.	5-LCFF Supplemental		C10TSA9999	0.14	$15,837.44
Provide and coordinate professional development, coach teachers, coordinate assessments, develop and implement RTI, and support PLC cycles of	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	TSA/Coach	5/6/2014	183SQI1A7578	TSA will provide and coordinate the components of Balanced Literacy, including Readers Workshop, Writers Workshop, Cycles of Inquiry with PLC Teams as it pertains	791-Unrestricted EIA-LEP Support		C10TSA9999	0.12	$13,574.95

inquiry to successfully implement Balanced Literacy and to create a culture of literacy.								to ELLs				
Students will be assigned non-combination classes and be provided with a smaller learning environment. Targeted approaches will be used to support EL's, AAM's and low-performing students.	State tests	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI1A7620	Students will be assigned non-combination classes and be provided with a smaller learning environment. Targeted approaches will be used to support EL's, AAM's and low-performing students.	6-LCFF Concentration		K12TCH9999	1	$78,230.12
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1A7622	Provide teachers and students will supplies to meet school/district instructional expectations.	5-LCFF Supplemental	4310-SUPPLIES		0	$308.47
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1A7623	Provide teachers and students will supplies to meet school/district instructional expectations.	6-LCFF Concentration	4310-SUPPLIES		0	$393.27
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1A7624	Provide teachers and students will supplies to meet school/district instructional expectations.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$278.20
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1A7625	Provide teachers and students will supplies to meet school/district instructional expectations.	791-Unrestricted EIA-LEP Support	4310-SUPPLIES		0	$1,433.57
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Semester	Clerical staff	5/7/2014	183SQI1A7626	Provide teachers and students will supplies to meet school/district instructional expectations.	3010-Title I	4310-SUPPLIES		0	$46.40
STIP Substitute to provide teachers with planning/collaboration time, classroom coverage, and provide small group instruction to support	SRI	Lower-Performing	Weekly	TSA/Coach	5/7/2014	183SQI1A7606	Provide teachers with planning/collaboration time, classroom coverage, and provide small group instruction to support balanced literacy.	3010-Title I		TCSTIP9999	0	$40,044.10

balanced literacy.												
STIP Substitute to provide teachers with planning/collaboration time, classroom coverage, and provide small group instruction to support balanced literacy.	Discipline/CSC	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI1A7611	Provide extra yard supervision to support school culture and climate expectations.	791-Unrestricted EIA-LEP Support		TCSTIP9999	0.1	$4,449.35

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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

Math Performance Task Participation Rate
ADM 1 — ADM 2 — ADM 3
63%, 70.1%, 89.3%
PLACE(Grades K-5)
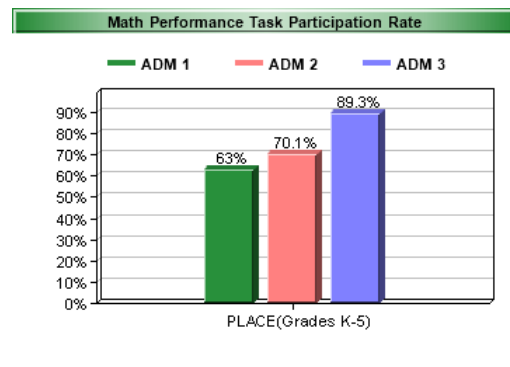
2012-13 Summative Data and 2013-14 Progress Monitoring Data

- 1 computer lab on site with 35 refurbished desk-top DELL PCs with Windows XP and 512 K of memory; classrooms have 2-4 desktop DELL PCs;
- Wireless only available in Library; 5 Elmos, but only have 3 working LCD projectors; About 25% of families have access to computers/internet at home;

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

- One computer lab with refurbished desktops = 35 stations; Furniture & equipment upgrades necessary; computers in classrooms outdated and all do not operate; many computers need to be changed back to an operating system compatible with OUSD
- Continuing to upgrade literature in Library and in classrooms to reflect STEM focus and reflect balanced lit focus;
- Acceleration of FBB, BB students toward Proficient and Advanced in Math to improve student academic achievement; maintain students in Proficient/Advanced and keep from sliding back;
- Lacking science equipment & manipulatives that would allow students hands-on opportunities; need high- tech class supports (smart-boards, smart-room, I-Pads, tablets, wireless WI-Fi capability school-wide);

Theory of Action
- If teaching practices focus on indepth, high quality math & science preparation & instruction; and
- if we provide technology wrapped around all content areas with access to school-wide wireless; and
- if we continue to collaborate with the STEM Corridor Schools & we secure funding and develop partnerships to support upgraded science and computer labs;
- if we provide a variety of hands-on-learning & presentation opportunities focused on STEM skills specifically in the areas of health & nutrition & we continue to collaborate with the STEM Corridor Schools;
- then students will be engaged, motivated and meet high academic expectations.

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
Students will be assigned non-combination classes and be provided with a smaller learning environment. Targeted approaches will be used to support EL's, AAM's and low-performing students.	State tests	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI1B7620	Students will be assigned non-combination classes and be provided with a smaller learning environment. Targeted approaches will be used to support EL's, AAM's and low-performing students.	6-LCFF Concentration		K12TCH9999	1	$78,230.12

Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1B7622	Provide teachers and students will supplies to meet school/district instructional expectations.	5-LCFF Supplemental	4310-SUPPLIES		0	$308.47
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1B7623	Provide teachers and students will supplies to meet school/district instructional expectations.	6-LCFF Concentration	4310-SUPPLIES		0	$393.27
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1B7624	Provide teachers and students will supplies to meet school/district instructional expectations.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$278.20
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1B7625	Provide teachers and students will supplies to meet school/district instructional expectations.	791-Unrestricted EIA-LEP Support	4310-SUPPLIES		0	$1,433.57
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Semester	Clerical staff	5/7/2014	183SQI1B7626	Provide teachers and students will supplies to meet school/district instructional expectations.	3010-Title I	4310-SUPPLIES		0	$46.40
Participate in STEM Corridor Schools Meetings throughout school year;					4/7/2014	183SQI1B4347	Participate in STEM Corridor Schools Meetings	N/A			0	$0.00
Participate in STEM Science-specific PD centrally & at school site					4/7/2014	183SQI1B4348	Participate in STEM Science-specific PD centrally & at school site	N/A			0	$0.00
Teachers will participate in					4/7/2014	183SQI1B4349	Teachers will participate in	N/A			0	$0.00

Science & Literacy Learning opportunities						Science & Literacy Lerning Opportunities					
Convene Science Family Night					4/7/2014	183SQI1B4350	Convene Science Family Night - provide refreshments	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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

- ○ We continue to offer enrollment throughout the school year and summer - Neighborhood Canvassing, Saturdays); results in less than 10 new student registrations per year;
- ○ 12 students attended the June 2013 Kindergarten Orientation Day; 24 students in PreK - AM class for 3 & 4 year olds; cannot get enough students to open the PM PreK class; waiting families go elsewhere;

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

- ○ PreK registration packet continues to be complex & time consuming to complete; families either give up or secure space at another PreK site instead of remaining on wait-list for PM class to open.
- ○ Once students begin school in PreK at a site, families tend not to change the school. If we don't catch students at PreK level, it reduces opportunity to pick them up in K or 1st grade & thereby miss an opportunity to increase enrollment.
- ○ We don't have any transition experience for our promoting 5th graders. Would like to develop a day for our 5th graders to visit West Oakland Middle - our sister STEM school, where the majority of our students transition to.
- ○ Students who attended a PreK program were well-prepared to enter Kindergarten. Those students adjusted to K-expectations faster than those students who did not have similar experiences before entering K.

Theory of Action

- ○ if we provide PD to staff & collaborate with other schools implementing the TK program - in preparation for integratingour own TK program;
- ○ if we provide health resources and information which is needed to complete the registration process;
- ○ if we provide transition activities to WOMS - West Oakland Corridor STEM school - for our 5th graders;

- ○ if we provide opportunities for staff to collaborate with other STEM schools to share best practices & to encourage robust feeder options;
- ○ then student pre-registration and school-wide enrollment will increase, and promoting 5th graders will have some familiarity with the middle school environment.

