

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 Fred T. Korematsu Discovery Academy.

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 Fred T. Korematsu Discovery Academy.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Fred T. Korematsu Discovery Academy

0112813

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

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

- A: School Safety Plan
- B: School Culture (including Meaningful Student Engagement)
- C: Health & Wellness
- D: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

The Fred T. Korematsu Discovery Academy (KDA), a K-5 school in the Oakland Unified School District (OUSD), opened in August 2006. Our school population of 429 students is made up mainly of Latino (74%) and African American (18%) students. The rest of the school population is composed of White, Pacific Islander, Vietnamese, Filipino, and Arab students. The majority of our students are English Language learners (65%), while the rest of our students are native speakers of English (24%), or have been reclassified as fluent English speakers (9%), or are were classified as initially fluent in English (2%). More than 90% of our students are eligible for free or reduced-priced lunch.

VISION

As a small community-based school developed and designed by a committee of parents, staff, and community members, our mission is to provide our students with the highest quality education through inquiry-based, hands-on learning opportunities. The Common Core Standards, along with the California Content Standards, as well as an understanding that the populations from which our students come have historically been denied equitable access to these same standards, guide us in all of our instructional decisions. It is our imperative to provide for our students the access, support, and resources they require to enter and find success in the discourse community of academic literacy. Our students' learning is led by rigorous and thoughtful instruction in order to develop the knowledge and habits of mind, as well as the academic and disciplined language skills, needed for success in both higher education and the developing information-based economy. Our students' development of academic English literacy is one of our primary goals. At the heart of our theory of action is the belief that students will achieve academically when they are active, social and creative learners. Our core beliefs include:

- o An inquiry-based approach to instruction will develop the higher-order thinking skills and the academic literacy needed for our students to become life-long learners.
- o By focusing on individual student needs and gains (as we learned from the OUSD Focal 15 Project), we can better know how to move the system of our work to meet ALL of our students' needs. The individual student's needs can be indicative of many students' needs, and we must create levels of response that serve both individuals and groups.
- o It is important to foster the development of personal and social responsibility of every student by instituting structures that promote self-respect, positive social interactions and community involvement.
- o We must focus our efforts on what is best for the whole child.
- o Language plays an essential role in learning. Thinking takes place in communication.
- o Diversity of culture and language is an asset, one that ultimately enriches the discourse and knowledge of every discipline.

o Equity means access, and access means giving students whatever support they require. All students have the ability to succeed academically, creatively and physically. o Knowledge that we already possess affects our ability to learn new knowledge. o Learning is an active process in which learners construct new ideas or concepts. Learning is a socially situated activity that is enhanced in meaningful contexts. o Motivation is a key component in learning, and effective learning requires that students take control of their own learning. Students are naturally inquisitive and learn best by doing. o Positive family involvement improves student achievement and self-esteem. o Effective teaching is strengthened by opportunities for professional development and collaboration. o School governance is most effective when all stakeholders have a voice in decision-making. The entire community benefits when everyone is involved in improving and protecting the social, political, economic, and ecological elements of the places where we live.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

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

| English/Language Arts | Group | Proficient Target | Met Target? Yes/No | Proficient Target | Met Target? Yes/No |
|-----------------------|-----------------------------|-------------------|--------------------|-------------------|--------------------|
| | Schoolwide | 42.4% | No | 36.6% | No |
| | Black or African American | 41.7% | -- | 50% | -- |
| | Hispanic or Latino | 41.6% | No | 33% | No |
| | Socioeconomic Disadvantaged | 41.3% | No | 36.6% | No |
| | English Learner | 41.2% | No | 31.2% | No |
| | Students with Disabilities | 28.6% | -- | 16.7% | -- |
| Mathematics | Group | Proficient Target | Met Target? Yes/No | Proficient Target | Met Target? Yes/No |
| | Schoolwide | 54.6% | No | 49.8% | No |
| | Black or African American | 55.6% | -- | 40% | -- |
| | Hispanic or Latino | 54.7% | No | 50% | No |
| | Socioeconomic Disadvantaged | 50% | No | 49.8% | No |
| | English Learner | 52.3% | No | 48% | No |
| | Students with Disabilities | 42.9% | -- | 33.3% | -- |

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

OUSD School Balanced Scorecard

- [02 - Korematsu - School Balanced Scorecard - 2012-13.pdf](#)
- [Guide to the School Balanced Scorecard](#)

SQIS Target Student Group and Content Area

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

Student Group: English Learner

Content Area: ELA

School Quality Review (SQR)

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

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

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

SQR Summary Report

- [2012-2013 Summary Report](#)

SQR Improvement Priorities

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 Principal, the Instructional Facilitator, and the Instructional Leadership Team are responsible for monitoring our strategies to support the development of our Full Service Community School. Here are some examples of our monitoring strategies: After each district benchmark, Grade Level Academic Accountability Conference meetings are held in which the principal, instructional facilitator, and grade levels meet to analyze and discuss in depth the results of the benchmark assessment and decide what instructional strategies to implement and which standards need to be taught again. In addition, we also use the data to set goals for the next benchmark. These goals are shared with parents during report card conferences three times per year and through letters sent home with each student. Parents also receive a progress report on their child's performance every two weeks. Every child that meets or exceeds their set benchmark goals in ELA and/or Math receives a certificate and a medal during our benchmark celebration assemblies. Parents are invited to attend and often fill the auditorium to capacity. Every week, each grade level team of teachers meets with the principal and the instructional facilitator as a professional learning community. During these meetings, we share formal, informal, and anecdotal data in the form of student work, assessment results, and instructional practices. As a team, we discuss how the data results will shape instruction and how teachers can differentiate to meet the needs of students with different capabilities. Using the data, each team also chooses target students to monitor, in order to collect more data and identify the practices that work for different groups of children. Since the principal and the instructional facilitator are meeting with the teachers weekly, they are able to work on vertical alignment school-wide by connecting practices and strategies across the grades. Assessment data plays a huge role in our Response to Intervention program. As stated above, classroom teachers use the benchmark data to differentiate instruction during the regular language arts and math blocks and target specific standards for individual students or the class as a whole. The instructional facilitator analyzes the data from the Fountas & Pinelle reading levels, Scholastic Reading Inventory, district benchmarks, and a series of diagnostic assessments (e.g. BPSTIII and IWT) in order to group students (Kindergarten-Second Grade and Third Grade -Fifth Grade) for Tier 2 RTI. This data is utilized in combination with student reading levels to place them in reading groups for reciprocal teaching in guided reading groups. In addition, the instructional facilitator uses the data to identify students in need of Tier 3 pull-out intervention services in small groups. Data from student performance on the Basic Phonics Skills Test and the Irregular Word Test, for example, are utilized to inform the intervention specialist what specific decoding skills to teach. In order to maintain a steady flow of data collection, analysis, and appropriate student placement, teachers administer other assessments monthly, such as a MAZE passage, fluency measure, and running records. This data is put into a school-wide database and used to move students based upon their growth or regression. As a result, students are receiving reading instruction at their levels, differentiated for their needs, based on constant analysis of assessment data.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

From OUSD Strategic Plan:

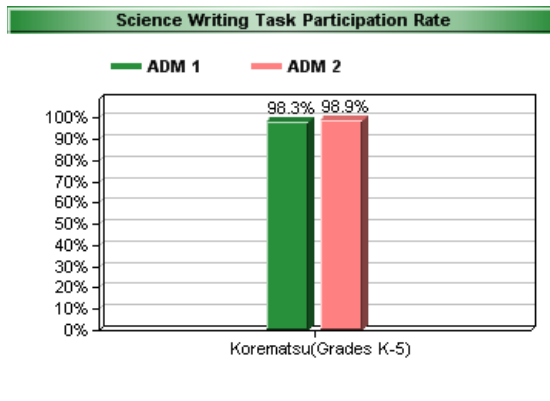
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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

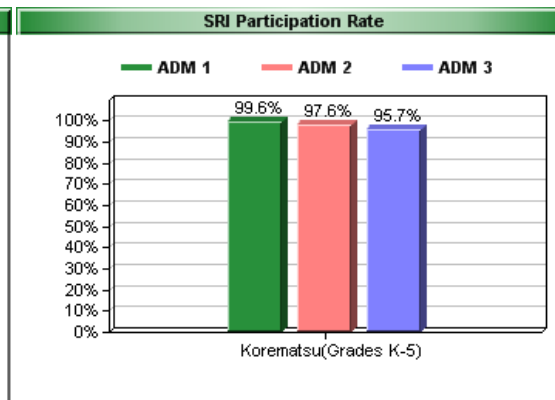
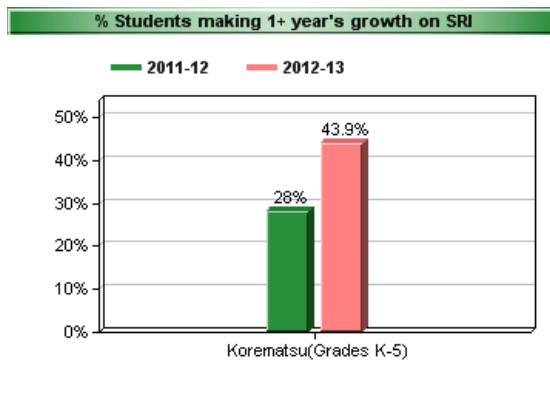
A quality school...

- 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

- o
- o
- o
- o
- o
- o
- o

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

- o Even though KDA is seeing some growth in reading levels we are still facing some challenges. 4 students are Adv. school wide. 41% of students in grades 2-5 are below basic. 59 % of second graders are below basic and 41% of third grader
- o We are noticing that there is a huge need to provide high level intervention for grades 1-2. Interrupting these low scores will most likely lead to proficient readers in grades 3-5. KDA K-1 Dibels data shows that 90% of students proficient.
- o Reading -Average Lexile growth of 127 school wide. 47 students moved out of below basic. 29 students moved into proficient. Increased 14% number of students in At/Above level.
- o KDA is dedicated to using SRI as a concrete measure of students reading level. On average students made 125 lexile growth. However, reading intervention needs to now be aligned to the 35% of students who have flatlined.
- o Writing - Growth in the number of students scoring Benchmark increased from Fall to Winter in all grade levels. Students in Grade 5 moved almost entirely out of BB into Approaching, and significant numbers out of Approaching into Benchmark/Above.

Theory of Action

- o KDA is committed to providing a well-rounded balanced literacy program for our students, including meaningful word work, leveled reading workshops, and writing workshops that incorporate disciplinary content.
- o Using the CA Common Core Standards, instruction for each grade is based on what students need to learn rather than publishers pacing guides. We use grade-level texts from literature, science, and social studies to drive our literacy instruction.
- o KDA has developed a strong practice of collecting and analyzing student data, including running records, phonics surveys, and writing. Teachers collaborate by using data to group and provide differentiated instruction.
- o Literacy intervention will be personalized and include all of the components of reading in order to provide students with well rounded instruction.
- o KDA has began to implement a Blended Learning approach. Students are working with software that mirrors the new demands of the CC. Computerized learning gives teachers live data that can be instantly used to support student learning.

