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 Esperanza 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 Esperanza Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Esperanza Academy

6002190

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

Esperanza Elementary is an elementary school located in East Oakland. Currently, our student population is composed of about 95% Latino students with a small number of African American and white students. We offer an immersion program where all students can learn English and Spanish. We have implemented a 50/50 program model and focus our attention on how students learn a second language. We set out to design a school that would bring our two neighborhood populations (AA and L) together through instruction of language. The Stonehurst campus is host of an OUSD CDC program for Pre-K students. Much of our Kindergarten students come from the Stonehurst CDC. Newly admitted Kindergarten students transition into Esperanza through a 2 day bridge program that occurs in the summer during the summer. Esperanza Elementary also provides students with an after-school program called High Hopes. High Hopes offers homework help, art classes, and physical education classes for every student throughout the week. High Hopes is designed to service our lowest performing students yet is open to all students after an initial screening process. It is important to point out that Esperanza Elementary has maintained the CDS code of Stonehurst Elementary, connecting our test data to the former campus. Our data indicate the growth Esperanza Elementary has experienced over the past 5 years since opening. We have increased our API score by 160 points, decreased the percentage of students performing at the lowest levels and increased the number of students performing at higher levels on the CST in ELA and Math. Although we have experienced some success in moving our students to higher academic levels, our biggest challenge is supporting our students to achieve at high levels in English Language Arts. Moving our large portion of students performing at Basic towards Proficiency has been a major focus for our school this academic year. School-wide, our focus is on continual intervention through standards based instruction, differentiation, and accelerated intervention for those students performing at the lowest academic levels. We approach all elements of our school-wide foci through the lens of English Language Development since 87.3 percent of our students are designated as English Language Learners. Esperanza School-Wide Plan GOALS: Continuous growth towards grade level standards, as evidenced by *All students grow at least 1.5 years in reading level (Spanish or English) *All English Learners progressing one level on the CELDT (e.g. Beginner to Early Intermediate) *All 1st grade students read fluently (40 wpm) and

develop proficiency in essential ELA and Math standards *All K students know their letters and sounds and develop proficiency in essential ELA and Math standards *All Students will demonstrate behaviors consistent with the Esperanza core values: Perseverance, Consciousness, Scholarliness, Respect Our school-wide plan provides details for what teachers are expected to do, what leadership will do and what the organization will do to support standards-based instruction, differentiation, and English Language Development. Due to space limitations, the details cannot be delineated in one area in the CSSSP tool. We also offer a number of student services at Esperanza. Students can participate in extra-curricular activities that happen during the school day or after-school: student council, school newspaper, Upward Roots (4th and 5th grade program to build social consciousness), Techbridge (5th grade girls in science focus), and an advisory program. All of our programs are supported by classroom teachers through our committee structure. Along with extra-curricular activities, students and their families access emotional services through our COST team and SST process.

VISION

At Esperanza, our students graduate with confidence in their leadership and are academically prepared to succeed in any environment. They are unique individuals who aspire toward successful futures. Our students are academically strong in two languages, English and Spanish. They respect themselves and their community. They think critically about their environment and are determined to create social change.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

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

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	31.4%	No	37.3%	Yes
	Hispanic or Latino	30.4%	No	37.1%	Yes
	Socioeconomic Disadvantaged	30.2%	Yes	37.5%	Yes
	English Learner	29.4%	No	37%	Yes
	Students with Disabilities	18.2%	--	13.6%	--

Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	63.3%	No	67.3%	Yes
	Hispanic or Latino	62.8%	No	66.7%	Yes
	Socioeconomic Disadvantaged	64.7%	No	67.2%	Yes
	English Learner	63.2%	No	66.3%	Yes
	Students with Disabilities	45.5%	--	21.7%	--

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 - Esperanza - School Balanced Scorecard - 2012-13.pdf
- Guide to the School Balanced Scorecard

SQIS Target Student Group and Content Area

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

Student Group:English Learner Content Area: ELA

School Quality Review (SQR)

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

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

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

SQR Summary Report

- 2012-2013 Summary Report

SQR Improvement Priorities

Other School Accountability/Improvement Plans (optional)

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

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

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

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

* The Instructional Leadership Team will meet bi-weekly to monitor our progress towards implementing our school-wide instructional plan. The Esperanza School-Wide Plan organizational practices: 1) Bilingual Literacy, 2) Reading Culture, 3) Core Values Instruction, 4) Family Parnterships. Our Core Instructional Practice is the shift to the Common Core through Authentic Literacy. * ILT holds trimester retreats to reflect on data and practices. At these meetings, ILT plans to facilitate Data Summits with the whole staff. * Data Summits serve as whole-school data conferences for all teachers, support staff and committees. In these meetings, stakeholders analyze data, reflect on practice and make plans for the next cycle. * Committees and stakeholder groups include: Dual Language Leadership Team, Climate Committee, Reading Culture Committee, Unidos por Esperanza (parent-teacher group), attendance team, and Coordination of Services Team (COST). *The principal will monitor progress on our school-wide plan by aligning instructional walkthroughs that focus on the school-wide instructional plan, align the evaluation of teachers and support staff with the school wide instructional plan and our asset map, and have monthly family meetings so that community have the opportunity to provide Esperanza with feedback (SSC, ELAC, Classroom Representatives).

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Esperanza Academy **Principal:** WESLEY JACQUES

From OUSD Strategic Plan:

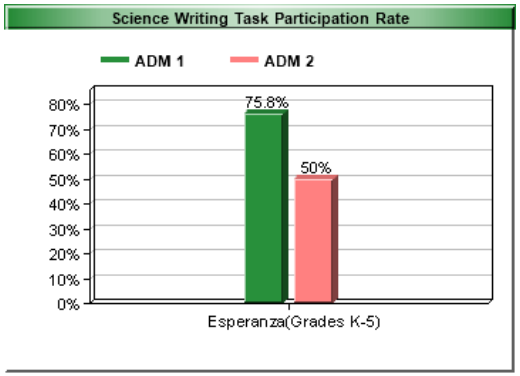
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

School Quality Standards relevant to this Strategic Priority

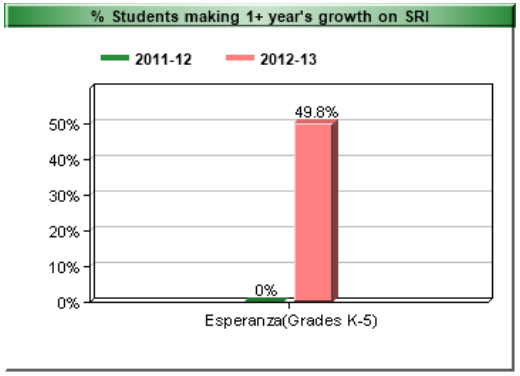
A quality school...

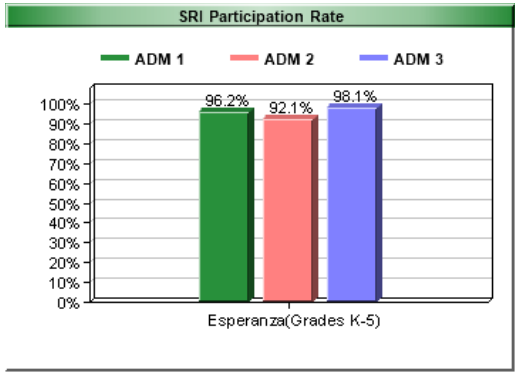
- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4)
- provides and ensures equitable access to curriculum and courses that prepare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

Benchmark



SRI





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

- SRI Strengths: In grades 3-5, 67% of student made sufficient mid-year growth (highest rate in the district). In 4th and 5th, instruction is 100% English and 82% and 68% of students respectively made more than .5 years growth.
- SRI Concerns: Only 14% of second graders made sufficient mid-year growth (dropping school rate to 53%, 28th in district). Most students are Spanish dominant in 2nd grade and should be assessed in primary language.

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

- CST Strengths: Percent of students proficient or advanced in ELA grew from 31% to 39% (not including CMA), largest gain among OUSD Elementary Schools. 4th Grade doubled percentage of students testing pro/adv in the cohort.
- CST Concerns: Despite greater emphasis on English in 2nd Grade (implementation of ELA block for the first time), only 22% of 2nd graders scored pro/adv in ELA. Low 2nd and 3rd grade scores pulled down school average.
- Independent Reading: Esperanza students increased the total amount of words read (in Accelerated Readers) from 3.7 million in 2011-12 to 50 million in 2013-14 and 40 million by March 2014.
- CELDT Strengths: Students show the greatest CELDT growth after one year in school (80% in 1st grade) and after increase in English in 3rd grade (73% in 4th).
- CELDT Concerns: Less than 6/10 students moved 1 CELDT level school-wide. When reading becomes a larger part of the test in 1st, only 33% of students grew (2nd grade). A gender Gap exists: 67% of female ELs grew vs. 51% of males

Theory of Action

- If we emphasize authentic literacy by creating purposeful literacy experiences and explicitly teaching close reading and text-based discussion and writing, then students will develop critical literacies required by college, career and citizenship.
- If we implement an RTI structure for providing interventions to students not meeting standards, then more English Learners will move to grade level in English.
- If students engage in large amounts of independent reading, they will develop reader identities, learn to love reading, and raise their lexile levels.
- If we implement a balanced literacy block in Spanish and English at every grade, then students will improve English literacy in the lower grades and build literacy in both languages at every grade.
- If we integrate language and content instruction through thematic units driven by essential questions, then students will develop language skills and understanding of big ideas at the same time.