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
will provide a TK program based on developmentally appropriate practices.					4/7/2014	183SQI1C3691	will provide a TK program based on developmentally appropriate practices	N/A			0	$0.00
Attend TK & K conferences and workshops					4/7/2014	183SQI1C3690	Attend TK & K conferences and workshops	N/A			0	$0.00
Provide Kindergarten Orientation to incoming K-students					4/7/2014	183SQI1C3689	Provide Kindergarten Orientation to incoming K-students	N/A			0	$0.00
Provide site-visit to WOMS for leaving 5th graders					4/7/2014	183SQI1C3687	Provide site-visit to WOMS for leaving 5th graders	N/A			0	$0.00
Convene Health and Registration event for new/entering Pre-K, TK, K-5th grade students	Other (OCR, etc)	Students Transitioning In/Out	End of Year	Clerical staff	5/7/2014	183SQI1C3688	Provide opportunities for parents to participate in health and registration events for their new/entering Pre-K, TK, K-5th grade children;	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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)

Strategic Priority Goals

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

Measure	Goal	School Specific Target
School Scorecard: High School Cohort Graduation	Increase the cohort graduation rate by 2% annually	
School Scorecard: High School Cohort Dropout	Decrease the cohort dropout rate by 3% annually	
School Scorecard: High School A-G Completion	Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for African American Students	Increase the percent of 11th grade African American students who pass both ELA & Math by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for Latino Students	Increase the percent of 11th grade Latino students who pass both Math & ELA by 10 percent annually	
School Scorecard: High School Advanced Placement Course Completion	Increase the percent of 10th, 11th, & 12th grade students completing AP courses by 20% annually	
School Scorecard: High School Advanced Placement Test Scoring	Increase the percent of AP test takers earning a score of 3 or better by 20% annually	
School Scorecard: High School PSAT Participation Rate	Increase the percent of all 11th graders taking the PSAT to 100% annually	
School Scorecard: MS & HS College-Career Plans	Ensure 100% of 6th & 9th graders have developed a college-career readiness plan by the end of the 1st	

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
Students will be assigned non-combination classes and be provided with a smaller learning environment. Targeted approaches will be used to support EL's, AAM's and low-performing students.	State tests	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI1D7620	Students will be assigned non-combination classes and be provided with a smaller learning environment. Targeted approaches will be used to support EL's, AAM's and low-performing students.	6-LCFF Concentration		K12TCH9999	1	$78,230.12
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1D7622	Provide teachers and students will supplies to meet school/district instructional expectations.	5-LCFF Supplemental	4310-SUPPLIES		0	$308.47
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1D7623	Provide teachers and students will supplies to meet school/district instructional expectations.	6-LCFF Concentration	4310-SUPPLIES		0	$393.27
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1D7624	Provide teachers and students will supplies to meet school/district instructional expectations.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$278.20
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1D7625	Provide teachers and students will supplies to meet school/district instructional expectations.	791-Unrestricted EIA-LEP Support	4310-SUPPLIES		0	$1,433.57
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Semester	Clerical staff	5/7/2014	183SQI1D7626	Provide teachers and students will supplies to meet school/district instructional expectations.	3010-Title I	4310-SUPPLIES		0	$46.40
STIP Substitute to provide teachers with planning/collaboration time, classroom coverage, and	SRI	Lower-Performing	Weekly	TSA/Coach	5/7/2014	183SQI1D7606	Provide teachers with planning/collaboration time, classroom coverage, and provide small group	3010-Title I		TCSTIP9999	0	$40,044.10

provide small group instruction to support balanced literacy.							instruction to support balanced literacy.				
STIP Substitute to provide teachers with planning/collaboration time, classroom coverage, and provide small group instruction to support balanced literacy.	Discipline/CSC	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI1D7611	Provide extra yard supervision to support school culture and climate expectations.	791-Unrestricted EIA-LEP Support		TCSTIP9999	0.1	$4,449.35

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: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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

- Need training to use RESULTS for EL Learners & SIPPS intervention program to support all of our students; teachers meet in PLC to plan, analyze data, review student work, develop common student tasks 2x/month,
- Reading Clinic on site for targeted 2nd-3rd grade students; After School Science club conducted by BACR staff;

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

- 2 years ago we used some of the RESULTS materials. We could have benefited from continued support & training to use SIPPS intervention program.
- Monthly student presentation opportunities provide access to practice skills that have been taught, integrate variety of skills, & develop/refine their critical thinking & presentation skills;
- On-site Reading Clinic for 2nd-3rd graders has helped provide consistent individual intensive reading development; 15 students participate in this clinic 2x per week; we will continue working with the Clinic during our Summer Academy;
- When SWDs require more restrictive setting (learning/language support), they are placed elsewhere because we do not have an SDC option. When these placements are made elsewhere their GenEd siblings leave with them, which negatively impacts our enrol
- Students transitioning from Bil-Spanish program to GenEd tend to be well-prepared for integration into 4th/5th grades;

Theory of Action

- if teachers are provided on-going targeted intervention support through trained & experienced content experts, coaches, specialists or other teacher support with subject-matter expertise;
- if we provide differentiated instruction, support & activities to students in FBB, BB, & B and to ELs, SWDs, and GATE students;
- if we provide high quality instruction utilizing Culturally Relevant Pedagogy (CRP) to help transition students to academic English proficiency & provide EL students access to bilingual-Spanish program from K-3rd grade;
- then students will be academically successful, while developing and/or maintaining cultural competence through which they are critically conscious & challenge the status quo of the current social order.

☐ 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
Students will be assigned non-combination classes and be provided with a smaller learning environment. Targeted approaches will be used to support EL's, AAM's and low-performing students.	State tests	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI1E7620	Students will be assigned non-combination classes and be provided with a smaller learning environment. Targeted approaches will be used to support EL's, AAM's and low-performing students.	6-LCFF Concentration		K12TCH9999	1	$78,230.12
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1E7622	Provide teachers and students will supplies to meet school/district instructional expectations.	5-LCFF Supplemental	4310-SUPPLIES		0	$308.47
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1E7623	Provide teachers and students will supplies to meet school/district instructional expectations.	6-LCFF Concentration	4310-SUPPLIES		0	$393.27
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1E7624	Provide teachers and students will supplies to meet school/district instructional expectations.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$278.20
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI1E7625	Provide teachers and students will supplies to meet school/district instructional expectations.	791-Unrestricted EIA-LEP Support	4310-SUPPLIES		0	$1,433.57
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Semester	Clerical staff	5/7/2014	183SQI1E7626	Provide teachers and students will supplies to meet school/district instructional expectations.	3010-Title I	4310-SUPPLIES		0	$46.40

STIP Substitute to provide teachers with planning/collaboration time, classroom coverage, and provide small group instruction to support balanced literacy.	SRI	Lower-Performing	Weekly	TSA/Coach	5/7/2014	183SQI1E7606	Provide teachers with planning/collaboration time, classroom coverage, and provide small group instruction to support balanced literacy.	3010-Title I		TCSTIP9999	0	$40,044.10
STIP Substitute to provide teachers with planning/collaboration time, classroom coverage, and provide small group instruction to support balanced literacy.	Discipline/CSC	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI1E7611	Provide extra yard supervision to support school culture and climate expectations.	791-Unrestricted EIA-LEP Support		TCSTIP9999	0.1	$4,449.35
Provide intervention support for targeted students.	Local assessments (benchmarks, PWA)		Every Marking Period	Leadership Team	4/7/2014	183SQI1E3696	Prep teacher and/or TSA will provide intervention support for targeted students.	N/A			0	$0.00
Class size reduction as intervention for EL students in bilingual classroom.	Local assessments (benchmarks, PWA)		Every Marking Period	Leadership Team	4/7/2014	183SQI1E3698	Class size reduction as intervention for EL	N/A			0	$0.00
Provide supplemental instructional supplies that enhances ELD and bilingual instructional programs.	Local assessments (benchmarks, PWA)			Leadership Team	4/7/2014	183SQI1E3704	Provide supplemental instructional materials that enhance the ELD and bilingual instructional programs.	N/A			0	$0.00
Provide GATE students with more challenging classroom activities - differentiated instruction & special projects.		High Performing/GATE			5/14/2014	183SQI1E4363	Provide GATE students with more challenging classroom activities - differentiated instruction & special projects.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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

- ○ Teachers identify FBB students for intensive intervention support offered during workshop in class, during After School Intervention, and during summer academy;
- ○ Last year 3rd - 5th graders attended the SEEK program at sister STEM school at MLKing ES & 45 K - 2nd graders attended the Summer Academy at Prescott for those students in need of intensive intervention;

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

- ○ Only a few students attend the SEEK program held at MLKing ES during summer. Many of our families and students report that they don't feel safe walking from the Prescott School neighborhood to the MLKing School neighborhood.
- ○ After each Benchmark Assessment, teachers review multiple measures of data to identify groups of students at FBB, BB and B to refer for intervention support in Math and/or ELA.
- ○ Primary Summer Academy focused attention on PreK,and K-1st-2nd grade students with 45 students in K-1st-2nd grade attending intervention during Summer 2013.
- ○
- ○

Theory of Action

- ○ if we provide students access to intervention support during the Summer Session & Saturday Academy during the school year;
- ○ if we provide targeted students access to intensive intervention support during the regular school day & during the After School Program;
- ○ then students will seek support and demonstrate increased academic achievement.

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 intervention support for targeted students during summer session.					4/7/2014	183SQI1F4351	Teachers will provide intervention support during summer program for targeted students	N/A			0	$0.00
Provide intervention support for targeted students during After School Program.					5/6/2014	183SQI1F4352	Staff will provide intervention support during After School program for targeted students	N/A			0	$0.00
Provide intervention support for targeted students during After School Program.	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	After school program coordinator	5/6/2014	183SQI1F7576	After School Program will provide homework support, interventions, and enrichment programs that increase student achievement.	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	$105,745.80
Provide intervention support for targeted students during After School Program.	Other (OCR, etc)	SQIS Target Group	Monthly	After school program coordinator	5/6/2014	183SQI1F7577	After School Program will provide homework support, interventions, and enrichment programs that increase student achievement.	4124-T IV 21ST CENTURY COM LEARNING	5825-CONSULTANTS		0	$54,682.72
Provide intervention support for					4/7/2014	183SQI1F4353	Provide intervention support for	N/A			0	$0.00

targeted students during Saturday Academy.						targeted students during Saturday Academy.					