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 |
|---------------------------------------|-------------------------------------|--------------------------|----------|-----------------------------|-----------|--------------|---|------------------|-----------|----------|-----|---------------|
| Implement Blended Learning Strategies | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Grade level/Department Team | 4/21/2014 | 172SQI1A5215 | Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social | Non-SSC approved | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|---|-------------------------------------|---------------------------------|-------------|-----------------------------|-----------|--------------|---|------------------|---------------------------|--|---|------------|
| | | | | | | | studies.Blending Learning Project, combining traditional instruction with computer-based practice, collaboration, and research. | | | | | |
| Implement Blended Learning Strategies | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Grade level/Department Team | 4/21/2014 | 172SQ11A6833 | Accelerated Reader computer-based program to support independent leveled reading | 3010-Title I | 5846-LICENSING AGREEMENTS | | 0 | \$1,500.00 |
| Implement Blended Learning Strategies | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Grade level/Department Team | 4/21/2014 | 172SQ11A6834 | RazKids to promote level reading at school,ASP, and at home. | 3010-Title I | 5846-LICENSING AGREEMENTS | | 0 | \$1,037.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ11A3855 | Teachers will be given time to really dive into their data and build GL meaning and purposeful lessons in order to increase reading levels. | Non-SSC approved | | | 0 | \$0.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ11A6806 | Each Trimester (Language Arts / Mathematics) Grade Level Academic Accountability Conferences (GLAAC) with each grade-level team to review data and modify instructional plan | Non-SSC approved | | | 0 | \$0.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ11A6810 | Minimum days to allow for formative assessment data collection (e.g Core Phonics Survey, Running Records,MARS Task) to be used for school-wide Leveled RT Instruction. | Non-SSC approved | | | 0 | \$0.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ11A6842 | Full time Science Prep teacher will provide two science lessons a week in scientific reasoning, procedure, and writing. In addition, teachers will have more time to prepare meaningful lessons and GL grading of CC aligned tasks. | Non-SSC approved | | | 0 | \$0.00 |
| Promote Literacy and create opportunities for our community | Survey data (CHKS, etc.) | English Learners & Redesignated | End of Year | Department/Team Lead | 4/4/2014 | 172SQ11A1822 | Family Literacy Instructor from OUSD Adult Education Program will teach ESL and Literacy classes for parents to promote increased parent engagement in their children's academic and social development. | Non-SSC approved | | | 0 | \$0.00 |
| Promote Literacy and create opportunities for our community | Survey data (CHKS, etc.) | English Learners & Redesignated | End of Year | Grade level/Department Team | 4/4/2014 | 172SQ11A6783 | Adult GED Classes for parents and community members to encourage | Non-SSC approved | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|---|-------------------------------------|---------------------------------|-------------|-----------------------------|-----------|--------------|--|-------------------------------------|---------------------------|--|---|------------|
| | | | | | | | completion of Higher Education goals. | | | | | |
| Promote Literacy and create opportunities for our community | Survey data (CHKS, etc.) | English Learners & Redesignated | End of Year | Grade level/Department Team | 4/4/2014 | 172SQ11A6967 | Provide computers in the parent room to support development of computer literacy skills | 9901-Title I - Parent Participation | 4420-Computer \$500-4,999 | | 0 | \$1,641.00 |
| Building a Culture of Reading | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11A5940 | Building a Culture of Reading: Accelerated Reader used to track student and school progress toward 50,000,000 Word goal for independent and in-class reading. Student awards and recognition given 1x a month during Reading Challenge Assembly. SRI Data is tracked for all students in 2nd-5th Grades. Data is used to make decisions about guided-reading instruction, as well as Tier II and III interventions. Goal-setting and student awards / recognition will occur at least 13 times per year for K-5. | Non-SSC approved | | | 0 | \$0.00 |
| Building a Culture of Reading | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11A6780 | Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials | Non-SSC approved | | | 0 | \$0.00 |
| Building a Culture of Reading | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11A6792 | Three reading nights to involve community in school wide goals. | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$500.00 |
| Implementation of Intervention Program | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11A5090 | Small-group work on phonemic blending skills, fluency, and writing supported by teachers and STIP sub. Before/After School Program: Intervention (Fast ForWord Literacy Intervention) | Non-SSC approved | | | 0 | \$0.00 |
| Implementation of Intervention Program | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11A6764 | Stip subs will use F&P to work with the lower performing students. Students will receive phonics, writing, and reading instruction. | Non-SSC approved | | | 0 | \$0.00 |
| Achievement Gap for African American Students | Local assessments (benchmarks, PWA) | | | | 4/21/2014 | 172SQ11A3840 | We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|--|-------------------------------------|------------------|---------|-----------------|----------|--------------|--|------------------|--|------------|-----|-------------|
| | | | | | | | apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards. | | | | | |
| Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11A1832 | Daily use of leveled Guided Reading groups. Work is supported by dedication of weekly planning and PD time and monitored by SRI and Running Records Level data. | Non-SSC approved | | | 0 | \$0.00 |
| Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11A6778 | Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension | 3010-Title I | | TC111F0092 | 0.4 | \$34,063.18 |
| Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11A6794 | Host three parent data nights to increase parent and community involvement in student achievement. | Non-SSC approved | | | 0 | \$0.00 |
| Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11A6823 | Extended writing opportunities in both science and math for all students to develop discipline-appropriate expressive and reasoning skills. | Non-SSC approved | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

From OUSD Strategic Plan:

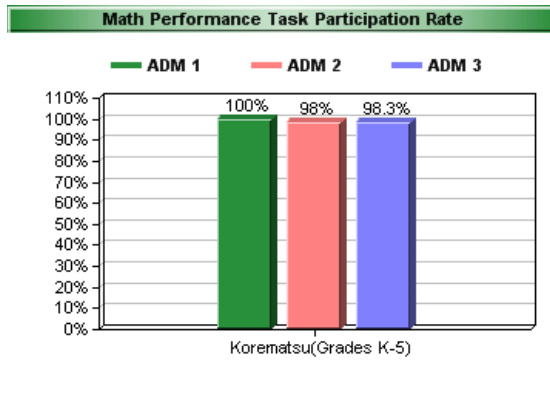
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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 Analysis and 2013-14 Progress Monitoring Data Analysis

- KDA participates in the SVMI MARS Task Assessments in order to develop our teachers, skills in recognizing and supporting students complex thinking. We see that Common Core shifts towards evidence-based arguments are at the heart of this work.
- Overall, KDA is shifting to CC instruction, evident in the number of students performing At/Above on both the Selected Responses and the Performance Task over the last two years (between 42%-46%).
- Grade 1 scored 52% At/Above in 2012-13. However, scored 67% At/Above in 2013-14. Grade 2 scored 25% At/Above in 2012-13. However, scored 29% At/Above in 2013-14. Grade 5 scored 47% At/Above in 2012-13. However, scored 59% At/Above in 2013-14.
- 4% increase in students performing Below in both Selected Response and Performance Task. 4% decrease in students performing At/Above in both Selected Response and Performance Task. Grade K scored 54% At/Above in 2012-13.
- Grade 3 scored 52% At/Above in 2012-13. However, scored 33% At/Above in 2013-14. Grade 4 scored 33% At/Above in 2012-13. However, scored 14% At/Above in 2013-14.

Theory of Action

- KDA provides a well-rounded STEM program for our students, including real student hands-on investigations supported by extensive writing, strongly framed language structures, and direct-instruction in conceptual / computational skills.

- Using the CA Common Core Standards, instruction for each grade is based on what students need to learn rather than publishers' pacing guides. We use grade-level texts from literature, science, and social studies to drive our STEM instruction.
- Our students need more practice applying and expressing critical thinking skills in both science and math. Our science-based writing program will drive our development of more performance / language based math reasoning instruction and assessment.
- Our participation as a CAL:Blast school will expand our ability to focus instruction so that students firmly develop the scientific principles and reasoning, and are able to proficiently express their thoughts in discipline-appropriate ways.
- We will continue to work to balance the need to teach a large number of math concepts with the need to give students the time to express and develop their critical thinking in ways that make sense within the discipline and developmentally.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|-------------------------------------|--------------------------|----------|-----------------------------|-----------|--------------|--|------------------|---------------------------|----------|-----|---------------|
| Implement Blended Learning Strategies | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Grade level/Department Team | 4/21/2014 | 172SQ11B5215 | Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated growth, necessary remediation, and independently selected content in language arts, math, science, and social studies. Blending Learning Project, combining traditional instruction with computer-based practice, collaboration, and research. | Non-SSC approved | | | 0 | \$0.00 |
| Implement Blended Learning Strategies | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Grade level/Department Team | 4/21/2014 | 172SQ11B6833 | Accelerated Reader computer-based program to support independent leveled reading | 3010-Title I | 5846-LICENSING AGREEMENTS | | 0 | \$1,500.00 |
| Implement Blended Learning Strategies | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Grade level/Department Team | 4/21/2014 | 172SQ11B6834 | RazKids to promote level reading at school, ASP, and at home. | 3010-Title I | 5846-LICENSING AGREEMENTS | | 0 | \$1,037.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ11B3855 | Teachers will be given time to really dive into their data and build GL meaning and purposeful lessons in order to increase reading levels. | Non-SSC approved | | | 0 | \$0.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ11B6806 | Each Trimester (Language Arts / Mathematics) Grade Level Academic Accountability Conferences (GLAAC) with each grade-level team to review data and modify instructional plan | Non-SSC approved | | | 0 | \$0.00 |
| | | | Monthly | | 4/21/2014 | 172SQ11B6810 | | | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|--|-------------------------------------|--------------------------|---------|-----------------|-----------|--------------|---|------------------|--|--|---|--------|
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | | Leadership Team | | | Minimum days to allow for formative assessment data collection (e.g Core Phonics Survey, Running Records, MARS Task) to be used for school-wide Leveled RT Instruction. | Non-SSC approved | | | | |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ11B6842 | Full time Science Prep teacher will provide two science lessons a week in scientific reasoning, procedure, and writing. In addition, teachers will have more time to prepare meaningful lessons and GL grading of CC aligned tasks. | Non-SSC approved | | | 0 | \$0.00 |
| Mathematics Instruction Focused on developing cognitive / interpersonal skills in support of the Common Core Standards | Local assessments (benchmarks, PWA) | High Performing/GATE | Monthly | Leadership Team | 4/21/2014 | 172SQ11B5213 | Students will: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structures; 8) Look for and express regularity in repeated reasoning. | Non-SSC approved | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

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

- Students are engaging in Academic Discussions using Non-Fiction/Fiction Text. Students are engaging with computerized curriculum that is aligned to their specific need.
- Reading Curriculum: Balanced Literacy aligned with CC standards. Teachers will develop thematic units that will offer more opportunities to correlate Fiction/Non-Fiction/Science/Writing.
- Writing: students at KDA will be provided with multiple opportunities to write across the curriculum. All students in grades K-5 will participate in Science writing Task.