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
Weekly grade-level meetings for designing and implementing reading intervention for	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	3/28/2014	177SQI1A4157	Teacher over time to meet and collaborate	Non-SSC approved			0	$0.00

struggling students. Additional collaboration opportunities												
Use SRI/AR data to track student progress and differentiate instruction during workshop through guided reading and conferences	SRI	English Learners & Redesignated	Every Marking Period	Principal	3/28/2014	177SQI1A5523	SRI data -- students track Lexiles	N/A			0	$0.00
Class size reduction	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	3/28/2014	177SQI1A5476	Class size reduction: Ezeh	5-LCFF Supplemental		TCHBIL0135	0.58	$32,961.45
Class size reduction	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	3/28/2014	177SQI1A5477	Class size reduction: Ezeh	790-Unrestricted EIA-SCE Support		TCHBIL0135	0.19	$10,797.72
Class size reduction	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	3/28/2014	177SQI1A6376	Class size reduction: Ezeh	791-Unrestricted EIA-LEP Support		TCHBIL0135	0.23	$13,070.92
Teachers will refine dual language, thematic units.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	4/1/2014	177SQI1A5521	Common Core Curriculum Design	N/A			0	$0.00
Professional development will focus on deeper implementation of instructional plan, including authentic literacy template, language objectives, and content integration.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	3/28/2014	177SQI1A5522	PD focus on authentic literacy practices	N/A			0	$0.00
GATE students will continue to be challenged through differentiation and additional instructional opportunities.	Other (OCR, etc)	High Performing/GATE	Monthly	Principal	3/28/2014	177SQI1A6136	Provide GATE-identified students with additional instructional materials to challenge and extend classroom instruction.	N/A			0	$0.00
Teacher on Special Assignment	Local assessments	English Learners & Redesignated	Weekly	TSA/Coach	3/28/2014	177SQI1A2522	Improve ELD Instruction: TSA	791-Unrestricted		T10TSA9999	0.15	$12,191.73

(TSA) coaches teachers in all subject areas, literacy and content integration. Leads PLC days, supports intervention structures, teaches intervention classes.	(benchmarks, PWA)							EIA-LEP Support				
Non-textbooks for Thematic Unit and English language development	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Semester	Principal	3/28/2014	177SQI1A5488	Books for thematic units and classroom libraries	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$1,938.61
TSA/Intervention coordinator will ensure English Learner, foster youth and African American students receive tier two academic support during the workshop period and tier three intervention during after school program.	Local assessments (benchmarks, PWA)	SQIS Target Group			5/6/2014	177SQI1A7536	Workshop period, coordination between core-day and after-school program	N/A			0	$0.00
Instructional supplies that support the mastery of the core state standards	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI1A6422	Basic instructional supplies	Non-SSC approved			0	$0.00
Instructional supplies that support the mastery of the core state standards	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	TSA/Coach	3/28/2014	177SQI1A6423	Supplemental supplies that will provide intervention materials for our most at-risk students	3010-Title I	4310-SUPPLIES		0	$3,794.79
TSA/Intervention coordinator will work with the COST team to identify English Learners, African American and foster youth in		SQIS Target Group	Weekly		5/6/2014	177SQI1A7534	RTI with Weekly COST meetings for Tier 3 students	N/A			0	$0.00

need of academic intervention or social-emotional support.												
Teacher on special assignment (TSA) coaches teachers in all subject areas. Leads PLC days, supports intervention structures, teaches intervention classes.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	TSA/Coach	3/28/2014	177SQI1A2523	Improve Instruction: TSA	3010-Title I		T10TSA9999	0.85	$69,086.46
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI1A6415	Refreshments to encourage attendance	Non-SSC approved			0	$0.00
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI1A6416	Substitutes to cover classes of teachers in inservices	Non-SSC approved			0	$0.00
Accessible working copiers for student lessons and parent information	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Clerical staff	3/28/2014	177SQI1A6421	Machine maintenance costs	Non-SSC approved			0	$0.00
Monthly inquiry cycles (Plan, implement, reflect) with content focus and sharing of learning at the end	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI1A5660	Inquiry Cycles	N/A			0	$0.00
Weekly grade-level meetings to analyze results of common weekly assessment, reflect on practice and adjust instruction	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Leadership Team	3/28/2014	177SQI1A5662	Grade-level meetings	Non-SSC approved			0	$0.00
Create workshop structure where all support services push-in to the classroom	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Principal	4/1/2014	177SQI1A2517	Workshop Structure: STIP	790-Unrestricted EIA-SCE Support		TCSTIP9999	1	$44,493.45

(TSA, STIP, RSP Teacher)												
School-wide reading challenge (100 million word goal for 2014-15) and reading clubs to motivate students to read and track progress with Accelerated Reader	Other (OCR, etc)	English Learners & Redesignated	Monthly	TSA/Coach	4/1/2014	177SQI1A2679	Accelerated Reader	Non-SSC approved			0	$0.00
Bilingual library clerk shared with KDA	Survey data (CHKS, etc.)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI1A6378	Bilingual library clerk to encourage use of our library resources	791-Unrestricted EIA-LEP Support		LIBCLK0011	0.2	$10,173.44

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Esperanza Academy **Principal:** WESLEY JACQUES

From OUSD Strategic Plan:

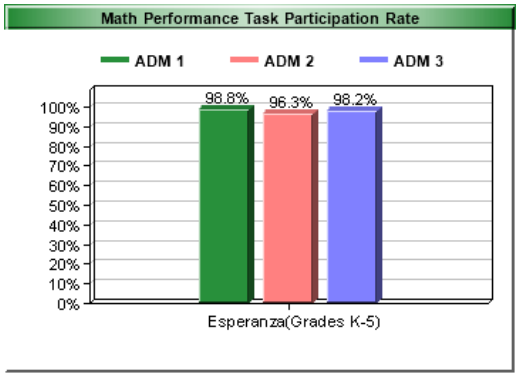
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Benchmark



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

- Benchmark 1 Strengths: 8/10 students are proficient with multiple choice in 1st (82%), 2nd (81%), and 5th (79%); The majority of kindergartners (69%) and 5th graders (79%) were proficient on the performance task.
- Benchmark 1 Concerns: Students are less skilled with CC performance tasks ?gaps exist in 5/6 grades between multiple choice and performance task (21% to 48% points; Only 52% of 3rd graders were proficient on multiple choice.

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

- CST Strength: Percentage of students scoring pro/adv increased from 63% to 69% (not including CMA), top 5 gains among all OUSD schools.
- CST Concern: Gender Gap exists--almost 20% more females pro/adv than males.
- CST Strength: 65% of cohort students grew a level or stayed advanced in Math
- CST Concern: Less than half of all 5th graders tested pro/adv in Science, down from almost 2/3 the prior year.

Theory of Action

- If grade-level teams teach to common weekly outcomes and collaboratively analyze results of common weekly assessments, then they will be able to refine practices, adjust pacing and provide timely interventions.

- If we integrate science and language arts instruction through inquiry-based units with content and language objectives, students will develop academic literacy while learning science content.
- If we provide students with opportunities to engage in rigorous performance tasks, they will develop mathematical thinking and be more prepared for the demands of the Common Core Standards.
- If teachers engage in inquiry cycles on science and math practice, they will improve practice and enhance student learning.
- If teachers refine and implement six-week integrated science units, students will develop science literacy and content understanding.

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
Class size reduction	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	3/28/2014	177SQI1B5476	Class size reduction: Ezeh	5-LCFF Supplemental		TCHBIL0135	0.58	$32,961.45
Class size reduction	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	3/28/2014	177SQI1B5477	Class size reduction: Ezeh	790-Unrestricted EIA-SCE Support		TCHBIL0135	0.19	$10,797.72
Class size reduction	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	3/28/2014	177SQI1B6376	Class size reduction: Ezeh	791-Unrestricted EIA-LEP Support		TCHBIL0135	0.23	$13,070.92
Teachers will refine dual language, thematic units.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	4/1/2014	177SQI1B5521	Common Core Curriculum Design	N/A			0	$0.00
Professional development will focus on deeper implementation of instructional plan, including authentic literacy template, language objectives, and content integration.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	3/28/2014	177SQI1B5522	PD focus on authentic literacy practices	N/A			0	$0.00
GATE students will continue to be challenged through differentiation and additional	Other (OCR, etc)	High Performing/GATE	Monthly	Principal	3/28/2014	177SQI1B6136	Provide GATE-identified students with additional instructional	N/A			0	$0.00

instructional opportunities.							materials to challenge and extend classroom instruction.					
Teacher on Special Assignment (TSA) coaches teachers in all subject areas, literacy and content integration. Leads PLC days, supports intervention structures, teaches intervention classes.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	TSA/Coach	3/28/2014	177SQI1B2522	Improve ELD Instruction: TSA	791-Unrestricted EIA-LEP Support		T10TSA9999	0.15	$12,191.73
Non-textbooks for Thematic Unit and English language development	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Semester	Principal	3/28/2014	177SQI1B5488	Books for thematic units and classroom libraries	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$1,938.61
TSA/Intervention coordinator will ensure English Learner, foster youth and African American students receive tier two academic support during the workshop period and tier three intervention during after school program.	Local assessments (benchmarks, PWA)	SQIS Target Group			5/6/2014	177SQI1B7536	Workshop period, coordination between core-day and after-school program	N/A			0	$0.00
Instructional supplies that support the mastery of the core state standards	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI1B6422	Basic instructional supplies	Non-SSC approved			0	$0.00
Instructional supplies that support the mastery of the core state standards	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	TSA/Coach	3/28/2014	177SQI1B6423	Supplemental supplies that will provide intervention materials for our most at-risk students	3010-Title I	4310-SUPPLIES		0	$3,794.79
			Weekly		5/6/2014	177SQI1B7534		N/A			0	$0.00

TSA/Intervention coordinator will work with the COST team to identify English Learners, African American and foster youth in need of academic intervention or social-emotional support.		SQIS Target Group					RTI with Weekly COST meetings for Tier 3 students					
Teacher on special assignment (TSA) coaches teachers in all subject areas. Leads PLC days, supports intervention structures, teaches intervention classes.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	TSA/Coach	3/28/2014	177SQI1B2523	Improve Instruction: TSA	3010-Title I		T10TSA9999	0.85	$69,086.46
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI1B6415	Refreshments to encourage attendance	Non-SSC approved			0	$0.00
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI1B6416	Substitutes to cover classes of teachers in inservices	Non-SSC approved			0	$0.00
Accessible working copiers for student lessons and parent information	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Clerical staff	3/28/2014	177SQI1B6421	Machine maintenance costs	Non-SSC approved			0	$0.00
Monthly inquiry cycles (Plan, implement, reflect) with content focus and sharing of learning at the end	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI1B5660	Inquiry Cycles	N/A			0	$0.00
Weekly grade-level meetings to analyze results of common weekly assessment, reflect on practice and	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Leadership Team	3/28/2014	177SQI1B5662	Grade-level meetings	Non-SSC approved			0	$0.00

adjust instruction												
Common weekly planning time.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Leadership Team	3/28/2014	177SQI1B2524	Extended Contracts	Non-SSC approved			0	$0.00
Transition to Common Core Math standards by administering common performance tasks, analyzing results and planning instruction.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI1B6033	Math Performance Assessments	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Esperanza Academy **Principal:** WESLEY JACQUES

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)

Theory of Action

- If Esperanza instructional program is challenging and engaging, then our students will be motivated to surpass grade-level expectations.
- Teachers will focus on standards based instruction that is organized into themes, using the Understanding by Design approach to creating units of study.
- If we shift to using common core standards to guide instruction, students will become more prepared for the demands of college.
- If Esperanza builds its Dual Language Program to 5th grade and advocates for the creation of a DL pathway in region 3, then students will become bilingual and biliterate by high school.