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

Strategic Priority A. School Safety Plan

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

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: REDUCE PHYSICAL & VERBAL CONFLICTS/ALTERCATIONS BY 10% SCHOOL-WIDE

- Strategy 1.1: Teachers will implement the Second Step program weekly so that students will have opportunities to identify behaviors which might lead to conflict (verbal & physical) and practice behaviors that support avoiding or defusing altercations

- Strategy 1.2: Teachers & other support staff will guide Students in reviewing & developing age-appropriate consequences to address physical & verbal conflicts/altercations with clearly articulated levels of consequences;

Goal 2: STUDENT REFERRALS TO THE OFFICE AND SUSPENSIONS WILL DECREASE BY 5%;

- Strategy 2.1: Teachers will implement a common classroom management system which clearly indicates type of offenses that warrant a variety of levels of consequences, with referrals to the office reserved for the most severe occurrences;

- Strategy 2.2: Students will participate in developing the common classroom management rules and consequences;

Strategic Priority Improvement Strategies

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

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

School: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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)
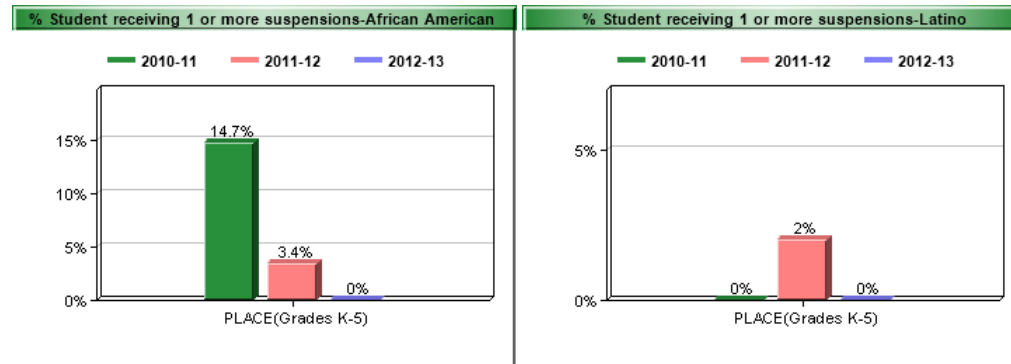
School Safety Plan Goals

Goal I: REDUCE PHYSICAL & VERBAL CONFLICTS/ALTERCATIONS BY 10% SCHOOL-WIDE

- Strategy 1.1: Teachers will implement the Second Step program weekly so that students will have opportunities to identify behaviors which might lead to conflict (verbal & physical) and practice behaviors that support avoiding or defusing altercations

- Strategy 1.2: Teachers & other support staff will guide Students in reviewing & developing age-appropriate consequences to address physical & verbal conflicts/altercations with clearly articulated levels of consequences;

Goal 2: STUDENT REFERRALS TO THE OFFICE AND SUSPENSIONS WILL DECREASE BY 5%;

- Strategy 2.1: Teachers will implement a common classroom management system which clearly indicates type of offenses that warrant a variety of levels of consequences, with referrals to the office reserved for the most severe occurrences;

- Strategy 2.2: Students will participate in developing the common classroom management rules and consequences;

Suspensions

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
STIP Substitute to provide teachers with planning/collaboration time, classroom coverage, and provide small group instruction to support balanced literacy.	SRI	Lower-Performing	Weekly	TSA/Coach	5/7/2014	183SQI2B7606	Provide teachers with planning/collaboration time, classroom coverage, and provide small group instruction to support balanced literacy.	3010-Title I		TCSTIP9999	0	$40,044.10
STIP Substitute to provide teachers with planning/collaboration time, classroom	Discipline/CSC	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI2B7611	Provide extra yard supervision to support school culture and climate	791-Unrestricted EIA-LEP Support		TCSTIP9999	0.1	$4,449.35

coverage, and provide small group instruction to support balanced literacy.						expectations.					

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

<h2 style="text-align:center; color:orange;">Strategic Priority C. Health & Wellness</h2>

School: PLACE @ Prescott　　　　　　　　　　**Principal:** ENOMWOYI BOOKER

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

- Harvest of the Month, Salad Bar,Cooking Cart for demonstrations to classes & families, Nutrition lessons; system to connect families to community providers;
- Breath-Mobile for Asthma education and support 1-2x/month, Big Smiles Dental Clinic on site 1x/semester; counseling services provided by STARS, Wellness Coordinator; referral system to meet health/mental health needs;

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

- Hired a Wellness Coordinator to support OUSD Wellness Policies & to help extend efforts at site. Continue to expand site efforts in providing range of health/wellness to meet needs of whole child
- Continue to coordinate efforts with health providers in the community, Alameda County Dept. of Public Health, our district Health Services, Prescott-Joseph Ctr., & other community partners;
- Students & their families have missed not having the Produce Market; Plans to expand school garden & facilitate the building of planter -boxes for every class to grow produce in;
- More students and families feel more comfortable accessing health & wellness services & supports offered on site (dental, counseling, asthma) & referrals to community providers;
- More organized physical activities needed to better engage students toward healthier life-styles; begin Walking Club during lunch 2x/week to encourage staff wellness;

Theory of Action

- if we provide students & their families access to the continuum of prevention & intervention services & programs concentrated in Health & Nutritional Sciences;
- if we provide students continuous access to on-site health, medical, dental, & counseling services;
- if we provide students & families access to instruction in nutritious & healthy eating habits & access to fresh, healthy produce;
- then we will positively create a paradigm shift toward a healthy community life-style change & movement toward life-long health improvement to combat chronic illnesses.

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 access to health/mental health supports & services.					4/7/2014	183SQI2C4354	COST meetings 1x/month to address needs of referred students	N/A			0	$0.00
Organize Walking Program during lunch for staff & students.					4/7/2014	183SQI2C4355	Organize Walking Program during lunch for staff & students.	N/A			0	$0.00
Develop projects for students using class planter-boxes to grow produce & plants					4/7/2014	183SQI2C4356	Develop projects for students using class planter-boxes to grow produce & plants	N/A			0	$0.00
Offer health/ wellness workshops/ demonstrations for parents/ caregivers					4/7/2014	183SQI2C4357	Offer health/ wellness workshops/ demonstrations for parents/ caregivers	N/A			0	$0.00
Provide Math computer program to assist students with individualized intervention/acceleration;	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Department/Team Lead	4/7/2014	183SQI2C7262		N/A			0	$0.00

Strategic Priority D. Interrupting Chronic Absence (Attendance)

**School:** PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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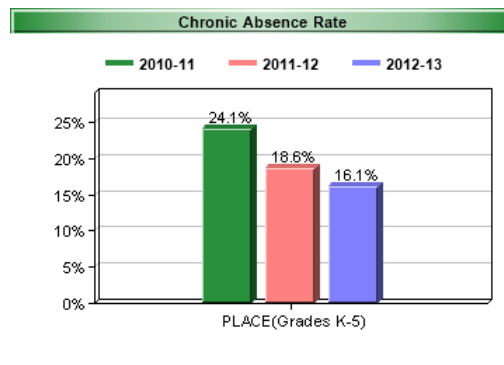
2012-13 Summative Data and 2013-14 Progress Monitoring Data

- 39 out of 184 students (21%) demonstrate chronic absences; more K-students have absences ? 12 students (36%); then next are 3rd graders? 10 students (25%) with absences;
- 28 out of 39 students with chronic absences are African American (24%); 7 students overall are considered as Severe Chronic Absent ? SCA; of the 7 SCA students, are 2 in K, 1 in 1st, 1 in 2nd, 2 in 3rd, and 1 in 4th grades;

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

- Students in K tend to consistently have the most students who are Chronic and Severely Chronic Absent. Many K students also tend to arrive to school, which interrupts the structure of the day & the instructional flow.