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 |
|--|-------------------------------------|----------|----------|-------|-----------|--------------|---|-------------|-----------|----------|-----|---------------|
| strengthen home/school connection for TK/K/CDC families. | Local assessments (benchmarks, PWA) | | | | 4/21/2014 | 172SQ11C1864 | Support and Administer the Pre-K program at the Stonehurst CDC. New programs includes use of the Fast ForWord Literacy Intervention, Differentiated Math Practice, and increased inclusion of PEC Students. | N/A | | | 0 | \$0.00 |
| strengthen home/school connection for TK/K/CDC families. | Survey data (CHKS, etc.) | | | | 4/21/2014 | 172SQ11C6838 | individual conferencing with incoming TK/K families to support elementary transition and strengthen home/school connection | N/A | | | 0 | \$0.00 |
| strengthen home/school connection for TK/K/CDC families. | Survey data (CHKS, etc.) | | | | 4/21/2014 | 172SQ11C6840 | Orientation meeting for Pre-K parents | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

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)

Theory of Action

- At KDA all students are expected to attend college. Teachers will engage students through the life of a college student and research careers.
- KDA Students are all engaging with some form of technology. We believe that students will be prepared for 21st century expectations.
- KDA will host three data nights with parents to discuss individual and grade level growth. KDA will also host report card night to communicate individualized goals.

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 |
|---|--------------------------|---------------------------------|-------------|----------------------|----------|--------------|---|------------------|-----------|----------|-----|---------------|
| Promote Literacy and create opportunities for our community | Survey data (CHKS, etc.) | English Learners & Redesignated | End of Year | Department/Team Lead | 4/4/2014 | 172SQI1D1822 | Family Literacy Instructor from OUSD Adult Education Program will teach ESL and Literacy classes for parents to promote | Non-SSC approved | | | 0 | \$0.00 |

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|---|-------------------------------------|---------------------------------|-------------|-----------------------------|-----------|--------------|--|-------------------------------------|---------------------------|--|---|------------|
| | | | | | | | increased parent engagement in their children's academic and social development. | | | | | |
| Promote Literacy and create opportunities for our community | Survey data (CHKS, etc.) | English Learners & Redesignated | End of Year | Grade level/Department Team | 4/4/2014 | 172SQ11D6783 | Adult GED Classes for parents and community members to encourage completion of Higher Education goals. | Non-SSC approved | | | 0 | \$0.00 |
| Promote Literacy and create opportunities for our community | Survey data (CHKS, etc.) | English Learners & Redesignated | End of Year | Grade level/Department Team | 4/4/2014 | 172SQ11D6967 | Provide computers in the parent room to support development of computer literacy skills | 9901-Title I - Parent Participation | 4420-Computer \$500-4,999 | | 0 | \$1,641.00 |
| Building a Culture of Reading | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11D5940 | Building a Culture of Reading: Accelerated Reader used to track student and school progress toward 50,000,000 Word goal for independent and in-class reading. Student awards and recognition given 1x a month during Reading Challenge Assembly. SRI Data is tracked for all students in 2nd-5th Grades. Data is used to make decisions about guided-reading instruction, as well as Tier II and III interventions. Goal-setting and student awards / recognition will occur at least 13 times per year for K-5. | Non-SSC approved | | | 0 | \$0.00 |
| Building a Culture of Reading | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11D6780 | Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials | Non-SSC approved | | | 0 | \$0.00 |
| Building a Culture of Reading | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ11D6792 | Three reading nights to involve community in school wide goals. | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$500.00 |
| Create a college culture | Survey data (CHKS, etc.) | Low to Middle-Performing | | | 4/21/2014 | 172SQ11D1883 | Creation of a College Culture, in which teachers and staff members represent their own higher educational experiences in all aspects of their work (e.g. identification of grades by future | N/A | | | 0 | \$0.00 |

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|--------------------------|-------------------------------------|----------------------|--|--|-----------|---|---|-----|--|--|---|--------|
| | | | | | | college graduation years, classes by the colleges of the related staff members, etc.) | | | | | | |
| Create a college culture | Local assessments (benchmarks, PWA) | High Performing/GATE | | | 4/21/2014 | 172SQ11D6847 | Student Clubs (Techbridge, Future Engineers, Reading Clubs) to support upper-grade students' extended learning in Math and Science. | N/A | | | 0 | \$0.00 |
| Create a college culture | Survey data (CHKS, etc.) | | | | 4/21/2014 | 172SQ11D6848 | School-wide Career Day to highlight relevant and exciting career paths for students. | 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: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

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 Analysis and 2013-14 Progress Monitoring Data Analysis

- English Learners - 40.9% of students showed growth in CELDT. 33.0% of our students were flat. 26.1% of our students regressed.
- Performance on the Math benchmark by African American Males is statistically the same in the area of performance tasks as the total population. However, when you add the component of selected responses, African American Males are score lower.
- African American students in general scored significantly better on the subsequent SRI tests after the first measure (growth from 18 to 41% in the Proficient/Advanced category)
- ELD students, who are majorly Latino at our school, are served through regular ELD classes and through an early exit bilingual Spanish program. Students identifying as Latino have increased in SRI level from 36 to 56% proficient/advanced.
- Latino students, because of the lag between exit from Bilingual programs and reassignment as fluent, make up an extraordinary number of students reading and writing below grade level
- Latino students, because of the lag between exit from Bilingual programs and reassignment as fluent, make up an extraordinary number of students reading and writing below grade level

Theory of Action

- We believe that these gaps are based on the needs of these students for additional opportunities to frame, structure, conceptualize, and develop their critical thinking skills and then tie these skills to all aspects of their academic output.
- We are addressing this issue by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development.
- For our ELLs, we continue to use language and content objectives, flexible language frames, as well as explicit vocabulary instruction. ELD instruction is highly leveled, and vocabulary heavy.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---------------------------------------|-------------------------------------|--------------------------|----------|-----------------------------|-----------|-------------|---|------------------|-----------|----------|-----|---------------|
| Implement Blended Learning Strategies | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Grade level/Department Team | 4/21/2014 | 172SQ1E5215 | Blended Learning Project: Students in multiple grades will use computers to access curriculum that will support accelerated | Non-SSC approved | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|--|-------------------------------------|--------------------------|---------|-----------------------------|-----------|-------------|--|------------------|---------------------------|--|---|------------|
| | | | | | | | growth, necessary remediation, and independently selected content in language arts, math, science, and social studies. Blending Learning Project, combining traditional instruction with computer-based practice, collaboration, and research. | | | | | |
| Implement Blended Learning Strategies | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Grade level/Department Team | 4/21/2014 | 172SQ1E6833 | Accelerated Reader computer-based program to support independent leveled reading | 3010-Title I | 5846-LICENSING AGREEMENTS | | 0 | \$1,500.00 |
| Implement Blended Learning Strategies | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Grade level/Department Team | 4/21/2014 | 172SQ1E6834 | RazKids to promote level reading at school, ASP, and at home. | 3010-Title I | 5846-LICENSING AGREEMENTS | | 0 | \$1,037.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ1E3855 | Teachers will be given time to really dive into their data and build GL meaning and purposeful lessons in order to increase reading levels. | Non-SSC approved | | | 0 | \$0.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ1E6806 | Each Trimester (Language Arts / Mathematics) Grade Level Academic Accountability Conferences (GLAAC) with each grade-level team to review data and modify instructional plan | Non-SSC approved | | | 0 | \$0.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ1E6810 | Minimum days to allow for formative assessment data collection (e.g Core Phonics Survey, Running Records, MARS Task) to be used for school-wide Leveled RT Instruction. | Non-SSC approved | | | 0 | \$0.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQ1E6842 | Full time Science Prep teacher will provide two science lessons a week in scientific reasoning, procedure, and writing. In addition, teachers will have more time to prepare meaningful lessons and GL grading of CC aligned tasks. | Non-SSC approved | | | 0 | \$0.00 |
| Implementation of Intervention Program | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQ1E5090 | Small-group work on phonemic blending skills, fluency, and writing supported by teachers and STIP sub. Before/After School Program: Intervention (Fast ForWord Literacy Intervention) | Non-SSC approved | | | 0 | \$0.00 |
| | | | Monthly | | 4/4/2014 | 172SQ1E6764 | | | | | 0 | \$0.00 |

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|--|-------------------------------------|---------------------------------|---------|-----------------|-----------|--------------|---|------------------|--|--|---|--------|
| Implementation of Intervention Program | Local assessments (benchmarks, PWA) | Lower-Performing | | Leadership Team | | | Stip subs will use F&P to work with the lower performing students. Students will receive phonics, writing, and reading instruction. | Non-SSC approved | | | | |
| Achievement Gap for African American Students | Local assessments (benchmarks, PWA) | | | | 4/21/2014 | 172SQ11E3840 | We are addressing the Achievement Gap for African American students by modifying our instructional and assessment program to allow students to apply their conceptual and procedural skills in increasingly sophisticated ways, supported by peer collaboration and consensus development, building the kind of sophisticated critical thinking skills as outlined in the California Common Core Standards. | N/A | | | 0 | \$0.00 |
| Mathematics Instruction Focused on developing cognitive / interpersonal skills in support of the Common Core Standards | Local assessments (benchmarks, PWA) | High Performing/GATE | Monthly | Leadership Team | 4/21/2014 | 172SQ11E5213 | Students will: 1) Make sense of problems and persevere in solving them; 2)Reason abstractly and quantitatively; 3) Construct viable arguments and critique reasoning of others; 4) Model with mathematics; 5)Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structures; 8) Look for and express regularity in repeated reasoning. | Non-SSC approved | | | 0 | \$0.00 |
| Implementation of new ELD/AED curriculum | CELDT | English Learners & Redesignated | | Principal | 4/4/2014 | 172SQ11E1885 | Implementation of Discussion 4 Learning for AED/ELD students. Program is aligned to new ELD standards but most importantly the program focuses on Tier 2 vocabulary using the Arts. Leveled ELD / AED deployment for all students to ensure customized instruction. | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

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 Analysis and 2013-14 Progress Monitoring Data Analysis

- It is clear that we still have a lot of work to improve our after-school program. We are challenged by the need to enroll a large number of students (more than 100) but these numbers leave few resources to hire and develop high-quality mentors.
- Our program's low ratings on the Point of Service Quality Criteria indicate that the program is stressed and barely sustainable. While our high ratings in program safety are comparable to district ratings, the other low ratings are unacceptable.
- Especially disturbing is the rating of 2.75 for Engagement. It is clear that students do not feel heard or able to make choices in their learning. It is essential that we bring our KDA culture of CSC practices to into play in the ASP.

Theory of Action

- If ASP Mentors become part of the school day it will allow them to observe and learn from the classroom teachers. Students will not view the ASP as a separate identity and good behavior will automatically transfer over.
- KDA will be adopting the extended day model. Teachers will be in charge of academics while mentors will concentrate on climate and engagement.
- ASP Coordinator will align ASP activities with academics (science & reading nights).