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will refine dual language, thematic units.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	4/1/2014	177SQI1C5521	Common Core Curriculum Design	N/A			0	$0.00
Professional development will focus on deeper implementation of instructional plan, including authentic literacy template, language	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	3/28/2014	177SQI1C5522	PD focus on authentic literacy practices	N/A			0	$0.00

objectives, and content integration.												
GATE students will continue to be challenged through differentiation and additional instructional opportunities.	Other (OCR, etc)	High Performing/GATE	Monthly	Principal	3/28/2014	177SQI1C6136	Provide GATE-identified students with additional instructional materials to challenge and extend classroom instruction.	N/A			0	$0.00
Provide Kindergarten transition meeting for all incoming Kindergarten students.	Attendance	Students Transitioning In/Out	End of Year	Principal	3/28/2014	177SQI1C4159	Pre K Transition Orientation	N/A			0	$0.00
Teach core values through community meetings, school-wide assemblies and core value tickets.	Other (OCR, etc)	English Learners & Redesignated	Weekly	Leadership Team	3/28/2014	177SQI1C2528	Core Values	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Esperanza Academy **Principal:** WESLEY JACQUES

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

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Theory of Action

- If students increase their reading levels by more than one year per grade, they will be prepared to read college level text upon graduation from high school.
- If students are taught about higher education (through classroom colleges, field trips, college student visits, etc.), they will be more likely to see college as a reality for themselves.
- If students practice core values and develop identities of scholars and readers, they will carry their learning to future contexts because they see themselves as capable of success.
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Strategic Priority Goals

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

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

	Increase the percent of all 11th graders taking the PSAT to 100% annually	
School Scorecard: MS & HS College-Career Plans	Ensure 100% of 6th & 9th graders have developed a college-career readiness plan by the end of the 1st semester	

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support and implement the 4th and 5th grade advisory program. Teachers volunteer their time to provide guidance to our most needy students.	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly	Leadership Team	3/28/2014	177SQI1D2529	Advisory Program	N/A			0	$0.00
Yearly panel of college students that are Stonehurst alumni.	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Leadership Team	3/28/2014	177SQI1D2530	College Panel	N/A			0	$0.00
Yearly career panel representative of student's interests.	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Community Engagement Lead	3/28/2014	177SQI1D2531	Career Panel	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Esperanza Academy **Principal:** WESLEY JACQUES

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

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

- English Learners: About 6/10 students moved at least 1 CELDT level per year. All students who started kindergarten as "beginnners" must move 1 level/year to be on pace for redesignation as Fluent-English Proficient.
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Theory of Action

- If we integrate classes across content and language by teaching to language objectives in every subject area, then English Learners will transfer language learning across the curriculum.
- If we systematically teach ELD to students at their level, then students will move at least one CELDT level per year redesignate within 5 years in school.
- If the school provides extra support to 50 focal students (after-school program, interventions, etc., these students will move towards grade level).
- If we build balanced literacy blocks in both languages at every grade, English Learners will develop English fluency while continuing to improve L1 literacy.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher on Special Assignment (TSA) coaches teachers in all	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	TSA/Coach	3/28/2014	177SQI1E2522	Improve ELD Instruction: TSA	791-Unrestricted EIA-LEP Support		T10TSA9999	0.15	$12,191.73

subject areas, literacy and content integration. Leads PLC days, supports intervention structures, teaches intervention classes.												
Non-textbooks for Thematic Unit and English language development	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Semester	Principal	3/28/2014	177SQI1E5488	Books for thematic units and classroom libraries	791-Unrestricted EIA-LEP Support	4200-BOOKS-OTHER THAN TEXTBOOKS		0	$1,938.61
TSA/Intervention coordinator will ensure English Learner, foster youth and African American students receive tier two academic support during the workshop period and tier three intervention during after school program.	Local assessments (benchmarks, PWA)	SQIS Target Group			5/6/2014	177SQI1E7536	Workshop period, coordination between core-day and after-school program	N/A			0	$0.00
Instructional supplies that support the mastery of the core state standards	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI1E6422	Basic instructional supplies	Non-SSC approved			0	$0.00
Instructional supplies that support the mastery of the core state standards	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	TSA/Coach	3/28/2014	177SQI1E6423	Supplemental supplies that will provide intervention materials for our most at-risk students	3010-Title I	4310-SUPPLIES		0	$3,794.79
TSA/Intervention coordinator will work with the COST team to identify English Learners, African American and foster youth in need of academic		SQIS Target Group	Weekly		5/6/2014	177SQI1E7534	RTI with Weekly COST meetings for Tier 3 students	N/A			0	$0.00

intervention or social-emotional support.												
Teacher on special assignment (TSA) coaches teachers in all subject areas. Leads PLC days, supports intervention structures, teaches intervention classes.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	TSA/Coach	3/28/2014	177SQI1E2523	Improve Instruction: TSA	3010-Title I		T10TSA9999	0.85	$69,086.46
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI1E6415	Refreshments to encourage attendance	Non-SSC approved			0	$0.00
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI1E6416	Substitutes to cover classes of teachers in inservices	Non-SSC approved			0	$0.00
Accessible working copiers for student lessons and parent information	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Clerical staff	3/28/2014	177SQI1E6421	Machine maintenance costs	Non-SSC approved			0	$0.00
Create workshop structure where all support services push-in to the classroom (TSA, STIP, RSP Teacher)	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Principal	4/1/2014	177SQI1E2517	Workshop Structure: STIP	790-Unrestricted EIA-SCE Support		TCSTIP9999	1	$44,493.45
School-wide reading challenge (100 million word goal for 2014-15) and reading clubs to motivate students to read and track progress with Accelerated Reader	Other (OCR, etc)	English Learners & Redesignated	Monthly	TSA/Coach	4/1/2014	177SQI1E2679	Accelerated Reader	Non-SSC approved			0	$0.00
Bilingual library clerk shared with KDA	Survey data (CHKS, etc.)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI1E6378	Bilingual library clerk to encourage use of our library resources	791-Unrestricted EIA-LEP Support		LIBCLK0011	0.2	$10,173.44

Continue to support the implementation of Systematic ELD through professional development, coaching, feedback, and peer observations.	CELDT	English Learners & Redesignated	Monthly	TSA/Coach	3/28/2014	177SQI1E2532	Systematic ELD	N/A			0	$0.00
Teachers identify focal five students to work with families and develop independent plans to support students.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Leadership Team	3/28/2014	177SQI1E2533	Push to Proficiency	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Esperanza Academy **Principal:** WESLEY JACQUES

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

- Attendance rate of our High Hopes after-school program has been inconsistent and below the target percentage of 80%.

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

- After-school program is not yet high quality. High turn-over in mentors and classroom teachers are unsatisfied with the rate of homework completion.
- Grades 3-5 homework is excessive and attributes to low homework completion. Most students do not finish assigned homework in the 1 hour period.

Theory of Action

- If we partner with a high quality after-school program provider, then our students will be supported academically and enjoy school.
- If we identify focal students to receive intervention at each grade-level, then students will receieve the necessary support to reach grade-level standards.

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
TSA/Intervention coordinator will ensure English Learner, foster youth and African American students receive tier two academic support during the workshop period and tier three intervention	Local assessments (benchmarks, PWA)	SQIS Target Group			5/6/2014	177SQI1F7536	Workshop period, coordination between core-day and after-school program	N/A			0	$0.00

during after school program.												
Partner with a high-quality after-school provider.	Attendance	English Learners & Redesignated	Weekly	After school program coordinator	3/28/2014	177SQI1F2535	High Hopes After-School Program	N/A			0	$0.00
Refine intervention structures to allow for timely interventions of weekly focus standards.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Leadership Team	3/28/2014	177SQI1F2554	Push to Proficiency	N/A			0	$0.00
Hire site-based after-school program coordinator (not shared with KDA) and work with staff to align to core instructional program.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI1F6034	Site-based ASP Coordinator	6010-AFTER SCHOOL LEARNING&SAFEHOOD	5825-CONSULTANTS		0	$95,985.63
Coordination of athletic education: Consultant with focus on fitness, leadership training and problem solving	Health data	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI1F2568	Athletic Program Coordinator shared with KDA	Non-SSC approved			0	$0.00

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

Strategic Priority A. School Safety Plan

School: Esperanza Academy **Principal:** WESLEY JACQUES

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 altercations by 25%

- Strategy 1.1: Students complete reflection log and restorative act after violence occurs (e.g. teachers other students how to resolve conflicts peacefully).
- Strategy 1.2: Train 10 junior coaches to encourage positive behavior and teach conflict resolution at recess

Goal 2: Increase student attachment to school by reducing bullying.

- Strategy 2.1: Teach core values, including empathy and respect, though community meetings, assemblies and core value tickets.
- Strategy 2.2: Implement Caring School Communities meetings for students to learn social emotional skills and create a safer climate.

Strategic Priority Improvement Strategies

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

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

School: Esperanza Academy **Principal:** WESLEY JACQUES

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

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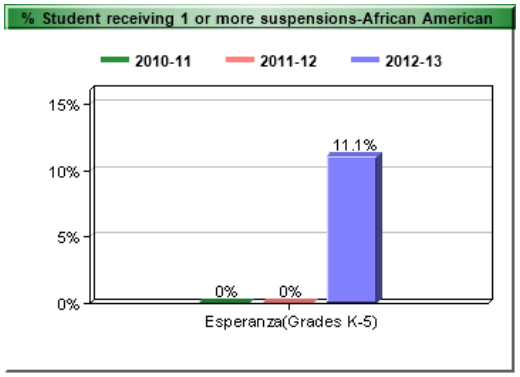
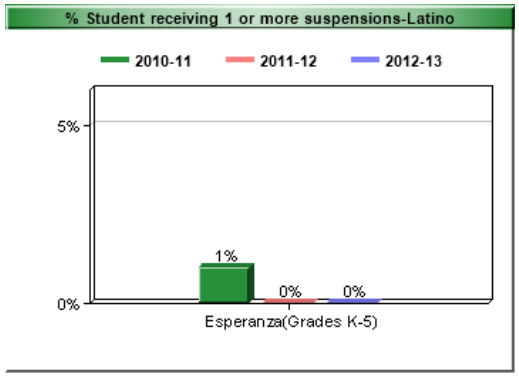
- Strategy 2.2: Implement Caring School Communities meetings for students to learn social emotional skills and create a safer climate.