- ○ Parents must acknowledge the importance of punctual & consistent attendance. Staff must help Parents/ caregivers understand the importance of daily, punctual attendance & the instructional expectations in K.
- ○ - More immediate monitoring system needs to be implemented to address issues of chronic absences & tardies;

Theory of Action
- ○ if we consistently monitor student attendance & interrupt patterns of chronic absences & suspensions;
- ○ if we review attendance data at every SST, IEP & COST meeting to address attendance & punctuality concerns;
- ○ if we partner with community organizations like OHA, World Impact & Faith Network of the Eastbay to assist in connecting with parents/ caregivers to address issues of chronic absences;
- ○ if we acknowledge those students who meet or exceed the attendance goal ? especially students in PreK ? K ? 1st grades;
- ○ then students & families will prioritize positive attendance behaviors & we will decrease the number of students with chronic absences.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI2D7622	Provide teachers and students will supplies to meet school/district instructional expectations.	5-LCFF Supplemental	4310-SUPPLIES		0	$308.47
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI2D7623	Provide teachers and students will supplies to meet school/district instructional expectations.	6-LCFF Concentration	4310-SUPPLIES		0	$393.27
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI2D7624	Provide teachers and students will supplies to meet school/district instructional expectations.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$278.20
Supplies to support instructional program and	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI2D7625	Provide teachers and students will supplies to meet school/district	791-Unrestricted EIA-LEP Support	4310-SUPPLIES		0	$1,433.57

Common Core three shifts.							instructional expectations.					
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Semester	Clerical staff	5/7/2014	183SQI2D7626	Provide teachers and students will supplies to meet school/district instructional expectations.	3010-Title I	4310-SUPPLIES		0	$46.40
Monitor Most Chronically Severe absent students.	Attendance	SQIS Target Group	Weekly	Attendance Team	5/7/2014	183SQI2D4358	Monitor Most Chronically Severe absent student.	N/A			0	$0.00
Monitor Most Chronically Severe absent students.	Attendance	SQIS Target Group	Monthly	Clerical staff	5/7/2014	183SQI2D4359	Post/Public Notification of students with Perfect Attendance and Improved Attendance per month as acknowledgement	N/A			0	$0.00
Monitor Most Chronically Severe absent students.	Attendance	SQIS Target Group	Monthly	Attendance Team	5/7/2014	183SQI2D4360	Target PreK-TK-K-1st students and their parents for improved attendance with incentives	N/A			0	$0.00
Include attendance monitoring with SST-IEP-COST meetings to address attendance & punctuality					4/7/2014	183SQI2D4361	Include attendance monitoring with SST-IEP-COST meetings to address attendance & punctuality	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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)

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 professional development to enable staff to improve instructional practices which results in increased student academic performance.	Local assessments (benchmarks, PWA)		Every Marking Period	Leadership Team	4/7/2014	183SQI3A5848	Provide support for professional development through teacher release time for collaboration.	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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

- SSC, Family Science Night, Health & Enrollment Fair, Back-to-School night, Open House, field trips,cooking demos, Volunteer & Services Days, monthly theme-based integrated assemblies, class/grade-level potlucks, Book Fair;
- Parent attendance to school-wide meetings continues to be very sparse (usually less than 15-20 parents); Increased parent attendance for grade-level or class potlucks with student presentations, school-wide updates, & class/grade specific updates;

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

- Continuing to creatively encourage families to attend evening school events. What works best is to concentrate family involvement around their child's classroom - class/grade-level potlucks, family activities.
- Increase of parents from each class consistently assisting teachers & the classes. Parent participation on field trips continues to increase.
- Continue to establish new partnerships with community-based organizations, civic & business partners to strengthen the academic, social-emotional & health outcomes for students & families.

Theory of Action

- if we provide opportunities for parents/to leverage their capacity to support their children in school & become engaged;
- if we provide a variety of events showcasing student work and performances to encourage participation from family & community ;
- If we participate in a variety of intra-school & district-wide events - especially with other West Oakland STEM Corridor schools;
- If we develop a cohesive volunteer & mentoring program which consistently reaches out to and welcomes neighbors, community-based organizations, civic & business partners.
- then families &community will consistently seek out opportunities to support & participate in school-related needs & activities

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
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI4A7622	Provide teachers and students will supplies to meet school/district instructional expectations.	5-LCFF Supplemental	4310-SUPPLIES		0	$308.47
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI4A7623	Provide teachers and students will supplies to meet school/district instructional expectations.	6-LCFF Concentration	4310-SUPPLIES		0	$393.27
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI4A7624	Provide teachers and students will supplies to meet school/district instructional expectations.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	$278.20
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI4A7625	Provide teachers and students will supplies to meet school/district instructional expectations.	791-Unrestricted EIA-LEP Support	4310-SUPPLIES		0	$1,433.57
Supplies to support instructional program and Common Core three shifts.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Semester	Clerical staff	5/7/2014	183SQI4A7626	Provide teachers and students will supplies to meet school/district instructional expectations.	3010-Title I	4310-SUPPLIES		0	$46.40
Convene Health and Registration event for new/entering Pre-K, TK, K-5th grade students	Other (OCR, etc)	Students Transitioning In/Out	End of Year	Clerical staff	5/7/2014	183SQI4A3688	Provide opportunities for parents to participate in health and registration events for their new/entering Pre-K, TK, K-5th grade children;	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$0.00

Improve quality of parent meetings to increase participation.	Survey data (CHKS, etc.)	SQIS Target Group	Every Marking Period	Clerical staff	5/7/2014	183SQI4A3701	Provide refreshments at parent meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$951.32
Provide monthly engagement opportunities to bring together families, volunteers, community	Survey data (CHKS, etc.)	SQIS Target Group	Monthly	Principal	5/7/2014	183SQI4A4362	Provide monthly engagement opportunities- Coffee Chats, book talks - to bring together families, volunteers, community	9901-Title I - Parent Participation			0	$0.00
Bilingual Community Assistant to support with parental/community engagement, student attendance, and support with COST and SST process.	Survey data (CHKS, etc.)	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI4A7614	Community Bilingual Assistant to support with parental/community engagement, student attendance, and support with COST and SST process.	6-LCFF Concentration		COMABI0010	0.4	$16,376.61
Bilingual Community Assistant to support with parental/community engagement, student attendance, and support with COST and SST process.	Survey data (CHKS, etc.)	Low to Middle-Performing	Weekly	Principal	5/7/2014	183SQI4A7615	Community Bilingual Assistant to support with parental/community engagement, student attendance, and support with COST and SST process.	5-LCFF Supplemental		COMABI0010	0.07	$2,865.91
Bilingual Community Assistant to support with parental/community engagement, student attendance, and support with COST and SST process.	Survey data (CHKS, etc.)	Lower-Performing	Weekly	Principal	5/7/2014	183SQI4A7617	Community Bilingual Assistant to support with parental/community engagement, student attendance, and support with COST and SST process.	790-Unrestricted EIA-SCE Support		COMABI0010	0.01	$409.42
Bilingual Community Assistant to support with parental/community engagement, student	Survey data (CHKS, etc.)	English Learners & Redesignated	Weekly	Principal	5/7/2014	183SQI4A7619	Bilingual Community Assistant to support with parental/community engagement, student	791-Unrestricted EIA-LEP Support		COMABI0010	0.02	$818.83

attendance, and support with COST and SST process.						attendance, and support with COST and SST process.					

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: PLACE @ Prescott   **Principal:** ENOMWOYI BOOKER

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)

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

;

<h2 style="text-align:center;color:green;">State & Federal Preliminary and Final Budget</h2>

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	$40,090.50	
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	$951.32	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$41,041.82	

Appendices

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

School Year: 2014-2015
Comprehensive School Safety Plan

(Education Code Section 32280-32288)

ENOMWOYI BOOKER
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.

Index

APPENDIX

Planning for Special Needs Students

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Section 1: School Safety / Climate Team

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

Site Responsibilities:

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

Principal or Designee:	ENOMWOYI BOOKER - PRINCIPAL ELEMENTARY SMALL
Teacher:	LINDA FOX - TCHR BILINGUAL
Classified:	ADELMA KILLINGSWORTH - ADMIN AST I
Parent Representative:	Latrice Thomas - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal:	ENOMWOYI BOOKER - PRINCIPAL ELEMENTARY SMALL	707-563-5949	510-874-3333	415-420-6363
Assistant Principal:	NA			
Custodian:	KARL JEFFRIES - HEAD CUSTODIAN 1	510-233-5421	510-874-3333	510-776-1097
Secretary/Other:	ADELMA KILLINGSWORTH - ADMIN AST I	510-444-6649	510-874-3333	510-710-6649

Section 2: School Safety Plan Goals

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

To be considered:

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

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

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

Goal I: REDUCE PHYSICAL & VERBAL CONFLICTS/ALTERCATIONS BY 10% SCHOOL-WIDE	
Strategy 1.1:	Teachers will implement the Second Step program weekly so that students will have opportunities to identify behaviors which might lead to conflict (verbal & physical) and practice behaviors that support avoiding or defusing altercations
Strategy 1.2:	Teachers & other support staff will guide Students in reviewing & developing age-appropriate consequences to address physical & verbal conflicts/altercations with clearly articulated levels of consequences;

Goal 2: STUDENT REFERRALS TO THE OFFICE AND SUSPENSIONS WILL DECREASE BY 5%;	
Strategy 2.1:	Teachers will implement a common classroom management system which clearly indicates type of offenses that warrant a variety of levels of consequences, with referrals to the office reserved for the most severe occurrences;
Strategy 2.2:	Students will participate in developing the common classroom management rules and consequences;

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 Code48900(b))

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. While on school grounds

2. While going to or coming from school

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

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

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

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

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

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

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

Outcome Data

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

Department of Education, using forms supplied by the California Department of Education: (Education 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:

o 6-Trash Bag Liners

o 1-Bio-Hazard Bag

o 6-Cleansing Wipes

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

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

Monthly Emergency Radio Testing

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

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

"Ms. Prescott, 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	9/8/2014	1:00 PM	Fire
October	10/6/2014	2:00 PM	Both
November	11/3/2014	9:15 AM	Fire
December	12/1/2014	10:45 AM	Both
January	1/6/2015	1:45 PM	Fire
February	2/3/2015	2:15 PM	Fire
March	3/3/2015	2:00 PM	Both
April	4/7/2015	9:15 AM	Fire
May	5/5/2015	10:45 AM	Both
June	6/2/2015	1:45 PM	Fire

Lockdown Drill Schedule		
	Date	Time
Fall	9/24/2014	10:00 AM
Spring	4/22/2015	1:00 PM

Emergency Evacuation: Principal's checklist

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

☐ Activate alarm/PA system or send message runner.