Strategic Priority Improvement Strategies

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|-------------------------------------|----------|----------|----------------------------------|----------|--------------|---|-------------|-----------|----------|-----|---------------|
| Improve integration of After School Program with regular instruction | Local assessments (benchmarks, PWA) | | Monthly | After school program coordinator | 4/3/2014 | 172SQ11F6005 | ASP coordinator and mentors will visit classrooms daily and provide in class support; Community-building and Behavioral Support professional development will be shared across teachers and ASP mentors; ASP family events will be linked to school academic celebrations / family engagement activities. Teachers will provide homework tutoring for their GL. | N/A | | | 0 | \$0.00 |
| Improve integration of After School Program with regular instruction | | | | | 4/3/2014 | 172SQ11F6763 | After School Program: Academic Support by pushing into classrooms. Providing extra curricular | N/A | | | 0 | \$0.00 |

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| | | | | | | | activities and holding family reading nights and student performances. | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|

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

Strategic Priority A. School Safety Plan

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

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 1: Maintain suspension levels at 0.00%

- Strategy 1.1: Full implementation of Caring School Communities curriculum with check-ins scheduled daily and class meetings scheduled weekly
- Strategy 1.2: Early intervention through Student Success Team referrals and counseling services to support emotional, social and behavioral development of students determined to be at-risk for suspension.

Goal 2: Increase the level of reported parent engagement from 91% to 95%

- Strategy 2.1: Concerted effort by staff led by parent liaison to reach out to parents through phone calls, monthly bulletins in order to inform them of upcoming events and the importance of parent involvement. Additional opportunities for parent involvement in schools
- Strategy 2.2: Organization of 3 data workshops for parents in order to inform parents grade level and student specific achievement.

Strategic Priority Improvement Strategies

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

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

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Safety Plan Goals

Goal 1: Maintain suspension levels at 0.00%

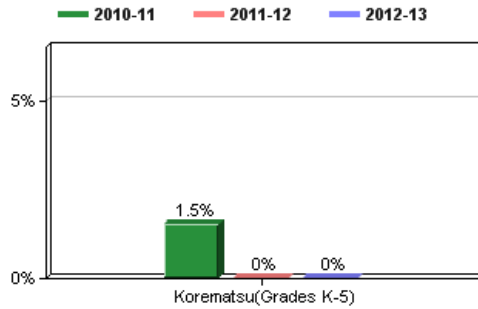
- Strategy 1.1: Full implementation of Caring School Communities curriculum with check-ins scheduled daily and class meetings scheduled weekly
- Strategy 1.2: Early intervention through Student Success Team referrals and counseling services to support emotional, social and behavioral development of students determined to be at-risk for suspension.

Goal 2: Increase the level of reported parent engagement from 91% to 95%

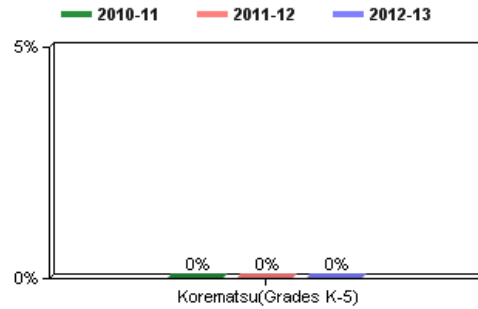
- Strategy 2.1: Concerted effort by staff led by parent liaison to reach out to parents through phone calls, monthly bulletins in order to inform them of upcoming events and the importance of parent involvement. Additional opportunities for parent involvement in schools
- Strategy 2.2: Organization of 3 data workshops for parents in order to inform parents grade level and student specific achievement.

Suspensions

% Student receiving 1 or more suspensions-African American



% Student receiving 1 or more suspensions-Latino



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

- Overall students at KDA feel welcomed and cared for. 84% of students are happy to be at school, 60% feel close to someone and 87% feel like they are being treated fairly.

Theory of Action

- 1) School-wide implementation of Welcoming Schools as a climate curriculum where students and teachers take time to listen to needs and worries, and collaborate to find solutions;
- 2) School-wide use of a consistent stepped discipline / classroom management system where teachers are deeply involved in identifying and supporting positive student behaviors;
- 3) Access to mental-health services for those students needing extra support, as implemented and monitored by the COST Team;
- 4) Weekly culture assemblies where Scholarly Behaviors are discussed and recognized, with Star Students individually praised for exemplifying a specific Scholarly Behavior or goal achievement.

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 |
|---------------------------|------------|----------|----------|-----------------|-----------|--------------|---|-------------|-----------|----------|-----|---------------|
| School alignment with SEL | | | | Leadership Team | 4/22/2014 | 172SQI2B3841 | School-wide implementation of Welcoming Schools as a climate curriculum where students and teachers take time to listen to needs and worries, and collaborate to find solutions. Implementation will be monitored by the school culture team. | N/A | | | 0 | \$0.00 |
| School alignment with SEL | | | | Leadership Team | 4/22/2014 | 172SQI2B6761 | School-wide use of a consistent stepped discipline / classroom management system where teachers are deeply involved in identifying and supporting positive student | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | | |
|---------------------------|--|--|--|-----------------|-----------|--------------|---|-----|--|--|--|---|--------|
| | | | | | | | behaviors. Leadership team and school culture team will meet 1x a month for realignment. | | | | | | |
| School alignment with SEL | | | | Principal | 4/22/2014 | 172SQI2B6765 | Weekly culture assemblies where Scholarly Behaviors are discussed and recognized, with Star Students individually praised for exemplifying a specific Scholarly Behavior or goal achievement. | N/A | | | | 0 | \$0.00 |
| School alignment with SEL | | | | Leadership Team | 4/22/2014 | 172SQI2B6767 | Monthly meeting with the Climate and Culture Leadership Team to monitor and adjust Welcoming Schools, School Events, Students and Staff celebrations. | N/A | | | | 0 | \$0.00 |

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

Strategic Priority C. Health & Wellness

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

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)

Theory of Action

- Due to the stress created by poverty and crime, many students need extra support to be successful. These students work with social workers and counselors to learn new ways of responding to their stress so that they can be successful scholars.
- We are responsible to address the system of oppression and lost opportunities our society has created in our community. Parenting classes, mental and physical health outreach, and other services are part of building a safe and successful community.
- Providing healthy meals and snacks, along with providing access to healthy nutrition and lifestyle education is a vital part of build success for our community. We strive to become one of the most important institutions in our community.
- KDA has partnered with several agencies to assure that students are encouraged to be healthy. Once a month all students walk to school. KDA has a no junk food policy.

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 |
|---|-------------|----------|----------|-----------|----------|--------------|---|-------------|-----------|----------|-----|---------------|
| Supporting students beyond the academics. | State tests | | Monthly | Principal | 4/3/2014 | 172SQI2C5098 | School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services. | N/A | | | 0 | \$0.00 |
| Supporting students beyond the academics. | | | | | 4/3/2014 | 172SQI2C6771 | Counseling services contracted through the Lincoln Child Development Services. Both student and family counseling will be provided. | N/A | | | 0 | \$0.00 |
| Supporting students beyond the academics. | | | | | 4/3/2014 | 172SQI2C6772 | Weekly meetings with COST Team to monitor and adjust intervention / mental health / family health programs; | N/A | | | 0 | \$0.00 |
| Supporting students beyond the academics. | | | | | 4/3/2014 | 172SQI2C6817 | Students walk and roll to school once a month. Teachers now offer boys/girls on the run twice | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|---|--|--|--|--|----------|-----------------------------|---|-----|--|--|---|--------|
| | | | | | | a week to promote exercise. | | | | | | |
| Supporting students beyond the academics. | | | | | 4/3/2014 | 172SQI2C6822 | Continue to offer students opportunities to exercise. | N/A | | | 0 | \$0.00 |

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

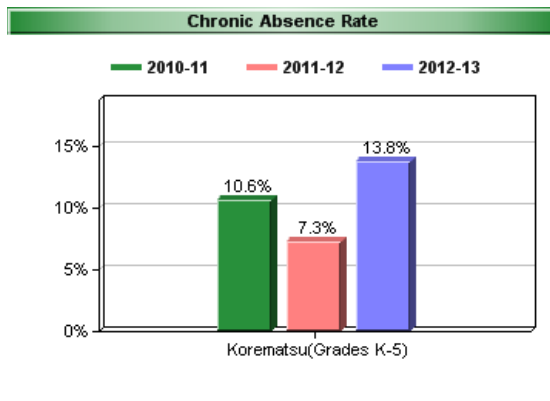
From OUSD Strategic Plan:

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

o

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

- o Decreased our 14% chronic absence to 7% Have instituted a school wide attendance plan.Attendance clerk/teachers making home visits has decreased chronic absenteeism.

Theory of Action

- o We believe that the only way for students to achieve academically and socially in school is for them to attend school daily. Attendance is a variable that can often be used to diagnose larger issues that may be impeding student success.
- o Students with exemplary attendance need to be recognized publicly. Each month, students with perfect attendance (and no tardies) are rewarded for their performance.
- o Monthly SART meetings, as led by our attendance clerk and principal.
- o These parents of truant children, who are often least represented at our parent meetings, need differentiated support to improve attendance and academic achievement rates.

Strategic Priority Goals

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

| Measure | Goal | School Specific Target |
|---------|------|------------------------|
|---------|------|------------------------|

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 |
|--|------------|----------|----------|-------|----------|--------------|--|-------------|-----------|----------|-----|---------------|
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | | 4/3/2014 | 172SQI2D3845 | Monthly SART meetings, as led by attendance clerk and principal. | N/A | | | 0 | \$0.00 |
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | | 4/3/2014 | 172SQI2D6773 | One-on-one outreach efforts for families with poor attendance, including home visits by attendance team. | N/A | | | 0 | \$0.00 |
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | | 4/3/2014 | 172SQI2D6774 | Students with exemplary attendance need to be recognized publicly. Each month, students with perfect attendance (and no tardies) are rewarded for their performance. | N/A | | | 0 | \$0.00 |
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | | 4/3/2014 | 172SQI2D6776 | Weekly meeting with Attendance Clerk to review current attendance data and trends. | N/A | | | 0 | \$0.00 |
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | | 4/3/2014 | 172SQI2D6815 | Monthly SART meetings led by attendance clerk and principal to prevent and interrupt chronic absenteeism | N/A | | | 0 | \$0.00 |

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

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 Analysis and 2013-14 Progress Monitoring Data Analysis

- The data shows that almost all KDA teachers feel that the school is a safe and inviting place to work, with a strong sense of safety. Most teachers feel that they are not supported with discipline.
- We work very hard to ensure that PD opportunities are focused and coherent with the current work in our classrooms and our PLC meetings.
- Rather than trying to cover a wide range of topics, we focus our PD sessions on just a few core practices, with much of the PD time dedicated to collaborative planning.
-