Suspensions





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

- COST team meeting held 100% of weeks this school year.
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2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- Concern: Only 63%% of students felt safe all/most of the time at school.
- Strength: 69% of students reported having a caring relationship with an adult at school.
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Theory of Action

- If Esperanza creates a school culture which is based on caring relationships, high expectations, and focused on academic progress and success, then students will have successful academic and social futures.
- If the COST team meets weekly to address student referrals, students will receive interventions and supports they need.
- If teachers explicitly teach and celebrate core values, students will internalize and carry these values with them.
- If teachers hold regular community circles (i.e. Caring School Communities), students will develop social and emotional skills to improve safety at school.
- If students are engaged with co-curriculum activities through the core or extended day, they will be more motivated to demonstrate behaviors consistent with the school's core values.

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
GATE students will continue to be challenged through	Other (OCR, etc)	High Performing/GATE	Monthly	Principal	3/28/2014	177SQI2B6136	Provide GATE-identified students with additional	N/A			0	$0.00

differentiation and additional instructional opportunities.							instructional materials to challenge and extend classroom instruction.					
Instructional supplies that support the mastery of the core state standards	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI2B6422	Basic instructional supplies	Non-SSC approved			0	$0.00
Instructional supplies that support the mastery of the core state standards	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	TSA/Coach	3/28/2014	177SQI2B6423	Supplemental supplies that will provide intervention materials for our most at-risk students	3010-Title I	4310-SUPPLIES		0	$3,794.79
Bilingual library clerk shared with KDA	Survey data (CHKS, etc.)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2B6378	Bilingual library clerk to encourage use of our library resources	791-Unrestricted EIA-LEP Support		LIBCLK0011	0.2	$10,173.44
Teach core values through community meetings, school-wide assemblies and core value tickets.	Other (OCR, etc)	English Learners & Redesignated	Weekly	Leadership Team	3/28/2014	177SQI2B2528	Core Values	N/A			0	$0.00
Coordination of athletic education: Consultant with focus on fitness, leadership training and problem solving	Health data	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2B2568	Athletic Program Coordinator shared with KDA	Non-SSC approved			0	$0.00
Refine COST team process to ensure more timely SSTs, including focal five students, and communication between teachers and COST team.	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI2B2556	COST Team, SSTs	N/A			0	$0.00
Continue extra-curricular activities to	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Community Engagement Lead	3/28/2014	177SQI2B2557	Extra-Curricular Opportunities	N/A			0	$0.00

engage students: Student Council, newspaper club, Upward Roots, and advisory program.												
Use of restorative acts when students hurt the community or other students	Suspension	Free/Reduced Price Lunch	Weekly	Principal	3/28/2014	177SQI2B5527	Restorative Justice	N/A			0	$0.00
Community meetings using caring school communities curriculum and instruction of Esperanza core values	Discipline/CSC	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2B5524	Community Meetings	N/A			0	$0.00
Mailings of information for parents on meetings	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI2B6417	Purchase stamps	5-LCFF Supplemental	5910-POSTAGE		0	$200.00
Timely access to district forms	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI2B6419	District duplication service	5-LCFF Supplemental	5716-Interprogram - Duplicating		0	$200.00

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

Strategic Priority C. Health & Wellness

School: Esperanza Academy **Principal:** WESLEY JACQUES

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

- No junk food policy is supported by Esperanza community.
- Referrals for emotional services often outweigh our capacity, even with increasing the FTE of our psychologist and partnership with Lincoln Child Center.

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

- Strengths: About 80% of last year's 5th graders felt grownups cared about them, listened to them, and told them when they were doing a good job.
- Concern: Only 63% of last year's 5th graders reported that they felt safe at school.
- Concern: Nutrition-- about 1/5 students did not eat breakfast the day of the survey and about 2/3 drank soda or sugar sports drink within the past day.

Theory of Action

- If Esperanza creates an enviornment for the formation of healthy habits, then our students will have the foundation for living fuller, healthier, and longer lives.
- Esperanza will continue to partner with district services to provide students with drug and alcohol awareness programs.
- Esperanza will continue to partner with outside agencies to coordinate health services (clinics), gang prevention, and mental health services.
- Esperanza will continue to partner with central services to improve the cleanliness of our campus, including the organization of resources.
- Esperanza will continue to implement a no junk food policy that includes a state and county sponsored and family sponsored healthy snack program.

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
Coordination of athletic education: Consultant with focus on fitness, leadership training and	Health data	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2C2568	Athletic Program Coordinator shared with KDA	Non-SSC approved			0	$0.00

problem solving												
Community meetings using caring school communities curriculum and instruction of Esperanza core values	Discipline/CSC	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2C5524	Community Meetings	N/A			0	$0.00
Provide drug and alcohol awareness program, include as topics for advisory program.	Health data	English Learners & Redesignated	Every Semester	Attendance Team	3/28/2014	177SQI2C2561	Drug and Alcohol Prevention	N/A			0	$0.00
On-site management of custodial services, improve cleanliness standards.	Survey data (CHKS, etc.)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2C2565	Management of Custodial Services	N/A			0	$0.00
Healthy snack program and healthy diet education.	Health data	English Learners & Redesignated	Weekly	Community Partner	3/28/2014	177SQI2C2566	County Services: Diet education	N/A			0	$0.00
Healthy snack program and healthy diet education.	Health data	English Learners & Redesignated	Weekly	Community Engagement Lead	3/28/2014	177SQI2C2567	Snacks: Cafeteria Manager	N/A			0	$0.00
Nurse services to help with major illnesses and chronic absences	Health data	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2C6424	Nurse on call	N/A			0	$0.00
School Psychologist for additional mental health counseling and educational testing for students not succeeding academically.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2C5284	School Psychologist for additional mental health counseling and educational testing	791-Unrestricted EIA-LEP Support		PSYCHL0052	0.2	$18,947.82
Lincoln Center	Health data		Weekly	Principal	3/28/2014	177SQI2C5479		Non-SSC approved			0	$0.00

Counselors (Opportunity Schools Program)for students and parent education		English Learners & Redesignated					Lincoln Center Counselors					
Lincoln Center Counselors (Opportunity Schools Program)for students and parent education	Health data	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2C5480		9901-Title I - Parent Participation			0	$1,729.42

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Esperanza Academy **Principal:** WESLEY JACQUES

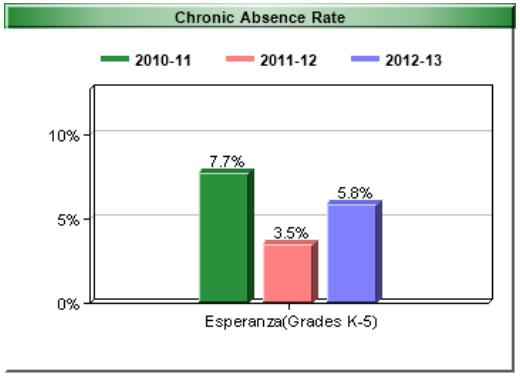
From OUSD Strategic Plan:

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

- Chronic absence was about 6% last year and about 9% this year.
- Esperanza did not have an attendance clerk from September to December.

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

- We need to be more proactive in identifying and working with families of chronically absent students before attendance becomes a big issue.
- Attendance rates are lowest in kindergarten because we must do a better job in communicating the importance of kindergarten attendance before students have missed too many days.

Theory of Action

- If Esperanza staff (attendance clerk, community assistant, teachers, support staff) monitor and communicate regarding attendance, then our students and their families will understand the importance of attending school everyday.
- If we provide positive incentives and recognition to students and their families to achieve 98% attendance, then more families will prioritize student attendance.
- If we implement attendance systems that include intervention strategies, then families will improve student attendance.
- If we identify chronically absent students from past years and meet with them to start the school year, we can develop attendance plans to stop chronic absence.

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
TSA/Intervention coordinator will work with the COST team to identify English Learners, African American and foster youth in need of academic intervention or social-emotional support.		SQIS Target Group	Weekly		5/6/2014	177SQI2D7534	RTI with Weekly COST meetings for Tier 3 students	N/A			0	$0.00
Nurse services to help with major illnesses and chronic absences	Health data	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI2D6424	Nurse on call	N/A			0	$0.00
Weekly attendance meetings, communication with families	Attendance		Weekly	Principal	4/4/2013	177SQI2D5529	Attendance team meetings	N/A			0	$0.00
Meetings with families of chronically absent students from previous year to develop attendance plans.	Attendance		Weekly	Principal	4/4/2013	177SQI2D5530	Attendance plans	N/A			0	$0.00
K and 1st grade Family Attendance meetings	Attendance	Students Transitioning In/Out	Every Semester	Principal	3/28/2014	177SQI2D2569	K/1 Attendance Meetings	N/A			0	$0.00
Implement SART process. Set small incremental attendance goals for students with low attendance rates.	Attendance	English Learners & Redesignated	Monthly	Attendance Team	3/28/2014	177SQI2D2570	SARTs	N/A			0	$0.00
Implement SART process. Set small incremental attendance goals for students with low attendance rates.	Attendance	English Learners & Redesignated	Monthly	Attendance Team	3/28/2014	177SQI2D2572	Attendance Improvement Certificates	N/A			0	$0.00
	Attendance		Monthly		3/28/2014	177SQI2D2571		N/A			0	$0.00

Recognize students and parents with high attendance rates.		English Learners & Redesignated		Attendance Team			Attendance Certificates						

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Esperanza Academy **Principal:** WESLEY JACQUES

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- All grade-levels meet each week to analyze a weekly assessment and set outcomes for the following week.
- Annually, classroom teachers complete at least 4 teacher directed inquiry cycles and attend weekly professional development.

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

- Professional development must provide more opportunities for teachers to examine cultural biases.

Theory of Action

- If our Esperanza community of employees work together, then our students and families will have an improved school experience.
- Esperanza teachers must collaborate on a weekly basis to create weekly lesson objectives based on data to provide quality instruction.
- Esperanza teachers must engage in our cycle of inquiry to understand student achievement, connect success with teaching practice, learn new strategies, adjust and determine if adjustments are working.
- Esperanza families must be seen as a source of knowledge and insight on how to improve instruction.
- Esperanza staff must approach their jobs through professional learning that is situated in their everyday contexts and be open to making changes so that we become improved practioners.