☐ Telephone emergency service personnel:

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

Activate key personnel to:

☐ Attend to the injured.

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

☐ Ensure special needs students are evacuated accordingly.

☐ Secure school for specific emergency.

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

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

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

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

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

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

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

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

Emergency Evacuation: Employees checklist

☐ Upon emergency alert, secure work area as advised and depart/report to assigned area.

☐ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.

☐ DO NOT re-enter the building without permission or request of emergency service authorities.

☐ Remain in the general assembly areas and calm students if not assigned another duty.

☐ If dismissed, inform Principal of departure.

☐ When signaled to re-enter safe areas of the school, quickly do so.

☐ Upon safe re-entry, report anything amiss to the Principal.

Emergency Evacuation: Teachers checklist

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

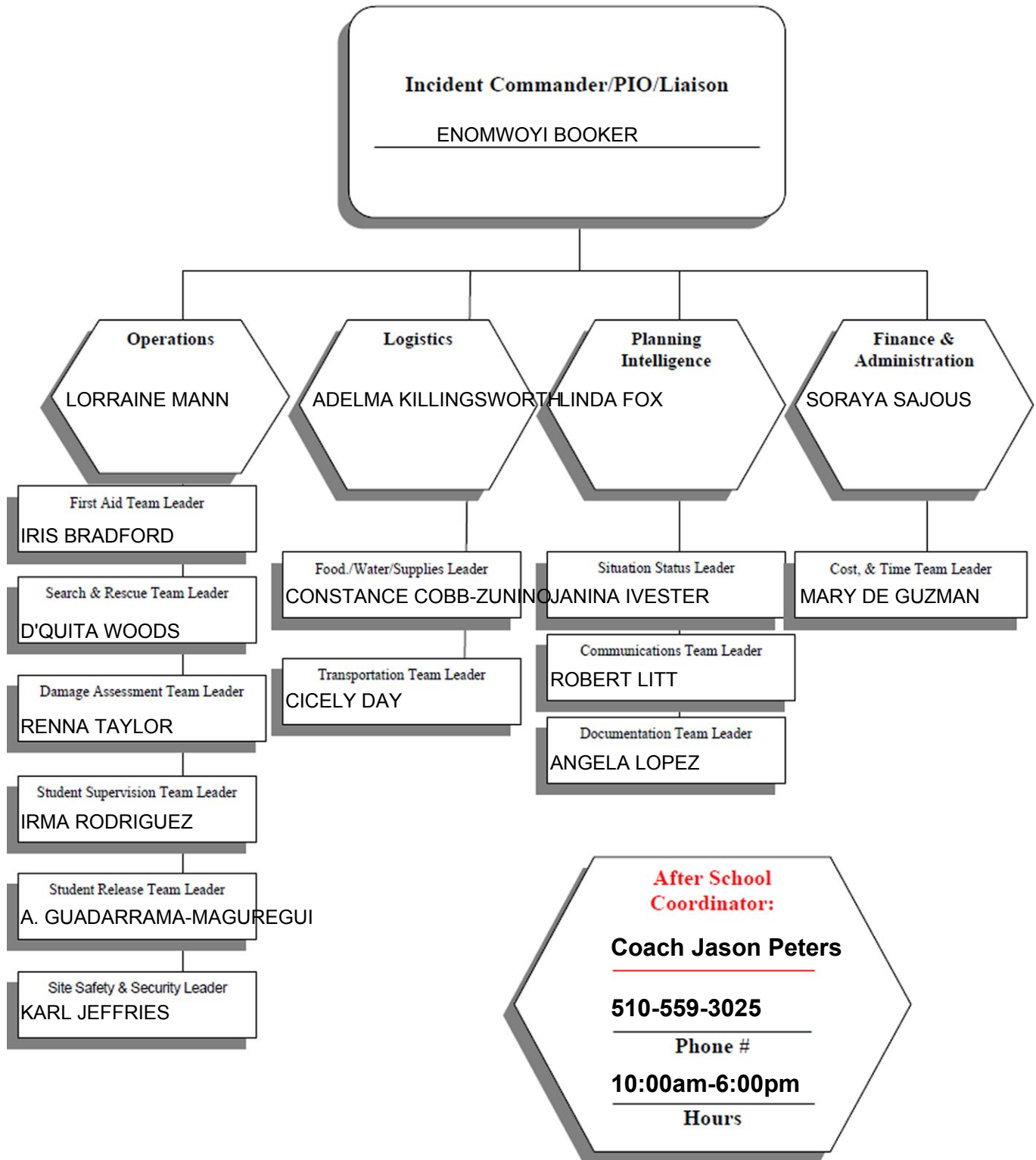**If it is necessary to evacuate to another school or relief center, the Principal will:**

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

Emergency Student Release Procedures

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

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

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

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

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

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

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

Section 5: Chain of Command

Incident Commander/PIO/Liaison

ENOMWOYI BOOKER

Operations
LORRAINE MANN

First Aid Team Leader
IRIS BRADFORD

Search & Rescue Team Leader
D'QUITA WOODS

Damage Assessment Team Leader
RENNA TAYLOR

Student Supervision Team Leader
IRMA RODRIGUEZ

Student Release Team Leader
A. GUADARRAMA-MAGUREGUI

Site Safety & Security Leader
KARL JEFFRIES

Logistics
ADELMA KILLINGSWORTH

Food./Water/Supplies Leader
CONSTANCE COBB-ZUNINO

Transportation Team Leader
CICELY DAY

Planning Intelligence
LINDA FOX

Situation Status Leader
JANINA IVESTER

Communications Team Leader
ROBERT LITT

Documentation Team Leader
ANGELA LOPEZ

Finance & Administration
SORAYA SAJOUS

Cost, & Time Team Leader
MARY DE GUZMAN

After School Coordinator:

Coach Jason Peters

510-559-3025

Phone #

10:00am-6:00pm

Hours

Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number. 4782

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

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

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

Approximately 56 students with disabilities: OHI, ED, ID, SLD, SLI located in K-5; O the total 56 students, 49 students are in RSP and/or Speech/Language Therapy and 6 are in Counseling Enriched SDC (CE-SDC;

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

Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	1
Hard of Hearing	HH	0
Deaf	DEA	0
Speech & Language Impairement	SLI	35
Visually Impaired	VI	0
Emotionally Disturbed	ED	6
Orthopedically Impaired	OI	0
Other Health Impaired	OHI	4
Specific Learning Disability	SLD	10
Deaf / Blind	DB	0
Multipally Disabled	MD	0
Traumatic Brain Injury	TBI	0
Est Medical Disability	EMD	0

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

Students are all ambulatory; our facility is WHEELCHAIR accessible and should meet ADA standards.

Training staff to assist individuals with disabilities.
At least 1 name / title combination must be complete.

Name: D'OUITA WOODS Title: RSP-SpEd Teacher (TK-5th grd)
Name: MARIE BROWN   Title: Speech/Language Specialist (PreK-5)
Name: ANGELA LOPEZ Title: INTERVENTION SPECIALST-CESDC

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.