Theory of Action

- At KDA, we believe that leadership of learning and student achievement is best accomplished when decision-making is shared among the individuals who are responsible for accomplishing this vital work.
- The Principal and the Instructional Facilitator collaborate with teachers, staff, parents, and community members to ensure that all of our efforts support the academic development of physically and emotionally healthy young scholars.
- Weekly PLC meetings, attended by the Principal and Instructional Facilitator, allow each grade level to explore and develop their instructional practices in specific areas. Most recently, disciplinary writing has been the PLC focus.
- The Instructional Leadership Team (ILT), led by the Principal, focuses on very specific instructional areas as identified through on-going data analysis, making policy decisions and developing a responsive professional development 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 |
|--|-------------------------------------|--------------------------|----------|-----------------|-----------|--------------|---|------------------|-----------|----------|-----|---------------|
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQI3A3855 | Teachers will be given time to really dive into their data and build GL meaning and purposeful lessons in order to increase reading levels. | Non-SSC approved | | | 0 | \$0.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQI3A6806 | Each Trimester (Language Arts / Mathematics) Grade Level Academic | Non-SSC approved | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|--|-------------------------------------|--------------------------|---------|-----------------|-----------|--------------|---|------------------|---------------------------------|--|---|-------------|
| | | | | | | | Accountability Conferences (GLAAC) with each grade-level team to review data and modify instructional plan | | | | | |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Low to Middle-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQI3A6810 | Minimum days to allow for formative assessment data collection (e.g Core Phonics Survey, Running Records, MARS Task) to be used for school-wide Leveled RT Instruction. | Non-SSC approved | | | 0 | \$0.00 |
| Assessing Students Learning to Guide Instruction | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/21/2014 | 172SQI3A6842 | Full time Science Prep teacher will provide two science lessons a week in scientific reasoning, procedure, and writing. In addition, teachers will have more time to prepare meaningful lessons and GL grading of CC aligned tasks. | Non-SSC approved | | | 0 | \$0.00 |
| Build the staffs capacity to accelerate student success and implementation of Common Core. | Local assessments (benchmarks, PWA) | Lower-Performing | Weekly | Other | 4/4/2014 | 172SQI3A1834 | Early-return Summer and Weekly collaboration by teachers to develop common lesson plans and lesson objectives. | 3010-Title I | 1120-TEACHERS SALARIES STIPENDS | | 0 | \$28,000.00 |
| Build the staffs capacity to accelerate student success and implementation of Common Core. | Local assessments (benchmarks, PWA) | Lower-Performing | Weekly | Other | 4/4/2014 | 172SQI3A6779 | The Instructional Leadership Team (ILT), led by the Principal, focuses on very specific instructional areas as identified through on-going data analysis, making policy decisions and developing a responsive professional development program. | 3010-Title I | 1120-TEACHERS SALARIES STIPENDS | | 0 | \$10,000.00 |
| Build the staffs capacity to accelerate student success and implementation of Common Core. | Local assessments (benchmarks, PWA) | Lower-Performing | Weekly | Other | 4/4/2014 | 172SQI3A6798 | Twice weekly meetings with Instructional Facilitator to monitor and modify instructional program to accelerate student academic achievement, especially focused on the transition to implementation of the Common Core Standards; | Non-SSC approved | | | 0 | \$0.00 |
| Build the staffs capacity to accelerate student success and implementation of Common Core. | Local assessments (benchmarks, PWA) | Lower-Performing | Weekly | Other | 4/4/2014 | 172SQI3A6802 | Meeting every two weeks with Instructional Leadership Team to monitor and adjust instructional professional development. | Non-SSC approved | | | 0 | \$0.00 |
| Build the staffs capacity to accelerate student success and implementation of Common Core. | Local assessments (benchmarks, PWA) | Lower-Performing | Weekly | Other | 4/4/2014 | 172SQI3A6804 | Weekly PLC / Data Team meetings with each grade level team to monitor and modify instructional focus. | Non-SSC approved | | | 0 | \$0.00 |
| Build the staffs capacity to accelerate student success and implementation of Common Core. | Local assessments (benchmarks, PWA) | Lower-Performing | Weekly | Other | 4/4/2014 | 172SQI3A6805 | Each Trimester (Language Arts / Mathematics) Grade Level Academic Accountability Conferences (GLAAC) with each grade-level | 3010-Title I | 1150-TEACHERS SUBSTITUTES | | 0 | \$8,000.00 |

| | | | | | team to review data and | | | |
| | | | | | modify instructional plan | | | |

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

Strategic Priority A. Family & Community Engagement

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

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 Analysis and 2013-14 Progress Monitoring Data Analysis

- 64% of parents feel that their child is cared for. 63% of parents feel that their child is prepared for academic success. 62% of parents feel that KDA is an inviting place for their student. 57% of parents feel it is a safe environment for their

Theory of Action

- Teachers are encouraged to make daily contact with parents and communicate student performance through progress reports.
- Parents are encouraged to be part of KDA planning and voice their opinion with ideas that will better the school environment. Parents have taken a lead on creating fun events for students.
- KDA will host reading nights, science expo nights, and academic conferences. KDA has created various avenues of communication.

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 |
|---|--------------------------|---------------------------------|-------------|-----------------------------|----------|--------------|--|-------------------------------------|---------------------------|----------|-----|---------------|
| Promote Literacy and create opportunities for our community | Survey data (CHKS, etc.) | English Learners & Redesignated | End of Year | Department/Team Lead | 4/4/2014 | 172SQI4A1822 | Family Literacy Instructor from OUSD Adult Education Program will teach ESL and Literacy classes for parents to promote increased parent engagement in their children's academic and social development. | Non-SSC approved | | | 0 | \$0.00 |
| Promote Literacy and create opportunities for our community | Survey data (CHKS, etc.) | English Learners & Redesignated | End of Year | Grade level/Department Team | 4/4/2014 | 172SQI4A6783 | Adult GED Classes for parents and community members to encourage completion of Higher Education goals. | Non-SSC approved | | | 0 | \$0.00 |
| Promote Literacy and create opportunities for our community | Survey data (CHKS, etc.) | English Learners & Redesignated | End of Year | Grade level/Department Team | 4/4/2014 | 172SQI4A6967 | Provide computers in the parent room to support development | 9901-Title I - Parent Participation | 4420-Computer \$500-4,999 | | 0 | \$1,641.00 |

| | | | | | | | | | | | | | |
|--|-------------------------------------|------------------|---------|-----------------|----------|--------------|--|-------------------------------------|---------------------------|-----------|-----|-------------|----------|
| | | | | | | | of computer literacy skills | | | | | | |
| Building a Culture of Reading | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQI4A5940 | Building a Culture of Reading: Accelerated Reader used to track student and school progress toward 50,000,000 Word goal for independent and in-class reading. Student awards and recognition given 1x a month during Reading Challenge Assembly. SRI Data is tracked for all students in 2nd-5th Grades. Data is used to make decisions about guided-reading instruction, as well as Tier II and III interventions. Goal-setting and student awards / recognition will occur at least 13 times per year for K-5. | Non-SSC approved | | | | 0 | \$0.00 |
| Building a Culture of Reading | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQI4A6780 | Library Clerk will provide access to and maintain the resources of the school's library, increasing the opportunity for students and families to engage with quality, multi-lingual reading materials | Non-SSC approved | | | | 0 | \$0.00 |
| Building a Culture of Reading | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQI4A6792 | Three reading nights to involve community in school wide goals. | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | | 0 | \$500.00 |
| Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQI4A1832 | Daily use of leveled Guided Reading groups. Work is supported by dedication of weekly planning and PD time and monitored by SRI and Running Records Level data. | Non-SSC approved | | | | 0 | \$0.00 |
| Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQI4A6778 | Instructional Facilitator will provide coaching and data analysis support for teachers using Leveled Reading groups and whole Group Direct Instruction in Word Knowledge and Reading Comprehension | 3010-Title I | | TC11F0092 | 0.4 | \$34,063.18 | |
| Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQI4A6794 | Host three parent data nights to increase parent and community involvement in student achievement. | Non-SSC approved | | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|--|-------------------------------------|------------------|---------|-----------------|----------|--------------|---|------------------|--|--|---|--------|
| assessments, and materials | | | | | | | | | | | | |
| Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials | Local assessments (benchmarks, PWA) | Lower-Performing | Monthly | Leadership Team | 4/4/2014 | 172SQI4A6823 | Extended writing opportunities in both science and math for all students to develop discipline-appropriate expressive and reasoning skills. | Non-SSC approved | | | 0 | \$0.00 |

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Fred T. Korematsu Discovery Academy

Principal: ROSEMARY MCATEE

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 Analysis and 2013-14 Progress Monitoring Data Analysis

- KDA is consistent in applying all of its resources towards enhanced student learning outcomes. Budget allocation is a topic shared with all stakeholders.
- As the operations of the school become increasingly streamlined, the focus of the principal is given to the academic program.

Theory of Action

- At KDA, we believe that leadership of learning and student achievement is best accomplished when decision-making is shared.
- It is essential that this work is shared among the individuals who are responsible for accomplishing this vital work.
- Over the last several years, we have developed a model of shared leadership, where the Principal and the Instructional Facilitator collaborate with teachers, staff, parents, and community members.
- All parties work to ensure that all of our efforts support the development of physically and emotionally healthy young scholars who achieve at academically advanced levels.

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 |
|---|-------------|----------|----------|-----------|----------|--------------|---|-------------|-----------|----------|-----|---------------|
| Supporting students beyond the academics. | State tests | | Monthly | Principal | 4/3/2014 | 172SQI5A5098 | School Psychologist to coordinate and administer counselling and mental health resources for students and families, in addition to providing SST support for students needing assessment for more specialized services. | N/A | | | 0 | \$0.00 |
| Supporting students beyond the academics. | | | | | 4/3/2014 | 172SQI5A6771 | Counseling services contracted through the | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | |
|--|--|--|--|----------|--------------|--|-----|--|--|---|--------|
| | | | | | | Lincoln Child Development Services. Both student and family counseling will be provided. | | | | | |
| Supporting students beyond the academics. | | | | 4/3/2014 | 172SQI5A6772 | Weekly meetings with COST Team to monitor and adjust intervention / mental health / family health programs; | N/A | | | 0 | \$0.00 |
| Supporting students beyond the academics. | | | | 4/3/2014 | 172SQI5A6817 | Students walk and roll to school once a month. Teachers now offer boys/girls on the run twice a week to promote exercise. | N/A | | | 0 | \$0.00 |
| Supporting students beyond the academics. | | | | 4/3/2014 | 172SQI5A6822 | Continue to offer students opportunities to exercise. | N/A | | | 0 | \$0.00 |
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | 4/3/2014 | 172SQI5A3845 | Monthly SART meetings, as led by attendance clerk and principal. | N/A | | | 0 | \$0.00 |
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | 4/3/2014 | 172SQI5A6773 | One-on-one outreach efforts for families with poor attendance, including home visits by attendance team. | N/A | | | 0 | \$0.00 |
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | 4/3/2014 | 172SQI5A6774 | Students with exemplary attendance need to be recognized publicly. Each month, students with perfect attendance (and no tardies) are rewarded for their performance. | N/A | | | 0 | \$0.00 |
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | 4/3/2014 | 172SQI5A6776 | Weekly meeting with Attendance Clerk to review current attendance data and trends. | N/A | | | 0 | \$0.00 |
| Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide. | | | | 4/3/2014 | 172SQI5A6815 | Monthly SART meetings led by attendance clerk and principal to prevent and interrupt chronic absenteeism | N/A | | | 0 | \$0.00 |