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
Teacher on special assignment (TSA) coaches teachers in all subject	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	TSA/Coach	3/28/2014	177SQI3A2523	Improve Instruction: TSA	3010-Title I		T10TSA9999	0.85	$69,086.46

areas. Leads PLC days, supports intervention structures, teaches intervention classes.												
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI3A6415	Refreshments to encourage attendance	Non-SSC approved			0	$0.00
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI3A6416	Substitutes to cover classes of teachers in inservices	Non-SSC approved			0	$0.00
Monthly inquiry cycles (Plan, implement, reflect) with content focus and sharing of learning at the end	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI3A5660	Inquiry Cycles	N/A			0	$0.00
Weekly grade-level meetings to analyze results of common weekly assessment, reflect on practice and adjust instruction	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Leadership Team	3/28/2014	177SQI3A5662	Grade-level meetings	Non-SSC approved			0	$0.00
Instructional Leadership Team (ILT) sets professional development scope and sequence.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	3/28/2014	177SQI3A2579	ILT	N/A			0	$0.00
Use new Parent-Teacher organization (Unidos por Esperanza/United for Esperanza)to coordinate parent volunteerism with assistance from the community assistant	Survey data (CHKS, etc.)	English Learners & Redesignated	Every Marking Period	Principal	4/1/2014	177SQI3A5664	Parent-Teacher Organization	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Esperanza Academy **Principal:** WESLEY JACQUES

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

- The same approximately 30 parents attend SSC, ELAC, and other parent meetings regularly.
-

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

- Families are less excited to attend business type meetings like SSC where school finance is discussed.
- Families that do attend SSC and ELAC have more access to student data and learn how to access academic intervention when needed.
- Some families feel uninformed about school events.
- United from Achievement attendance has been high, ranging from abou 55% to 85% by grade level.

Theory of Action

- If Esperanza families are accessed as a source of knowledge by Esperanza staff, then Esperanza will create a culture of collective ownership of our students outcomes.
- If Esperanza families attend data discussions with classroom teachers, then families will know how to determine if their child is meeting grade-level expectations.
- Esperanza families must know the academic levels of their children, celebrate success and growth and know how to access and support school interventions.
- Esperanza families must engage in the decision making process on campus to inform Esperanza staff of priorities and aspirations they hold for their children.
- Esperanza must provide families with access to our school through a staff person dedicated to supporting their needs as it pertains to the academic and emotional success of their children.

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

GATE students will continue to be challenged through differentiation and additional instructional opportunities.	Other (OCR, etc)	High Performing/GATE	Monthly	Principal	3/28/2014	177SQI4A6136	Provide GATE-identified students with additional instructional materials to challenge and extend classroom instruction.	N/A			0	$0.00
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI4A6415	Refreshments to encourage attendance	Non-SSC approved			0	$0.00
Professional development, educational workshops	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI4A6416	Substitutes to cover classes of teachers in inservices	Non-SSC approved			0	$0.00
Accessible working copiers for student lessons and parent information	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Clerical staff	3/28/2014	177SQI4A6421	Machine maintenance costs	Non-SSC approved			0	$0.00
Bilingual library clerk shared with KDA	Survey data (CHKS, etc.)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI4A6378	Bilingual library clerk to encourage use of our library resources	791-Unrestricted EIA-LEP Support		LIBCLK0011	0.2	$10,173.44
Mailings of information for parents on meetings	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI4A6417	Purchase stamps	5-LCFF Supplemental	5910-POSTAGE		0	$200.00
Timely access to district forms	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI4A6419	District duplication service	5-LCFF Supplemental	5716-Interprogram - Duplicating		0	$200.00
School Psychologist for additional mental health counseling and educational testing for students not succeeding academically.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI4A5284	School Psychologist for additional mental health counseling and educational testing	791-Unrestricted EIA-LEP Support		PSYCHL0052	0.2	$18,947.82
Lincoln Center Counselors (Opportunity Schools Program)for students and parent education	Health data	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI4A5479	Lincoln Center Counselors	Non-SSC approved			0	$0.00
Lincoln Center Counselors (Opportunity	Health data	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI4A5480		9901-Title I - Parent Participation			0	$1,729.42

Schools Program)for students and parent education												
Weekly attendance meetings, communication with families	Attendance		Weekly	Principal	4/4/2013	177SQI4A5529	Attendance team meetings	N/A			0	$0.00
Meetings with families of chronically absent students from previous year to develop attendance plans.	Attendance		Weekly	Principal	4/4/2013	177SQI4A5530	Attendance plans	N/A			0	$0.00
Use new Parent-Teacher organization (Unidos por Esperanza/United for Esperanza)to coordinate parent volunteerism with assistance from the community assistant	Survey data (CHKS, etc.)	English Learners & Redesignated	Every Marking Period	Principal	4/1/2014	177SQI4A5664	Parent-Teacher Organization	N/A			0	$0.00
Community assistant to serve struggling families, including a high Spanish speaking population. Guide families through interventions for low academic achievement, including accessing ELL services.	Survey data (CHKS, etc.)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI4A2582	Community Engagement: Community Assistant	791-Unrestricted EIA-LEP Support		CMRAIB0001	0.5	$34,063.46
Quarterly class meetings with parents/students to set goals, develop plans and reflect on progress	Local assessments (benchmarks, PWA)		Every Marking Period	Principal	4/5/2013	177SQI4A5666	Class Meetings	N/A			0	$0.00
Monthly SSC and ELAC meetings to engage families in developing plans	Survey data (CHKS, etc.)		Monthly	Principal	3/26/2014	177SQI4A5667	SSC/ELAC Refreshments to encourage attendance	790-Unrestricted EIA-SCE Support	4311-MEETING REFRESHMENTS		0	$429.42

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Esperanza Academy **Principal:** WESLEY JACQUES

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- ILT monitors progress of the implementation of our school-wide plan and school goals. ILT uses a scorecard to track progress.
- Teachers are observed as described by the evaluation process. Teachers that are not being formally evaluated also set teaching objectives for the year.

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

- Teachers are held accountable for their contributions toward school-wide plan and goals. Few Esperanza support staff have learning goals and know the school-wide plan.
- Although there are school-wide systems and structures in place for supporting instruction, many of these systems and structures can be improved.
- Teachers being formally evaluated are observed with more frequency than those teachers not being formally evaluated.

Theory of Action

- If all school resources are managed and leveraged to support the academic success of every Esperanza student then we will reach the district vision of creating full service community schools for all Oakland families.
- Esperanza staff is expected to align to school-wide plan, school goals, and identify personal learning goals. Progress is monitored toward individual goals and staff is accountable for outcomes.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount

Accessible working copiers for student lessons and parent information	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Clerical staff	3/28/2014	177SQI5A6421	Machine maintenance costs	Non-SSC approved			0	$0.00
Mailings of information for parents on meetings	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI5A6417	Purchase stamps	5-LCFF Supplemental	5910-POSTAGE		0	$200.00
Timely access to district forms	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI5A6419	District duplication service	5-LCFF Supplemental	5716-Interprogram - Duplicating		0	$200.00
ILT meets at least twice a month to set professional development priorities, track progress on school-wide plan, and propose school-wide instructional agreements.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Monthly	Leadership Team	3/28/2014	177SQI5A2619	ILT Meetings	N/A			0	$0.00
TSA and principal meet weekly to coordinate aspects of the instructional program.	Survey data (CHKS, etc.)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI5A2621	Weekly Instructional Program Coordination Meetings	N/A			0	$0.00
All teachers are observed weekly and meet with principal and/or TSA to debrief and set goals.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI5A2623	Performance Objectives: Teachers	N/A			0	$0.00
All support staff set performance objectives and meet at least monthly to track progress.	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Principal	3/28/2014	177SQI5A2625	Performance Objectives: Support Staff	N/A			0	$0.00
Weekly meetings with clerical staff, after-school coordinator, head	Other (OCR, etc)	English Learners & Redesignated	Weekly	Principal	3/28/2014	177SQI5A5668	Weekly Meetings	N/A			0	$0.00

custodian, to set goals and communicate progress												
Timely forwarding of student records and other information	Survey data (CHKS, etc.)	English Learners & Redesignated	Monthly	Clerical staff	3/28/2014	177SQI5A6420	Use of district postage service	5-LCFF Supplemental	5724-INTERPGM - POSTAGE		0	$142.64

;

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$72,881.25	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,729.42	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$74,610.67	

Appendices

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

Esperanza Academy School
CDS Code [6002190]
Phone: (510) 639-3367
Fax: (510) 639-3370
10315 E Street
Oakland, CA 94603

School Year: 2014-2015
Comprehensive School Safety Plan

(Education Code Section 32280-32288)

WESLEY JACQUES
Principal

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

Introduction

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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Planning for Special Needs Students

Section 1: School Safety / Climate Team

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

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

Principal or Designee:	WESLEY JACQUES - PRINCIPAL ELEMENTARY SMALL
Teacher:	CHASTITY GARCIA - TCHR BILINGUAL
Classified:	ALICIA PENA MEDINA - CLERK TYP INTERM BILINGUAL
Parent Representative:	Maria Medina - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal:	WESLEY JACQUES - PRINCIPAL ELEMENTARY SMALL	510-332-7098	510-639-3367	510-332-7098
Assistant Principal:	NA			
Custodian:	TANYA DAVIS - HEAD CUSTODIAN 1	510-682-8320	510-639-3367	510-682-8320

Secretary/Other:	ALICIA PENA MEDINA - CLERK TYP INTERM BILINGUAL	415-510-3475	510-639-3367	415-510-3475

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 altercations by 25%

- Strategy 1.1: Students complete reflection log and restorative act after violence occurs (e.g. teachers other students how to resolve conflicts peacefully).
- Strategy 1.2: Train 10 junior coaches to encourage positive behavior and teach conflict resolution at recess

Goal 2: Increase student attachment to school by reducing bullying.

- Strategy 2.1: Teach core values, including empathy and respect, though community meetings, assemblies and core value tickets.

- Strategy 2.2: Implement Caring School Communities meetings for students to learn social emotional skills and create a safer climate.