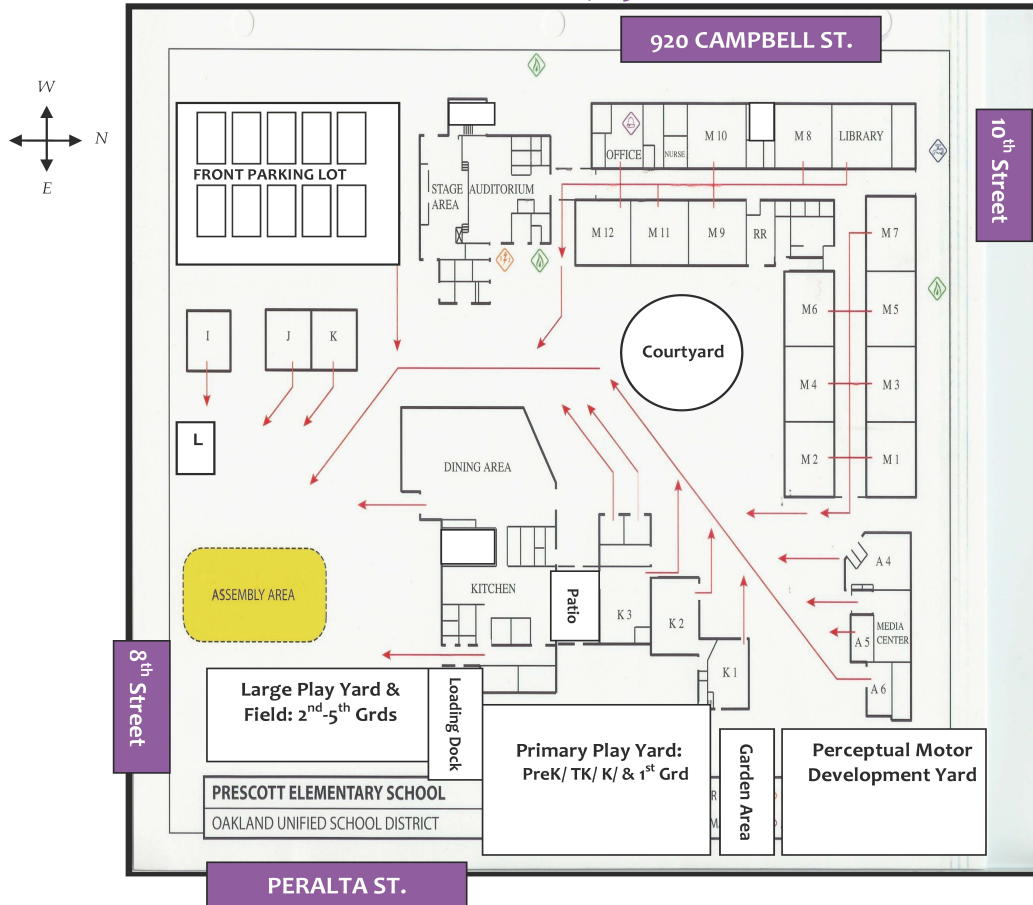Big Yard (Peralta & 8th Streets - classes line up in front of the lawn area facing the cafeteria;

◉ Upload Copy of Map   ○ Use Last Years Map

Enomwoyi Booker, Principal
920 Campbell Street ▲ Oakland, California 94607
(510) 874-3333 Office ▲ (510) 874-3337 Fax
http://tinyurl.com/ydq7ysw

2013-2014 ▲ SCHOOL MAP
PLACE @ PRESCOTT ELEMENTARY SCHOOL – Site # 183
REVISED 08/2013

Map labels:
- 920 CAMPBELL ST.
- 10th Street
- 8th Street
- PERALTA ST.
- W / N / E compass
- FRONT PARKING LOT
- STAGE AREA / AUDITORIUM
- OFFICE / NURSE / M 10 / M 8 / LIBRARY
- M 12 / M 11 / M 9 / RR / M 7
- M 6 / M 5 / M 4 / M 3 / M 2 / M 1
- I / J / K / L
- Courtyard
- DINING AREA
- ASSEMBLY AREA
- KITCHEN / Patio / K 3 / K 2 / K 1
- A 4 / A 5 / MEDIA CENTER / A 6
- Loading Dock
- Large Play Yard & Field: 2nd-5th Grds
- PRESCOTT ELEMENTARY SCHOOL
- OAKLAND UNIFIED SCHOOL DISTRICT
- Primary Play Yard: PreK/ TK/ K/ & 1st Grd
- Garden Area
- Perceptual Motor Development Yard

ROOM ASSIGNMENTS 2013-2014

9 CLASSROOMS (TK-5th) includes 2 Bilingual : (K1, A4, M1, M2, M3, M5, M6, M7, PJ)	MAIN OFFICE SUITE: Principal, Assessment, Supply, First Aid – M-Bldg	C-Bldg: AUDITORIUM
K3: State Pre-K Class (am/pm sessions)	NURSE'S SUITE – M-Bldg	B-Bldg: CAFETERIA-Dining Area
A5: After School Program-Office (ASP)	LIBRARY – M-Bldg	B-Bldg: CENTRAL KITCHEN
A6: Perceptual Motor Development Rm/ASP	K2: After School Program (ASP)	*Large Front PARKING LOT @ Campbell St.*
Media Lab: Computer Lab/Server Rm/ASP	K4: Gardening/Wellness Office	*Primary Play YARD @ 10th/Peralta Sts.*
M8: Conference Rm/Parent Engagement/ Music Center	K5: Counseling Office	*Perceptual Motor YARD & GARDEN*
M9: SpEd Dept: RSP, Sp/Lang, Psychologist	**PJ-K: SDC 4th/5th grds**	*Large Play YARD & FIELD @ 8th St.*
M10: Science Center	PI: Art Studio	
M11: Teacher's Work/Lunch Rm	PL: Storage Portable	*After School Program: Cafeteria,*
M12: Book Rm		*Auditorium, A5, A6, K2, M4, PJ & PI*

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: St. Martin's Catholic School - across street @ 10th St. Between Campbell & Peralta Sts.; Campbell Village - OHA

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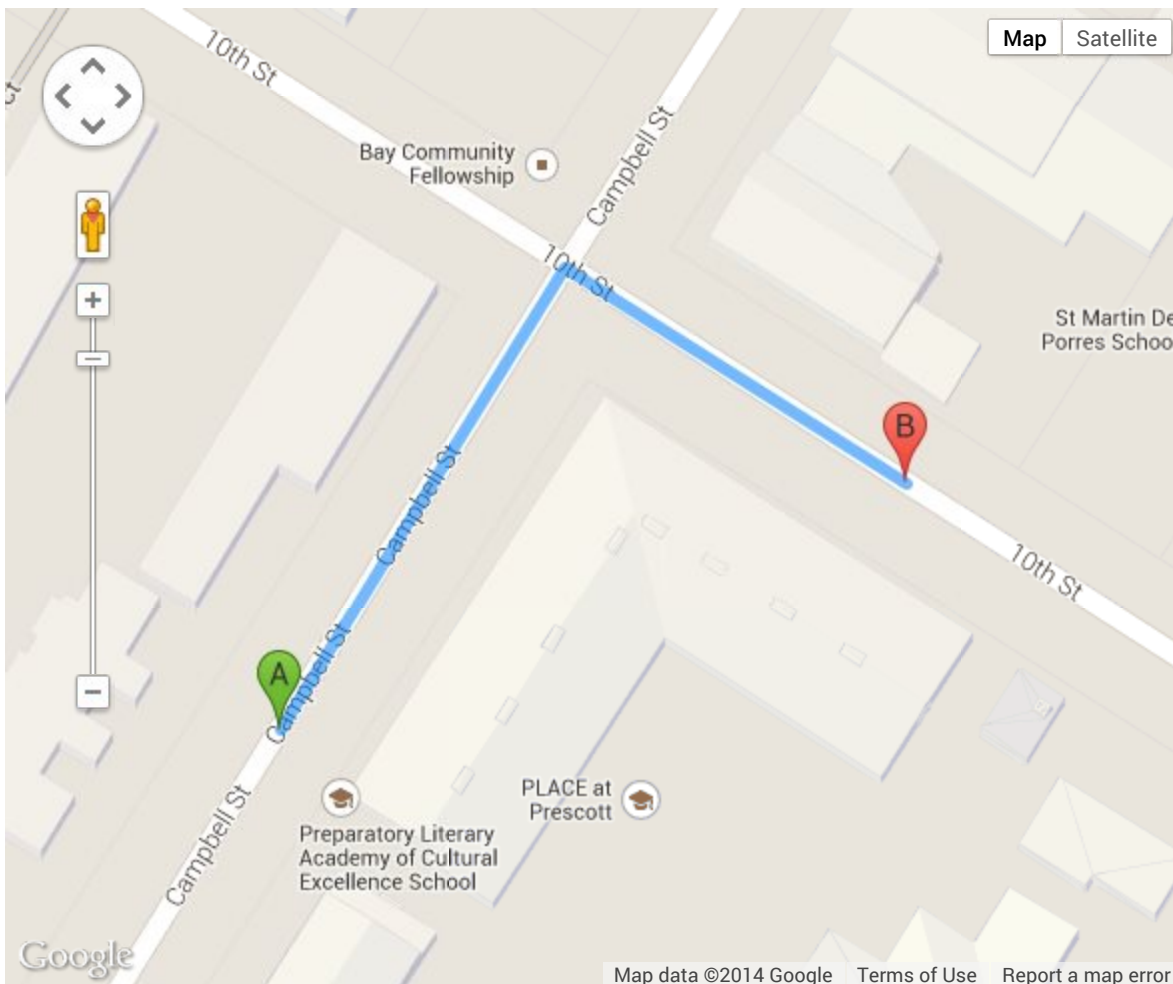Name of person or organization memorandum was established with:

St. Martin DePorres Catholic School

C. Date of Agreement: 8/1/2012

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

A. School Street Address: 920 Campbell Street   , Oakland, CA
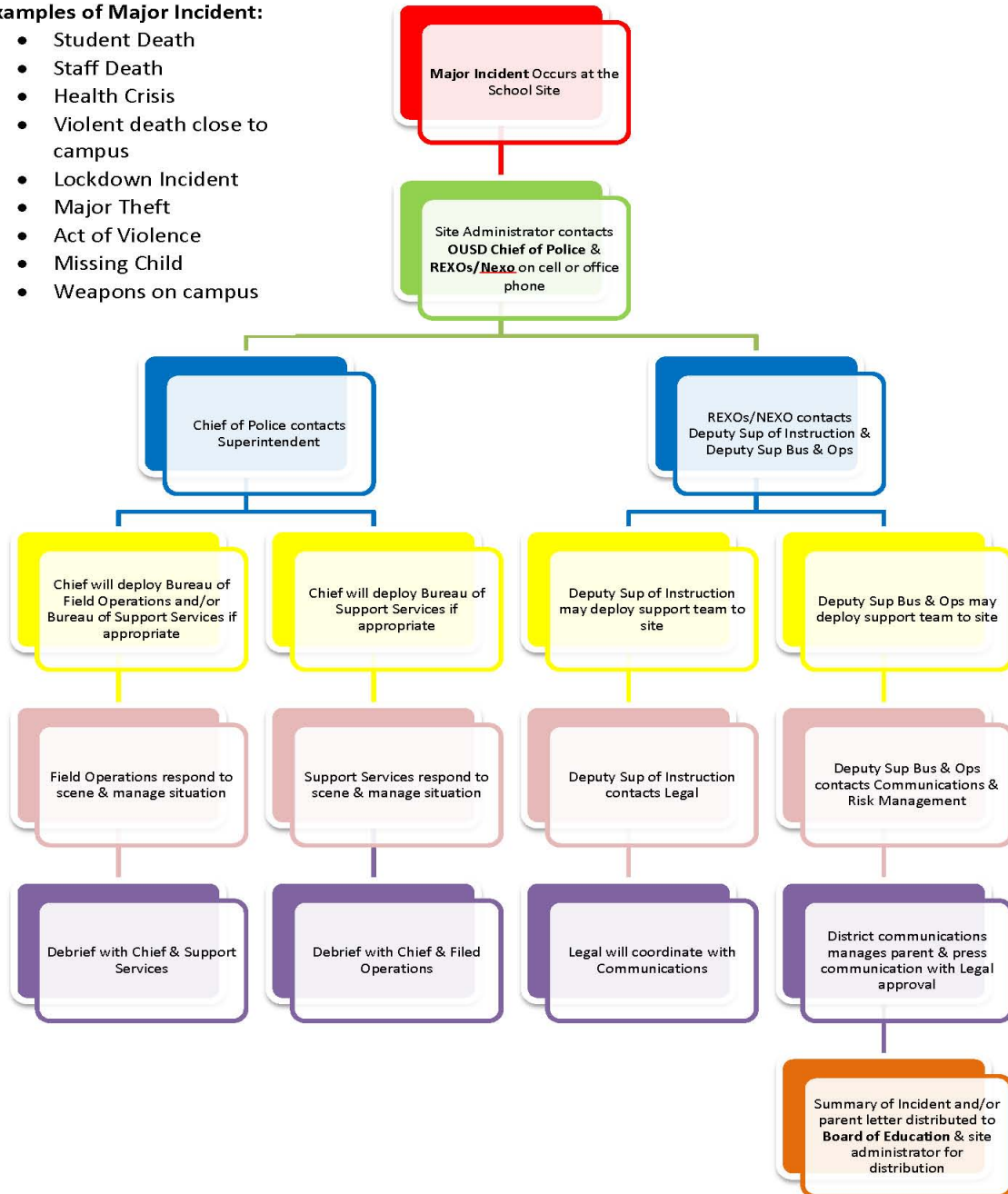
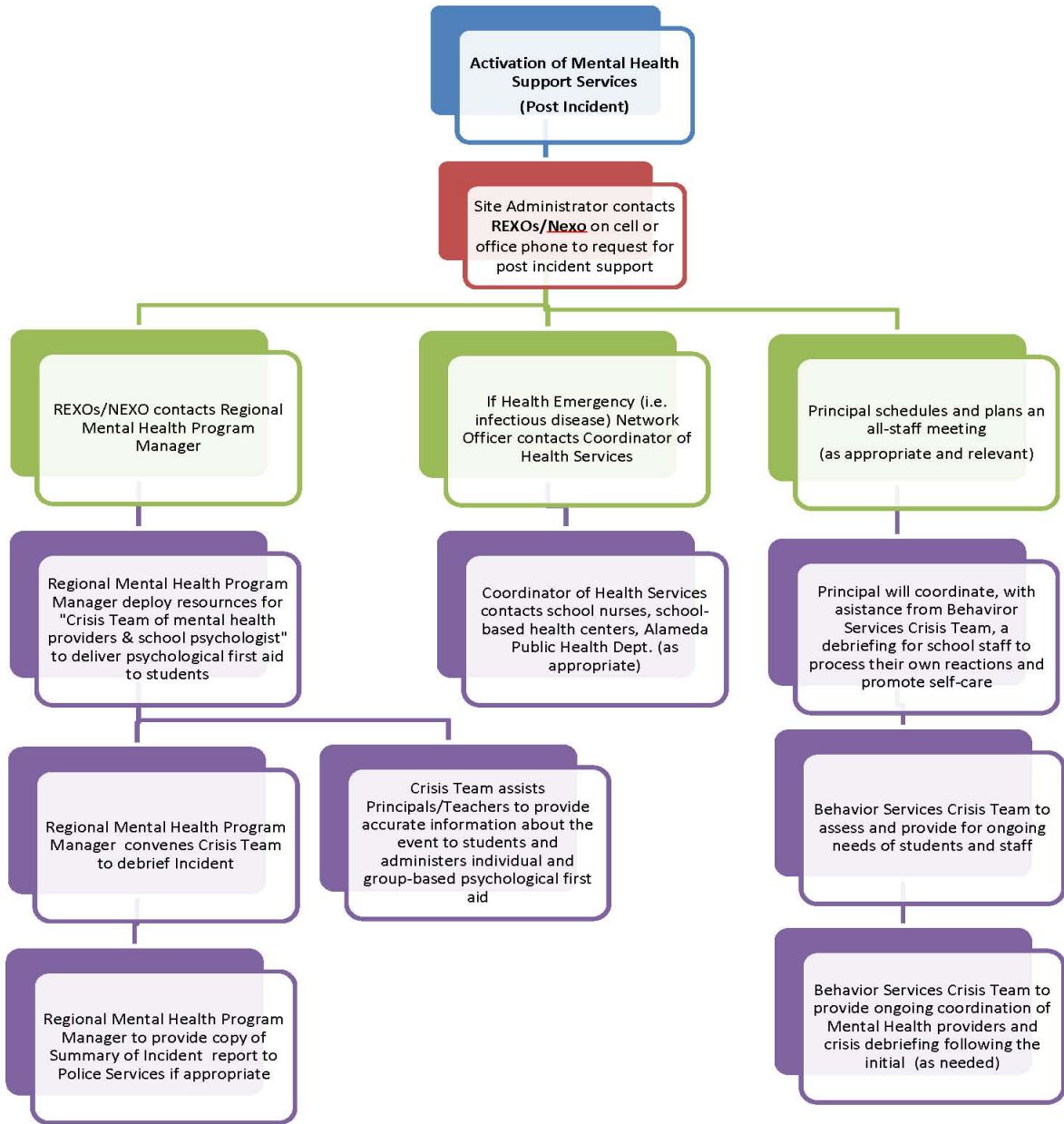B. Evacuation Street Address: 1630-10th St.   , Oakland, CA

Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

Examples of Major Incident:

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

Major Incident Occurs at the School Site

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

Chief of Police contacts Superintendent

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

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

Chief will deploy Bureau of Support Services if appropriate

Deputy Sup of Instruction may deploy support team to site

Deputy Sup Bus & Ops may deploy support team to site

Field Operations respond to scene & manage situation

Support Services respond to scene & manage situation

Deputy Sup of Instruction contacts Legal

Deputy Sup Bus & Ops contacts Communications & Risk Management

Debrief with Chief & Support Services

Debrief with Chief & Filed Operations

Legal will coordinate with Communications

District communications manages parent & press communication with Legal approval

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

Last edited by Oakland School Police Department, July 2013

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

Activation of Mental Health Support Services
(Post Incident)

Site Administrator contacts **REXOs/Nexo** on cell or office phone to request for post incident support

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REXOs/NEXO contacts Regional Mental Health Program Manager

If Health Emergency (i.e. infectious disease) Network Officer contacts Coordinator of Health Services

Principal schedules and plans an all-staff meeting (as appropriate and relevant)

Regional Mental Health Program Manager deploy resournces for "Crisis Team of mental health providers & school psychologist" to deliver psychological first aid to students

Coordinator of Health Services contacts school nurses, school-based health centers, Alameda Public Health Dept. (as appropriate)

Principal will coordinate, with asistance from Behaviror Services Crisis Team, a debriefing for school staff to process their own reactions and promote self-care

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Regional Mental Health Program Manager convenes Crisis Team to debrief Incident

Crisis Team assists Principals/Teachers to provide accurate information about the event to students and administers individual and group-based psychological first aid

Behavior Services Crisis Team to assess and provide for ongoing needs of students and staff

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

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

Last edited by Oakland School Police Department, July 2013

AFTER SCHOOL PROGRAM

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

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

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

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

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form   Month _____

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

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

AFTER SCHOOL PROGRAM

ENTER SITE NAME

Incident Commander (After School Coordinator)

_____

PIO / Liaison

Operations

Logistics

Planning Intelligence

Finance & Administration

First Aid Team Leader

_____

Food./Water/Supplies Leader

Situation Status Leader

_____

Cost, & Time Team Leader

Search & Rescue Team Leader

Transportation Team Leader

Communications Team Leader

_____

Damage Assessment Team Leader

Documentation Team Leader

_____

Student Supervision Team Leader

_____

Student Release Team Leader

Site Safety & Security Leader

School Safety Plan

APPENDIX: Safety for Special Needs Populations

Safety for Special Needs Populations

Table of Contents

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.