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

| Federal Program | Projected Budget | Final Budget |
|--|--------------------|--------------|
|  Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010 | \$90,235.40 | |
|  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 | \$2,141.23 | |
| Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School | \$92,376.63 | |

Appendices

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

School Year: 2014-2015

Comprehensive School Safety Plan

(Education Code Section 32280-32288)

ROSEMARY MCATEE
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)

Index

SECTION 1

School Safety / Climate Team

Emergency Telephone Number Directory

SECTION 2

School Safety Plan Goals

SECTION 3

Safety Policies & Procedures

Child Abuse Policy & Procedure

Sexual Harassment Policy & Procedure

Suspension and Expulsion / Due Process

Dress and Groom Policy

Employee Security Policy

School site emergency supplies

Emergency Radio

SECTION 4

Emergency Disaster Procedures & Drills

Emergency Lockdown

Fire and Earthquake Drill Schedule

SECTION 5

Chain of Command

School Site Chain-of-Command Organization Chart

SECTION 6

Safe Ingress and Egress

Special Needs Students

Emergency Evacuation: Principal's check list

Emergency Evacuation: Teacher's check list

On Campus Evacuation Map

Off Campus Evacuation Map

SECTION 7

OUSD Emergency Response and Notification Protocol

SECTION 8

Afterschool Program

Special Needs Students

Fire and Earthquake Drill Schedule

School Site Chain-of-Command Organization Chart

APPENDIX

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:** ROSEMARY MCATEE - PRINCIPAL ELEMENTARY SMALL

• **Teacher:** MICHELLE CASCIO - TEACHER STRUCTURED ENG IMMERSN

• **Classified:** ALBERTA HENDRIX - ADMINISTRATIVE ASSISTANT I

• **Parent Representative:** Rikiya Humphries - Parent

Emergency Telephone Number Directory

| | Name | Home | Work | Cell |
|-------------------------------|--|--------------|--------------|--------------|
| • Principal: | ROSEMARY MCATEE - PRINCIPAL ELEMENTARY SMALL | 510-712-0079 | 510-639-3377 | 510-712-0079 |
| • Assistant Principal: | NA | | | |
| • Custodian: | TANYA DAVIS - HEAD CUSTODIAN 1 | 510-682-8320 | 510-639-3377 | 510-682-8320 |
| • Secretary/Other: | ALBERTA HENDRIX - ADMINISTRATIVE ASSISTANT I | 510-274-3437 | 510-639-3377 | 510-274-3437 |

Section 2: School Safety Plan Goals

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

To be considered:

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

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

Must address the following areas:

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

Goal 1: Maintain suspension levels at 0.00%

- **Strategy 1.1:** Full implementation of Caring School Communities curriculum with check-ins scheduled daily and class meetings scheduled weekly
- **Strategy 1.2:** Early intervention through Student Success Team referrals and counseling services to support emotional, social and behavioral development of students determined to be at-risk for suspension.

Goal 2: Increase the level of reported parent engagement from 91% to 95%

- **Strategy 2.1:** Concerted effort by staff led by parent liaison to reach out to parents through phone calls, monthly bulletins in order to inform them of upcoming events and the importance of parent involvement. Additional opportunities for parent involvement in schools
Organization of 3 data workshops for parents in order to inform parents grade level and student specific achievement.

- Strategy
2.2:

Section 3: Safety Policies & Procedures

Policies and Procedures

Child Abuse

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

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

Sexual Abuse (Suspicion of past sexual incidents):

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

Do not Destroy Evidence of Sexual Abuse:

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

Suspected Physical Abuse or Significant Neglect:

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

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

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

Sexual Harassment

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

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

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the

principal, district administrator or Superintendent to obtain procedures for filing a complaint. Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

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

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

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

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

Suspension & Expulsion/Due Process

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

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

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

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

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

Student Due Process

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

On-Campus Suspension Program

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

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

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

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

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

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

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

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

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

Decision Not to Enforce Expulsion Order

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

Grounds for Suspension and Expulsion

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

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

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

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

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

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

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

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

6. Caused or attempted to cause damage to school property or private property. (Education Code [48900\(f\)](#))
7. Stole or attempted to steal school property or private property. (Education Code [48900\(g\)](#))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code [48900\(h\)](#))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code [48900\(i\)](#))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code [11014.5](#). (Education Code [48900\(j\)](#))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code [48900\(k\)](#))
12. Knowingly received stolen school property or private property. (Education Code [48900\(l\)](#))
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code [48900\(m\)](#))
14. Committed or attempted to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#) or [289](#), or committed a sexual battery as defined in Penal Code [243.4](#). (Education Code [48900\(n\)](#))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code [48900\(o\)](#))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code [48900\(p\)](#))
17. Engaged in, or attempted to engage in, hazing as defined in Education Code [32050](#). (Education Code [48900\(q\)](#))
18. Made terrorist threats against school officials and/or school property. (Education Code [48900.7](#))

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

19. Committed sexual harassment as defined in Education Code [212.5](#) (Education Code [48900.2](#))
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code [233](#) (Education Code [48900.3](#))
21. Intentionally engaged in harassment, threats or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code [48900.4](#))

Nondiscrimination/Harassment

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

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

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

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

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

Notifications to Law Enforcement Authorities

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

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

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

Outcome Data

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

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

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

Dress and Grooming

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

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

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

Gang-Related Apparel

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

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

Uniforms

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

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

Employee Security

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

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

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

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

School Site Emergency Supplies

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

CONTENTS INCLUDE:

- 60 Individually Wrapped Water Packets.
- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- Basic First Aid Kit General supplies are provided with a First Aid Guidebook.

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

Monthly Emergency Radio Testing

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

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

Section 4: Emergency Disaster Procedures and Drills

Earthquake Procedures

In the classroom or office

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

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

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

Earthquake procedures in other parts of the building

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

Earthquake procedures while outside

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

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

Fire Procedures

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

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

Fire Extinguisher Instructions:

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

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

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

Emergency Lockdown

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

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

- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Staff without students will report to the office for instruction or as otherwise directed.

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

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

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

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

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

Shelter-in-Place

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

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

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

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

Section 4: Emergency Lockdown

Ms. Esperanza Korematsu, PLEASE COME TO THE PRINCIPAL'S OFFICE!

Section 4: Fire and Earthquake Drill Schedule

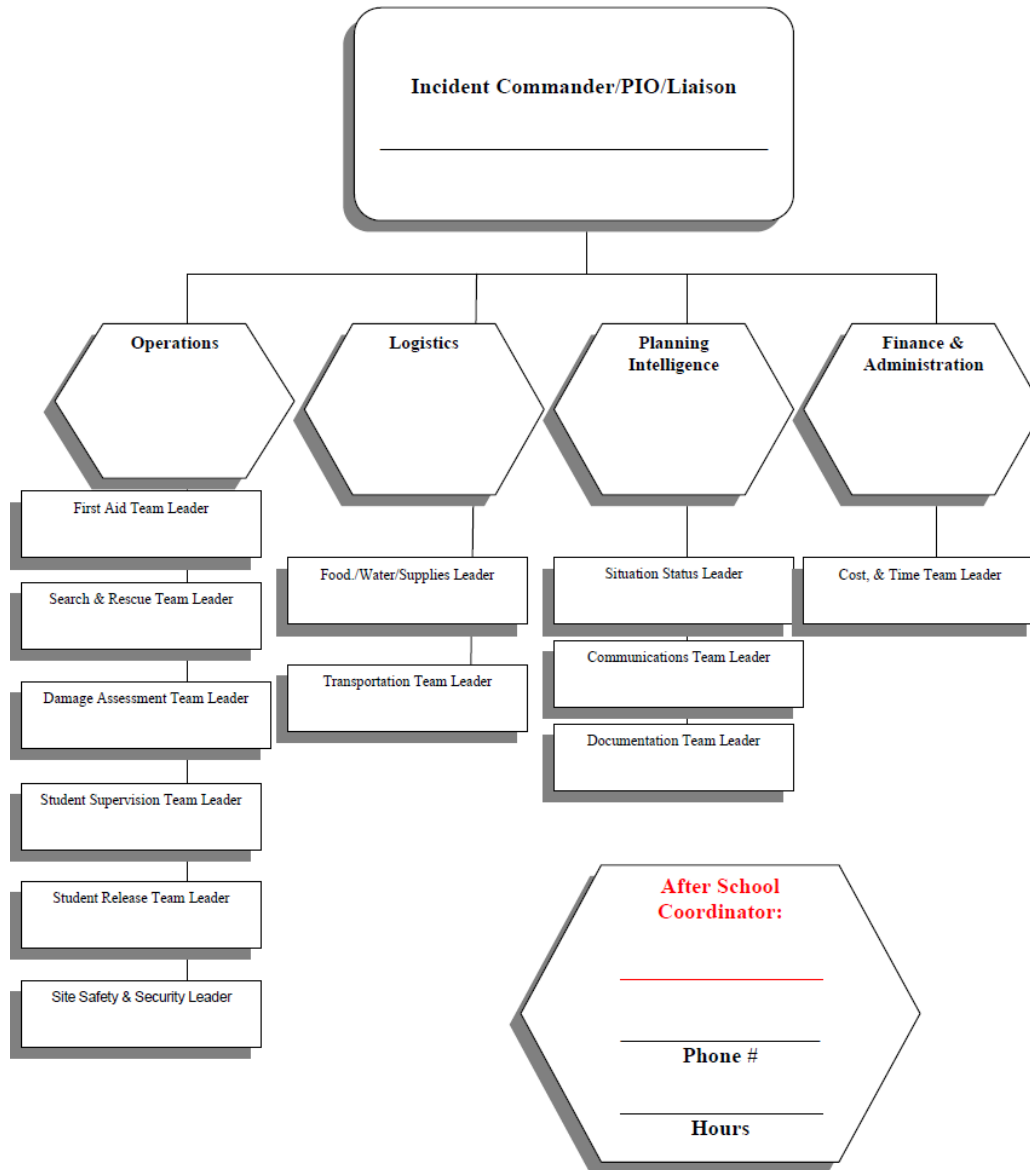
Fire and Earthquake Drill Schedule

| Month | Date | Time | Fire/Earthquake |
|-----------|------------|----------|-----------------|
| September | 9/26/2014 | 12:00 PM | Both |
| October | 10/24/2014 | 12:00 PM | Both |
| November | 11/21/2014 | 12:00 PM | Both |
| December | 12/19/2014 | 12:00 PM | Both |
| January | 1/23/2015 | 12:00 PM | Both |
| February | 2/27/2015 | 12:00 PM | Both |
| March | 3/27/2015 | 12:00 PM | Both |
| April | 4/24/2015 | 12:00 PM | Both |
| May | 5/29/2015 | 12:00 PM | Both |
| June | 6/5/2015 | 12:00 PM | Both |

Lockdown Drill Schedule

| Date | Time |
|------------------|----------|
| Fall 12/12/2014 | 12:00 PM |
| Spring 3/27/2015 | 12:00 PM |

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number.