Policies and Procedures

Child Abuse

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

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

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

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

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

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

Sexual Harassment

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

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

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

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

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

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

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

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

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

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

Suspension & Expulsion/Due Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. While on school grounds

2. While going to or coming from school

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

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

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

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

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

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

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

Outcome Data

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

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

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

Dress and Grooming

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

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

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

Gang-Related Apparel

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

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

Uniforms

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

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

Employee Security

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

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

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

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

School Site Emergency Supplies

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

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

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

Monthly Emergency Radio Testing

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

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

Earthquake Procedures

In the classroom or office

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

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

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

Earthquake procedures in other parts of the building

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

Earthquake procedures while outside

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

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

Fire Procedures

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

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

Fire Extinguisher Instructions:

P Pull safety pin from the handle

A Aim at the base of the fire

S Squeeze the trigger handle

S Sweep from side to side

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

❑ Upon arrival, the Fire Department will assume command.

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

❑ Notify State Administrator?s Office of incident.

Emergency Lockdown

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

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

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

❑ Lock doors, close blinds.

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

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

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

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

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

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

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

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

Shelter-in-Place

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

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

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

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

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

Section 4: **Emergency Lockdown**

Ms. Esperanza Korematsu, please come to the office.

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

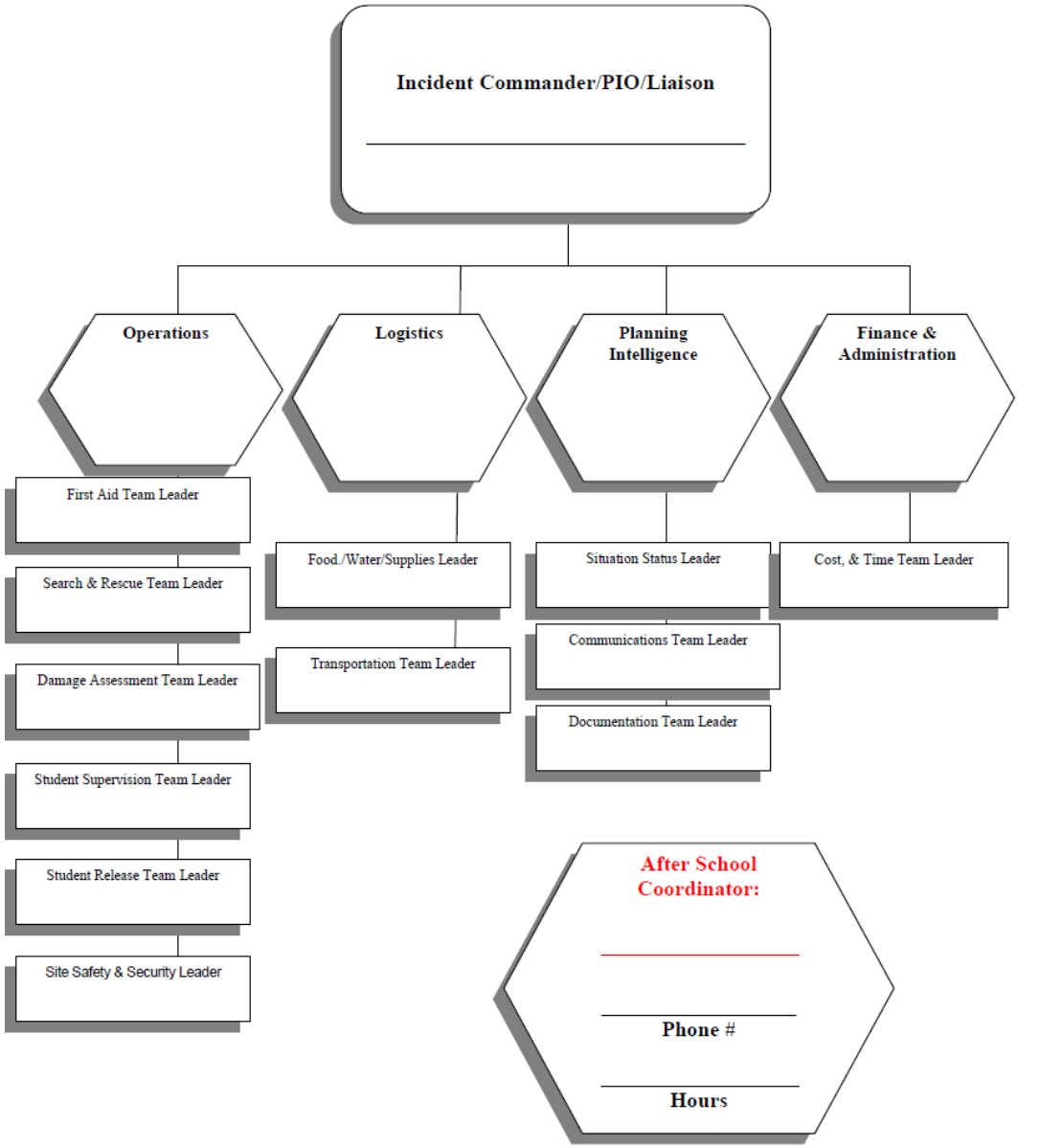
Fire and Earthquake Drill Schedule

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

Lockdown Drill Schedule

	Date	Time
Fall	9/4/2014	10:00 AM
Spring	4/2/2015	10:00 AM

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number. 5085

WESLEY JACQUES

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.)

KATHLEEN ARNOLD ALICIA PENA MEDINA MARIA VACA CHASTITY GARCIA

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

REBECCA SYROWSKI

N/A

ERIKA VARGAS

ALICIA PENA MEDINA GILBERTO HEREDIA

MARYAM LARA

DOLORES BELECHE

(Max Length: 500)

ROSEMARIE BOOS

TANYA DAVIS

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

ROSEMARY DONEHEW

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

GILBERTO HEREDIA

DOLORES BELECHE

GILBERT LANE JR

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

Claudia Ortiz-Silva

510-452-2730

10 a.m. to 6 p.m.

Determine proper signage and equipment.

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

ramp in front of school, elevators and handicap parking avail.

(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name:	N/A	Title:	N/A
Name:	N/A	Title:	N/A
Name:	N/A	Title:	N/A

Emergency Evacuation: Principal's checklist

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

Activate key personnel to:

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

Emergency Evacuation: Employees checklist

Emergency Evacuation: Employees checklist

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

Emergency Evacuation: Teachers checklist

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

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

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

Emergency Student Release Procedures

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

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

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

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

per normal absence/release procedures.

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

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

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

Section 6: On Campus Evacuation Map

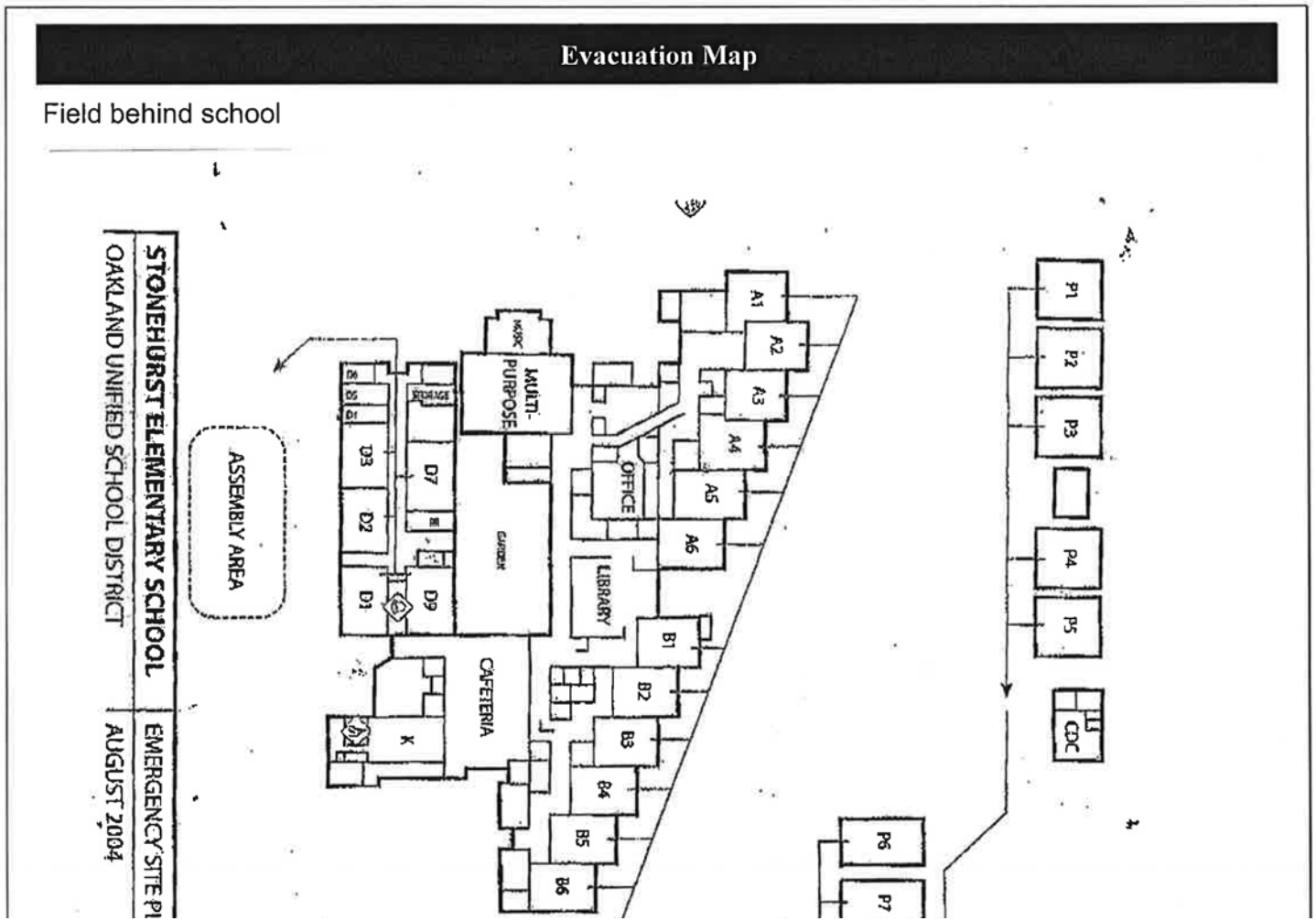
Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