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.

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.

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

Safety for Special Needs Populations

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

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

Returning Home

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

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

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

Prepare For What Will Happen

<div style="background:black">**Earthquake**</div>

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

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

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

4. Telephone service may be interrupted.

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

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

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

8. It can take up to three days for emergency water to get to your area. Every person should store at least 3 gallons, and more for those people who need extra water. And still more if you have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)

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

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

Before a Disaster

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

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

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

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

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

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

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

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

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

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

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

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

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.

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.

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.

School Site Name/Site Number: _____ **PLACE @ PRESCOTT ES #183**

[X] 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: _____ **APRIL 25, 2014**

7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages   (date) _____ **04/21/2014**
   Announcement at the public meeting   (date) _____ **04/09/2014**
   Other (Notices and Media Announcements)   (date) _____

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

Signatures

Enomwoyi Booker _____ (Signature) _____ 04/25/2014
Print name of school principal   Signature   Date

Rev. Curtis Flemming _____ (Signature) _____ 04/25/2014
Print name of SSC chairperson   Signature   Date

James Williams _____ (Signature) _____ 5/21/14
Print name of Chief of Police or Designee   Signature   Date

Sondra Aguilera _____ (Signature) _____ 5/13/14
Print name of Regional Executive Officer   Signature   Date

Susana Ramirez _____ (Signature) _____ 5/27/14
Print name of Director, State & Federal Compliance   Signature   Date

School Site Name/Site Number: ____ PLACE @ PRESCOTT ES #185

☐ Title 1 School Wide Program   ☒ SIG

☐ Title 1 Targeted Assistance Program   ☐ QEIA

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5. The safety plan was communicated to the public, per Education Code section 35294.2 (e) "... an updated file of all safety related plans and materials shall be readily available for inspection by the public."
6. Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on: ____ APRIL 22, 2014.

7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages   (date) ___ 04/21/2014
   Announcement at the public meeting   (date) ___ 04/09/2014
   Other (Notices and Media Announcements)   (date) ___

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

Signatures		
Komwayi Booker	Signature	04/24/2014
Print name of school principal		Date
Rev. Curtis Fleming	Signature	04/23/2014
Print name of SSC chairperson		Date
James Williams	Signature	___
Print name of Chief of Police or Designee		Date
Sounia Aguilar	Signature	5/13/14
Print name of Regional Executive Officer		Date
Susana Ramirez	Signature	5/13
Print name of Director, State & Federal Compliance		Date

SCHOOL SITE COUNCIL MEETING (SSC)

2013-2014
SSC Representatives RESULTS

THE SSC MEMBERSHIP TOTALS 10 MEMBERS:

5 – PARENTS/ COMMUNITY	1 – CLASSIFIED/ Other STAFF	3 – CERTIFICATED TEACHERS	1 – ADMINISTRATOR
Rev. Curtis Flemming – *Term Ends 09/2014*	Mrs. Adelma Killingsworth **– Term Ends 09/2015**	Mrs. Soraya Sajous-Brooks **– Term Ends 09/2015**	Ms. Enomwoyi Booker - *Principal*
Mr. Garion Delany – *Term Ends 09/2014*		Ms. Linda Fox **– Term Ends 09/2015**	
Mrs. Gloria Soto-Ulloa **– Term Ends 09/2015**		Ms. Cicely Day – *Term Ends 09/2014*	
Mrs. Alethia Washington – *Term Ends 09/2014*			
Ms. Latrice Ambrose – *Term Ends 09/2014*			
TOTAL = 5 PARENTS/COMMUNITY MEMBERS	***TOTAL = 1 CLASSIFIED/ OTHER STAFF***	***TOTAL = 3 CERTIFICATED TEACHERS***	***TOTAL = 1 ADMINISTRATOR***

PLACE
@ Prescott
Preparatory Literary Academy
of Cultural Excellence

Title I School Parental Involvement Policy   2014-2015

PLACE @ PRESCOTT has developed a written Title I parental involvement policy with input from Title I parents. (Describe how the school developed the policy with parent input.) It has distributed the policy to parents of Title I students.   (Describe how the school distributes the policy.) The policy describes the means for carrying out the following Title I parental involvement requirements.

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

PLACE @ PRESCOTT agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan.
        - **Monthly SSC meetings scheduled either in the morning or late afternoon;**
        - **Monthly morning coffee and juice with staff and Parent Volunteers in Lounge;**

- Offer a flexible number of meetings for parents.
    - **Annual Title I Meeting**
    - **Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review**
    - **Periodic Newsletters sent home to Parents/Families with suggestions and new information**
    - **Teacher/Parent conferences at minimum with every report card period**

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
    - **Monthly SSC meetings scheduled either in the morning or late afternoon;**
    - **Monthly morning coffee and juice with staff and Parent Volunteers in Lounge;**

    - Provides parents of Title I students with timely information about Title I programs.
        - **Annual Title I Meeting**

- Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review
- Periodic Newsletters sent home to Parents/Families with suggestions and new information
- Teacher/Parent conferences at minimum with every report card period

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  - Teacher/Parent conferences at minimum with every report card period/trimester;
  - Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review;

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - Monthly SSC meetings scheduled either in the morning or late afternoon;
  - Monthly morning coffee and juice with staff and Parent Volunteers in Lounge;

SCHOOL-PARENT COMPACT

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

(See attached copy of the School-Parent Compact)

BUILDING PARENT CAPACITY FOR INVOLVEMENT

PLACE @ PRESCOTT engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1) The State of California's academic content standards
  2) The State of California's student academic achievement standards
  3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4) Academic proficiency levels students are expected to achieve
  5) How to monitor their child's progress

- - Annual Title I Meeting
    - Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review
    - Periodic Newsletters sent home to Parents/Families with suggestions and new information
    - Teacher/Parent conferences at minimum with every report card period

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
    - Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations
    - Periodic Newsletters sent home to Parents/Families with suggestions and new information
    - Teacher/Parent conferences at minimum with every report card period

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
    - Professional development opportunities

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
    - Monthly school-wide presentations
    - District-wide and other presentation opportunities

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
    - Translation from English to Spanish of all communications (written and/or spoken) or to parents/families
    - Posting of pertinent information on bulletin boards and in office in both English and Spanish

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

    - Translation services provided for English/Spanish, both written and spoken
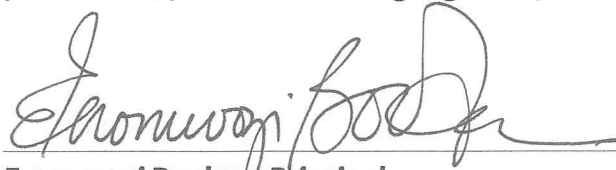
ACCESSIBILITY

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

  - Translation from English to Spanish of all communications (written and/or spoken) or to parents/families;
  - Posting of pertinent information on bulletin boards and in office in both English and Spanish;
  - Annual Title I Meeting
  - Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review
  - Periodic Newsletters sent home to Parents/Families with suggestions and new information
  - Teacher/Parent conferences at minimum with every report card period
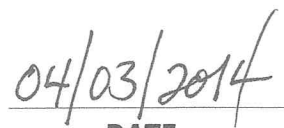
ADOPTION

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

  - Annual Title I Meeting
  - Monthly SSC Meetings
  - Parent/Teacher Conferences
  - Grade-Level/Cluster Potluck Meetings

This policy was adopted by the PLACE @ PRESCOTT School Site Council on 04/25/2014 and will be in effect for the period of 2014-2015. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 10/31/2014. It will be made available to the local community on or before 10/31/2014. The PLACE @ PRESCOTT'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.

Enomwoyi Booker - Principal

04/03/2014
DATE

PLACE @ PRESCOTT ELEMENTARY SCHOOL COMPACT

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

STAFF PLEDGE:

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

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

STUDENT PLEDGE:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.

- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

FAMILY/PARENT PLEDGE:

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

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

_____
Student

_____
Teacher

_____
Parent/Guardian