ROSEMARY MCATEE

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

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

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

P1 SDC SH = 8 STUDENTS / P2 SDC SH = 9 STUDENTS // ALL P1 P2 STUDENTS HAVE COGNITIVE DISABILITIES AND REQUIRE CLOSE MONITORING, SOME HAVE AMBULATORY DISABILITIES AND REQUIRE WALKERS, STROLLERS, AND ASSISTANCE. ONE STUDENT IN FIRST GRADE HAS AMBULATORY DI

(Max Length: 500)

CARMEN GOMEZ-SMITH

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

| Special Needs Type | Abbreviation | Total | Special Needs Type | Abbreviation | Total |
|------------------------------|--------------|--|------------------------------|--------------|---|
| Intellectually Disabled | ID | <input style="width: 40px;" type="text" value="11"/> | Hard of Hearing | HH | <input style="width: 40px;" type="text" value="2"/> |
| Deaf | DEA | <input style="width: 40px;" type="text" value="2"/> | Speech & Language Impairment | SLI | <input style="width: 40px;" type="text" value="8"/> |
| Visually Impaired | VI | <input style="width: 40px;" type="text" value="2"/> | Emotionally Disturbed | ED | <input style="width: 40px;" type="text" value="0"/> |
| Orthopedically Impaired | OI | <input style="width: 40px;" type="text" value="2"/> | Other Health Impaired | OHI | <input style="width: 40px;" type="text" value="1"/> |
| Specific Learning Disability | SLD | <input style="width: 40px;" type="text" value="0"/> | Deaf / Blind | DB | <input style="width: 40px;" type="text" value="0"/> |
| Multipally Disabled | MD | <input style="width: 40px;" type="text" value="2"/> | Traumatic Brain Injury | TBI | <input style="width: 40px;" type="text" value="0"/> |
| Est Medical Disability | EMD | <input style="width: 40px;" type="text" value="0"/> | 510-689-6122 | | |
| | | | 10:00 AM-6:00 PM | | |

Determine proper signage and equipment.

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

ALL ADA-COMPLIANT SIGNAGE IS ON ALL ROOMS AND EXITS

(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

| | | | |
|-------|------------------|--------|----------------|
| Name: | Anthony Williams | Title: | SDC SH TEACHER |
| Name: | Una Les | Title: | SDC SH TEACHER |

Emergency Evacuation: Principal's checklist

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

Activate key personnel to:

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

Emergency Evacuation: Employees checklist

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

Emergency Evacuation: Teachers checklist

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

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

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

Emergency Student Release Procedures

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.
3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.

5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whom the student is being released and address or destination.

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

Section 6: On Campus Evacuation Map

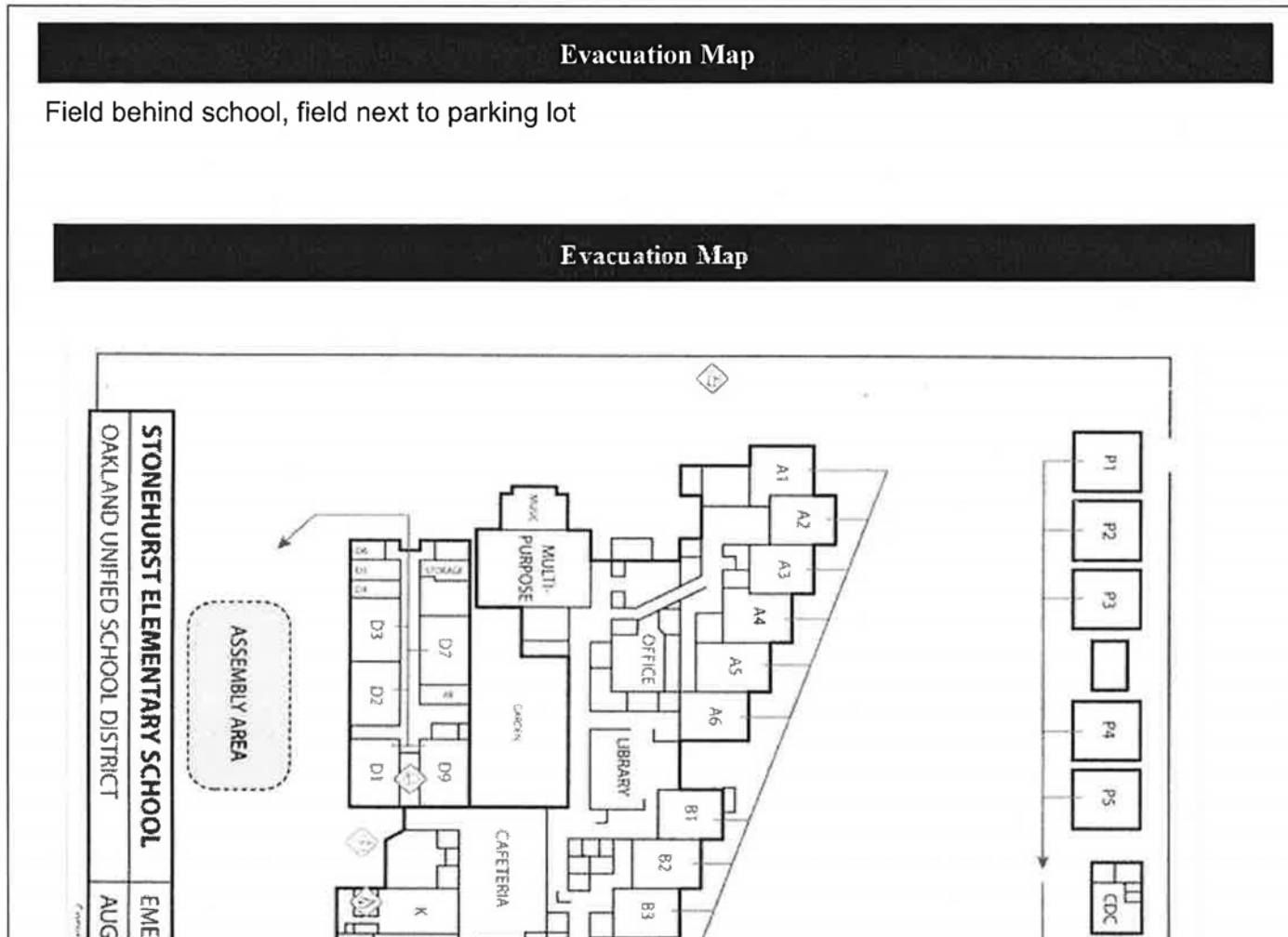
Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

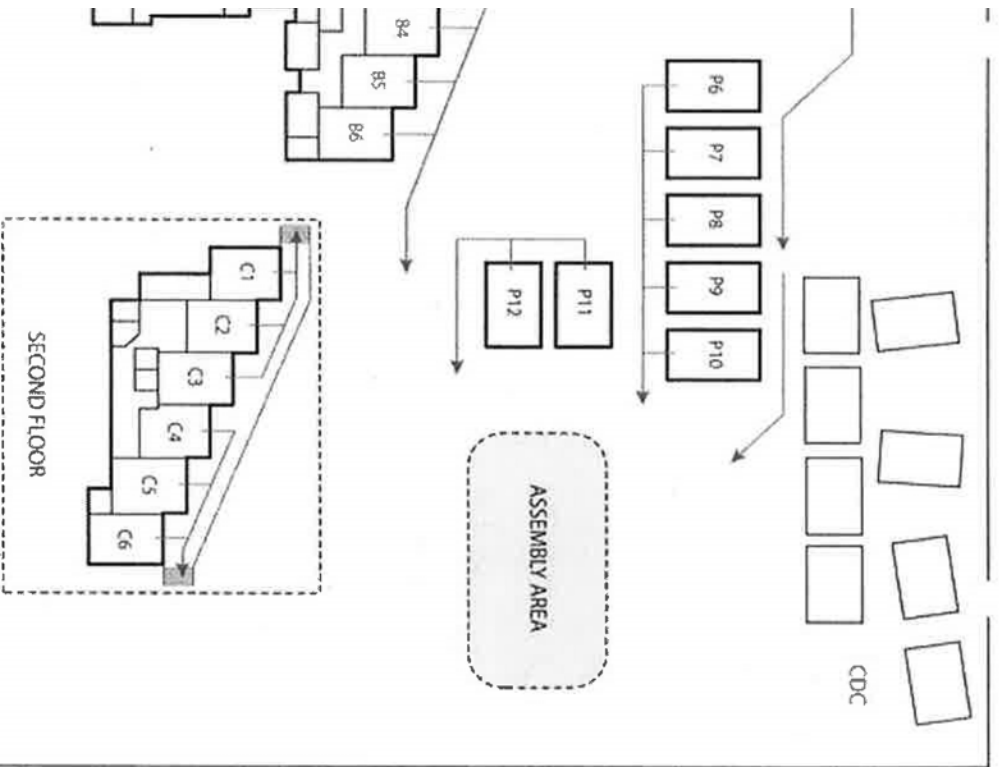
On-Campus Assembly Location

Describe on-campus evacuation/assembly location.