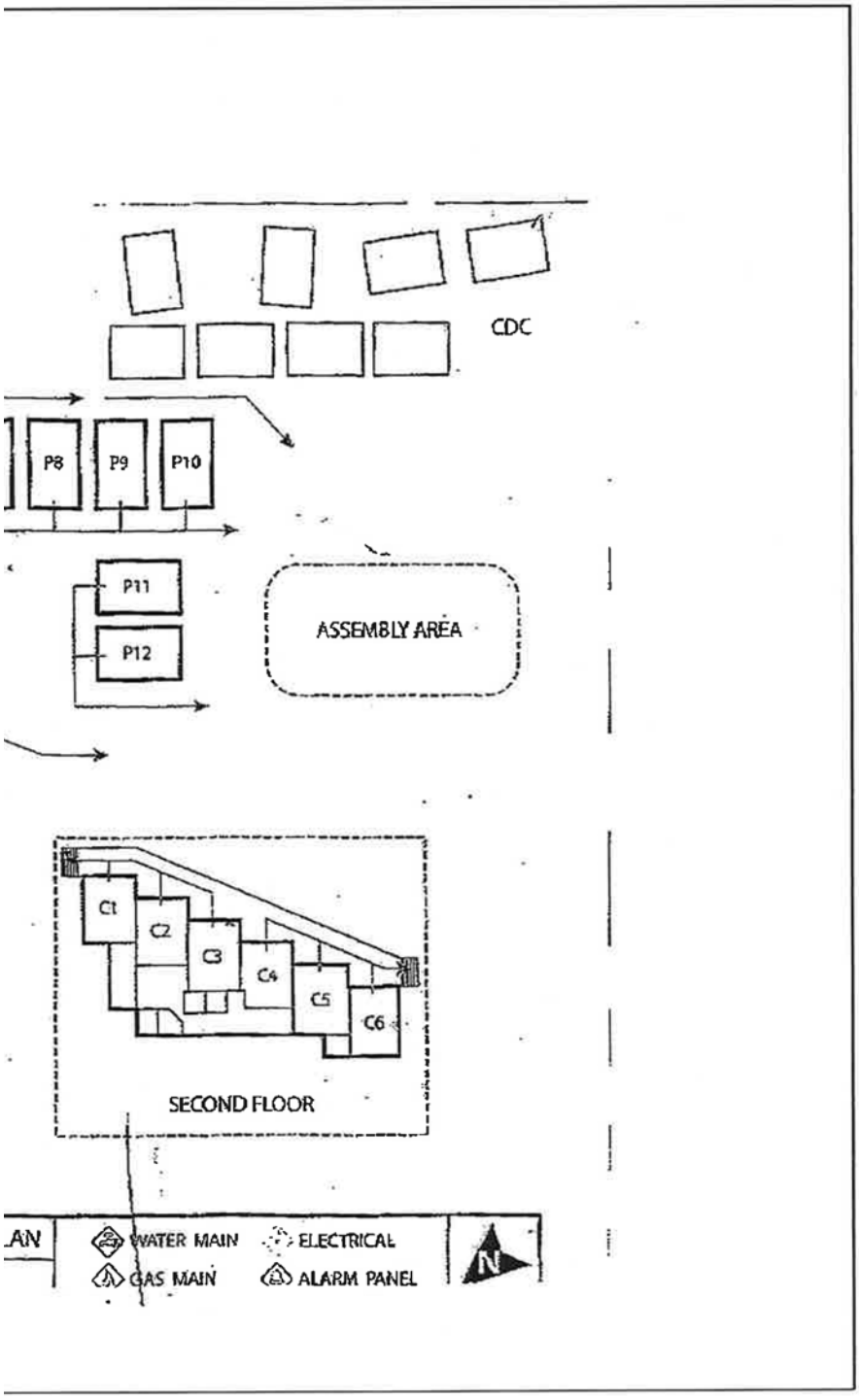
On-Campus Assembly Location

Describe on-campus evacuation/assembly location.

Field behind school (B & C wings) and Patio in front of school (Office, auditorium, and D wing).

○ Upload Copy of Map ◉ Use Last Years Map




CDC
P8
P9
P10
P11
P12
ASSEMBLY AREA
C1
C2
C3
C4
C5
C6
SECOND FLOOR
AN
WATER MAIN
ELECTRICAL
GAS MAIN
ALARM PANEL
N

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

Elmhurst Park

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

City of Oakland

C. Enter Date of Agreement

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: 10315 E Street, Oakland, CA

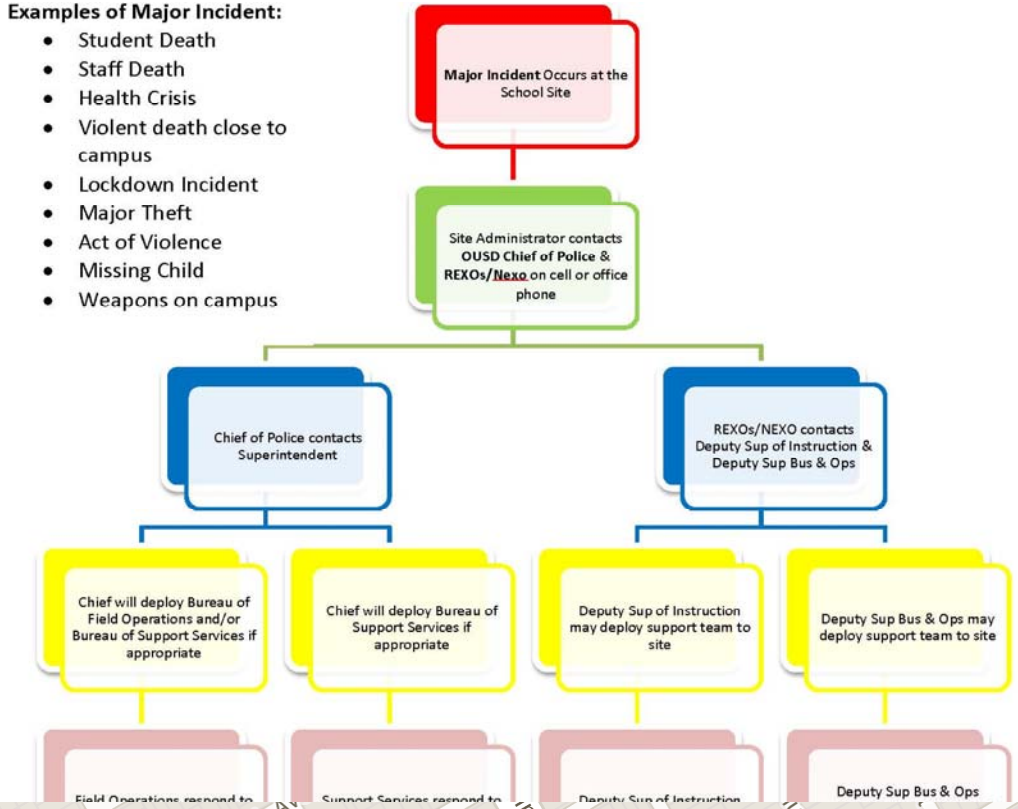
B. Evacuation Street Address: 98th and C St., Oakland, CA

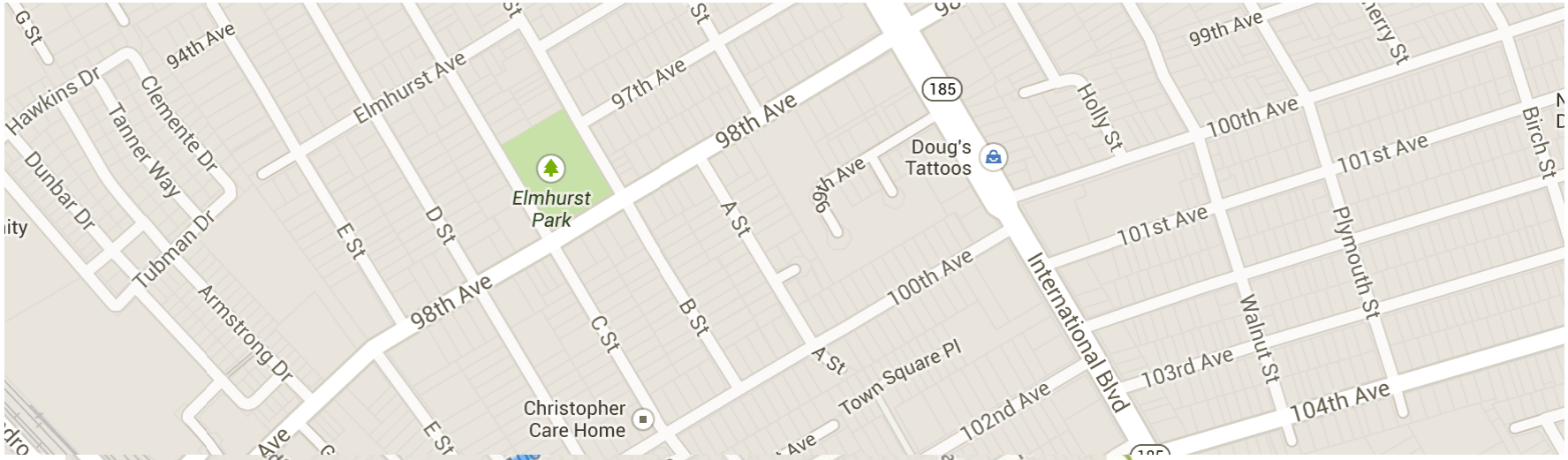
Section 7: OUSD Emergency Response and Notification Protocol

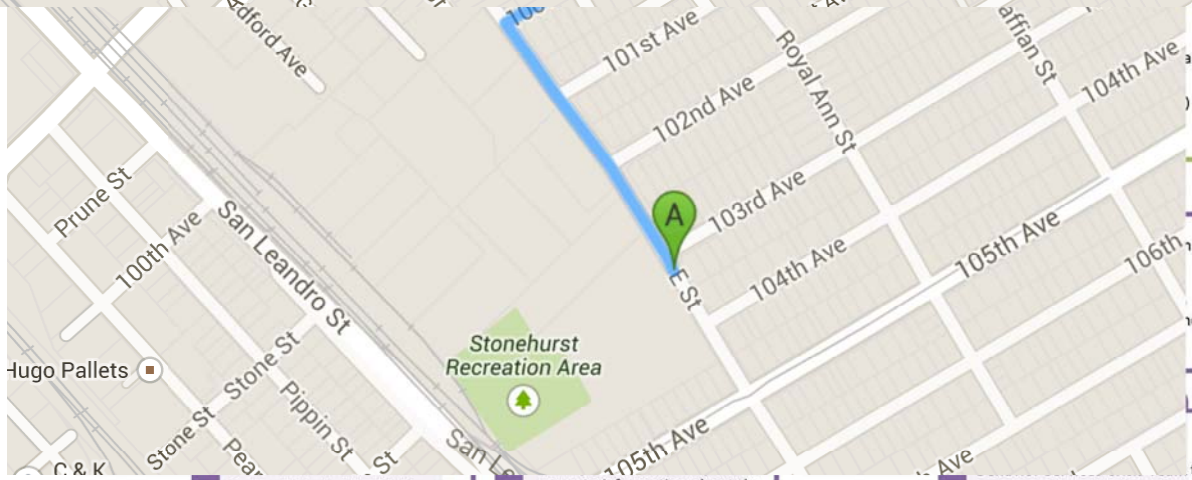
Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

Examples of Major Incident:

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







Regional Mental Health Program Manager convenes Crisis Team to debrief Incident

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

assess and provide for ongoing needs of students and staff

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

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

Last edited by Oakland School Police Department, July 2013

AFTER SCHOOL PROGRAM

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

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

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

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

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

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form

Month _____

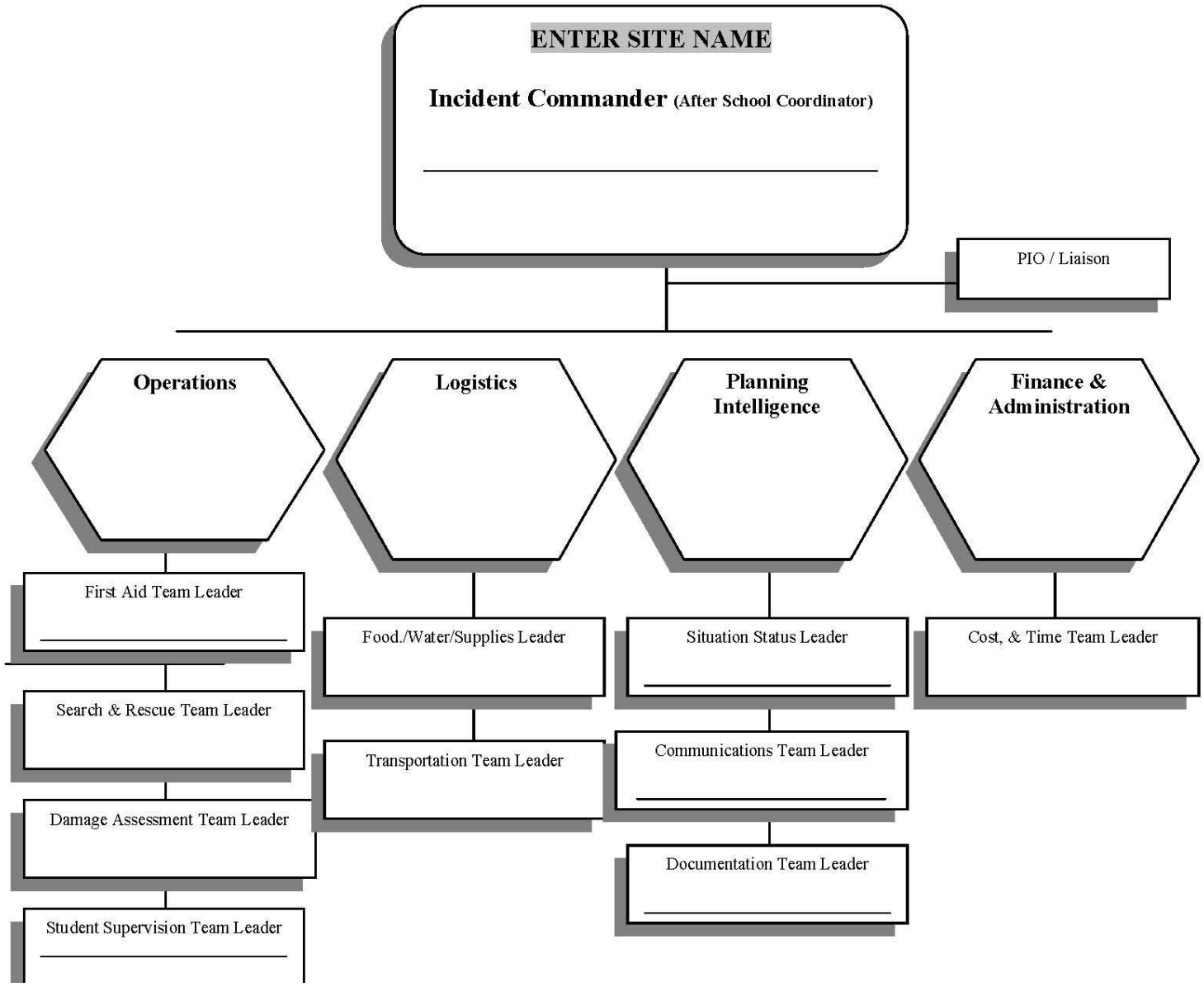
Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			

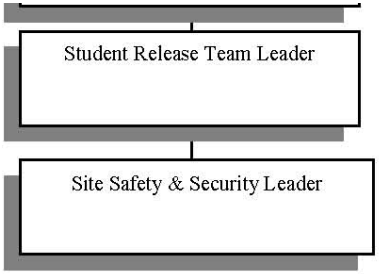
Earthquake			
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature:_____ Date:_____

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

AFTER SCHOOL PROGRAM




Student Release Team Leader
Site Safety & Security Leader

School Safety Plan

APPENDIX: Safety for Special Needs Populations

Safety for Special Needs Populations

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Safety for Special Needs Populations

American with Disabilities Act

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

Roles and Responsibilities

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

Planning

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

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

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

Notification

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

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

Safety for Special Needs Populations

Action Step:

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

Evacuation

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

Action Step:

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

Safety for Special Needs Populations

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

Action Step:

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

Sheltering

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

Action Step:

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

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

Safety for Special Needs Populations

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

Action Step:

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

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

Action Step:

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

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

Action Step:

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

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

Safety for Special Needs Populations

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

Action Step:

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

Returning Home

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

Action Step:

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

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

Safety for Special Needs Populations

Prepare For What Will Happen

Earthquake

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

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

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

4. Telephone service may be interrupted.

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

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

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

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

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

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

Safety for Special Needs Populations

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

Before a Disaster

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

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

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

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

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

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

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

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

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

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

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

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

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

Safety for Special Needs Populations

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

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

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

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

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

During the Earthquake

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

After the Earthquake

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

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

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

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

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

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

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

Safety for Special Needs Populations

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

Training for Rescue Service During an Emergency

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

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

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

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

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

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

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

Evacuating Wheelchair Users

All Wheelchair Users

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

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

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

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

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

Safety for Special Needs Populations

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

Manual (non-motorized) Wheelchairs

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

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

Motorized Wheelchairs

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

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

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

Safety for Special Needs Populations

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

School Site Name/Site Number: Esperanza Elementary School - 177

☑ 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 11, 2014
7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages (date) 4/7/14
   Announcement at the public meeting (date)
   Other (Notices and Media Announcements) (date) automatic phone calls 4/9/14

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

Signatures

Wesley Jacques	Wes Jacques	5/8/14
Print name of school principal	Signature	Date
MARISOL SOTO		5/8/14
Print name of SSC chairperson	Signature	Date
Jenny Wong		5/21/14
Print name of Chief of Police or Designee	Signature	Date
Kimi Kean		5-15-14
Print name of Regional Executive Officer	Signature	Date
Susana Ramirez	Susana Ramirez	5/27/14
Print name of Director, State & Federal Compliance	Signature	Date

School Site Council Membership Roster – Elementary School

School Name: Esperanza **School Year**: 2013-14

Chairperson: Marisol Soto	Vice Chairperson: Karolina Gutierrez
Secretary: Cristina Segura	DAC Representative: Mary Shephard

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm
Marisol Soto					X
Karolina Gutierrez					X
Maria Medina					X
Isidra Caldera					X
Mary Shepherd					X
Wesley Jacques		X			
Maryam Lara			X		
Cristina Segura			X		
Chaz Garcia			X		
Maria Vaca				X	
DAC Representative					
Mary Shephard					X
Home Ph. (510)967-0317	Email:				

Meeting Schedule	**3rd Friday of every Month at 3:00 p.m.**

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community

Esperanza Elementary School
Title I School Parental Involvement Policy 2013 - 2014

Esperanza Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The school developed the policy with input from parents at SSC and ELAC meetings. It has distributed the policy to parents of Title I students at an annual Title I meeting. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Esperanza 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. Parents participate in the review and revision of the plan at SSC and ELAC meetings.

- Esperanza offers a flexible number of meetings for parents. At least two times per month, the school holds a public meeting for parents to communicate with the principal and participate in shaping school policies. School Site Council (SSC) meetings are held the third Friday of the month. The principal hosts an open coffee meeting on the fourth Friday of the month. A new parent-teacher organization is forming to engage families as leaders in school-wide planning. Parent leaders meet to set the monthly agenda for ELAC and SSC meetings the first Friday of the month.

- Esperanza involves 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. Almost all of Esperanza's students are Title I. Ten parents hold positions on SSC and ELAC.

- Esperanza provides parents of Title I students with timely information about Title I programs through an annual Title I meeting in which Title I is described and school allocation of funding is discussed. Parents are involved in determining the use of Title I funding through the development of the school-site plan at monthly SSC meetings.

- Esperanza provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through public assemblies, data posting on bulletin boards, SSC and ELAC meetings and the annual title I meeting.

- Esperanza provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Regular meetings are described above, including ELAC, SSC, and coffee with the principal.

communicate parent-friendly outcomes, and suggest activities to support student learning at home.

- Esperanza educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Teachers are trained in engaging parents and implement a number of strategies, home visits, student goal-setting, parent and student-friendly learning outcomes and communication of student independent reading levels and books read. The community assistant supports parents in implementing parenting techniques to support their children's social and academic development.

- Esperanza 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. Parents are encouraged to attend regular meetings (SSC, ELAC) through peer outreach, public postings and the newsletter. The community assistant supports parents in implementing parenting techniques to support their children's social and academic development.

- Esperanza 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. Materials are provided in Spanish and English in parent-friendly language through public meetings (SSC, ELAC, Title I), the monthly newsletter, and public postings.

- Esperanza provides support, during regularly meetings, for parental activities requested by Title I Program parents. Esperanza provides babysitting and holds meetings in Spanish and English.

Accessibility

- Esperanza provides 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. All materials are provided in Spanish and English.

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 and ELAC Meetings

This policy was adopted by the Esperanza School Site Council on 10/19/12 and has been adapted based on parents and teacher feedback for the 2013-14 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 11/16/13. It will be made available to the local community on or before 11/16/13. The Esperanza's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's signature) (Date) 5/3/13

Esperanza 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