Field behind school, field next to parking lot


- Upload Copy of Map
- Use Last Years Map





AGENCY SITE PLAN
 UST 2004

| | | | |
|---|------------|---|-------------|
|  | WATER MAIN |  | ELECTRICAL |
|  | GAS MAIN |  | ALARM PANEL |



Site: 3004 - 0000 - 0000 - 0000

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

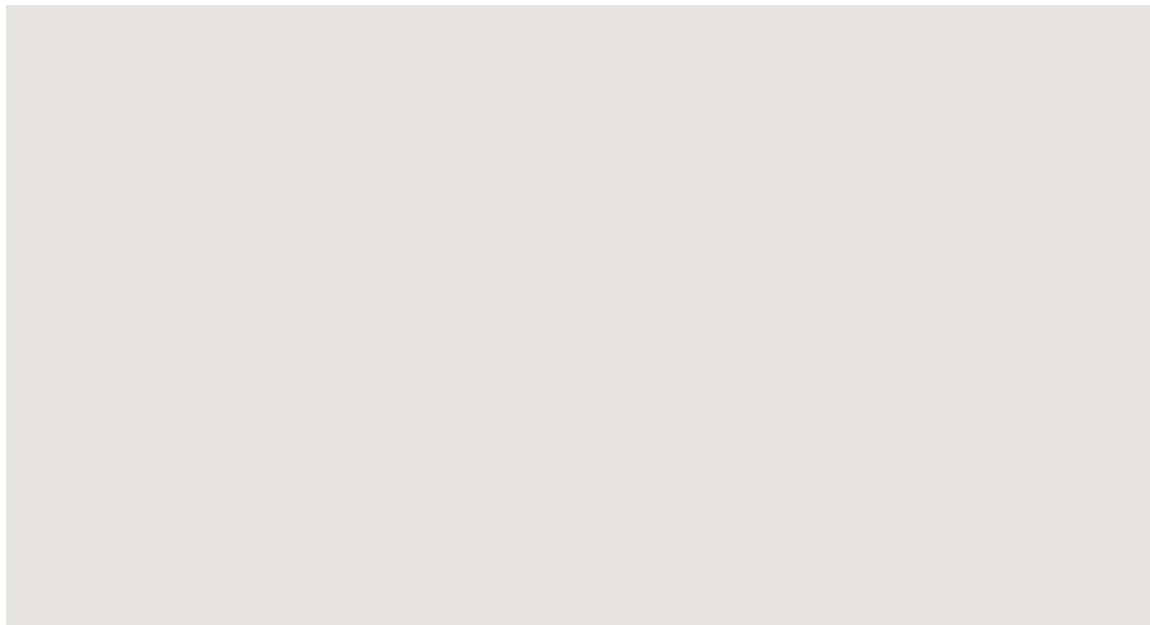
Establish a memorandum of agreement with the evacuation site.
Name of person or organization memorandum was established with

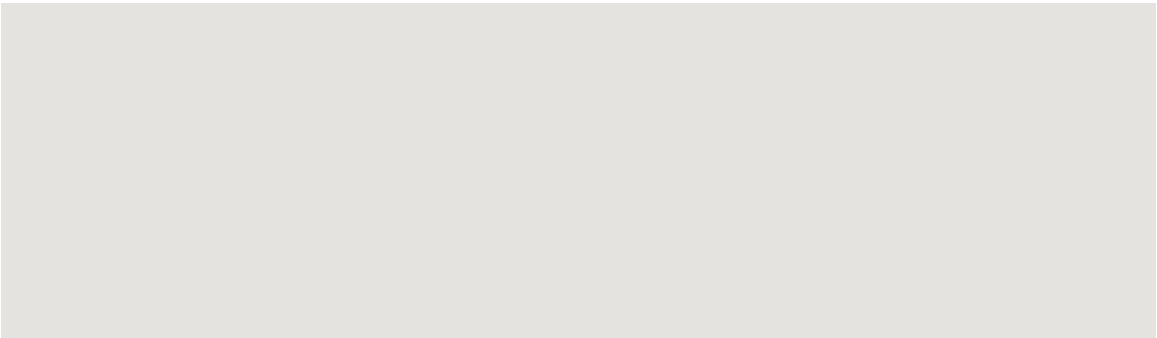
C. Enter Date of Agreement

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: , Oakland, CA

B. Evacuation Street Address: , Oakland, CA

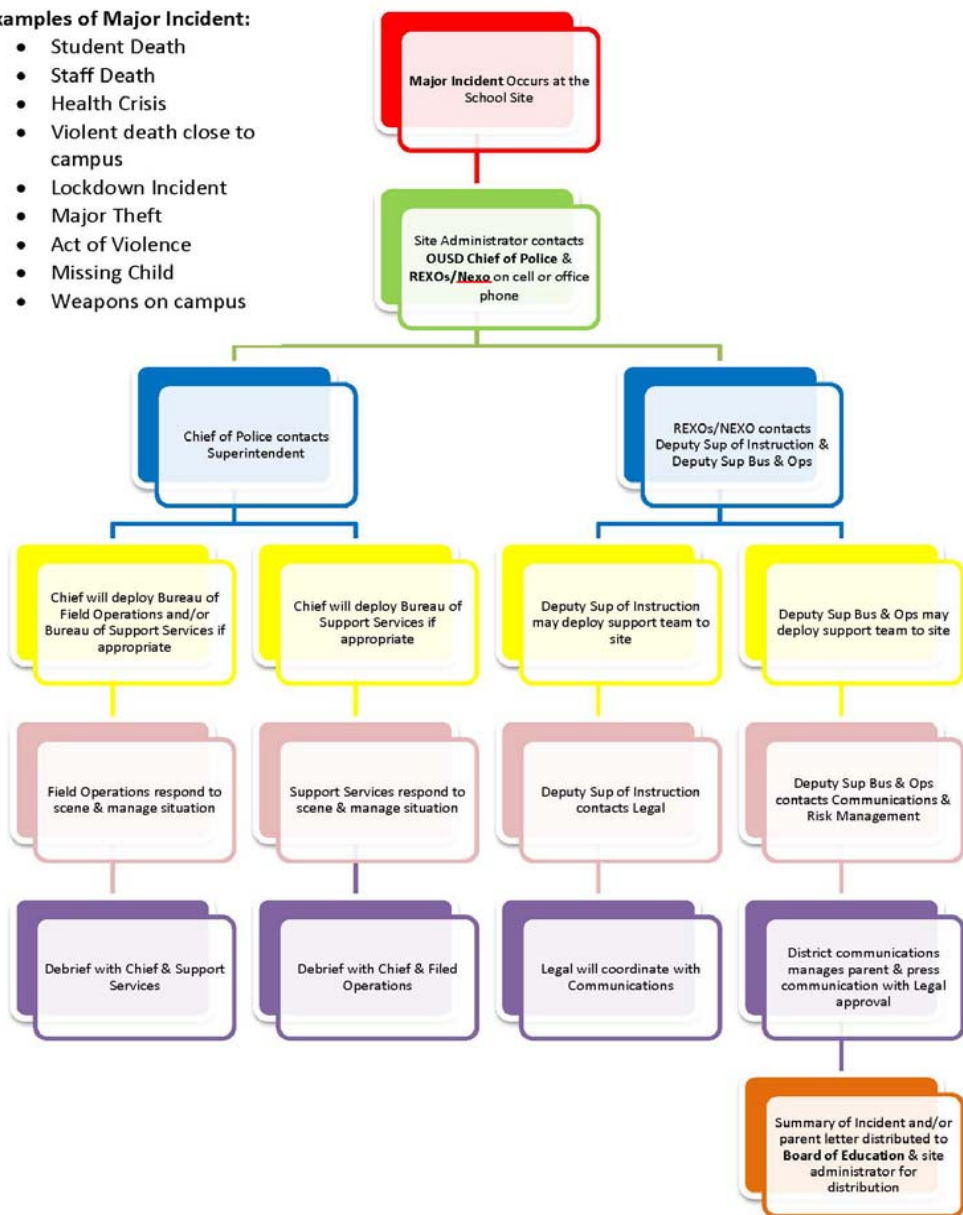




Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

Examples of Major Incident:

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



Last edited by Oakland School Police Department, July 2013



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) |
| Has 'after school staff or safety team' completed the | Yes / No (if no, please follow these 2 links to complete online: IS-100.SCa Introduction to the Incident Command System for Schools |

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

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

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

Monthly Emergency Drill Report Form

Month _____

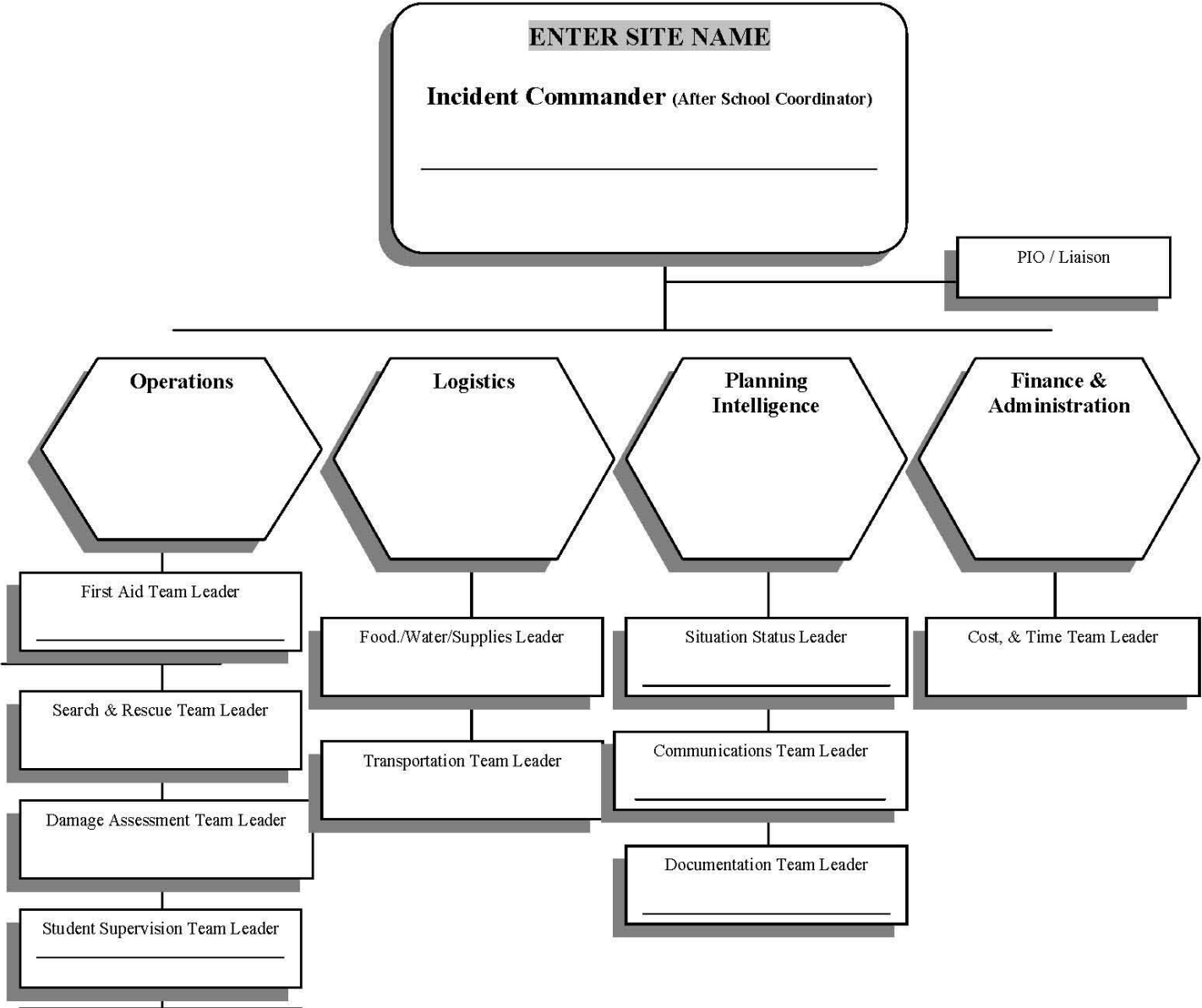
| Type of Drill | Time Duration | Number of Persons Evacuated | Number of Staff Supervising Drill |
|---------------|---------------|-----------------------------|-----------------------------------|
| Earthquake | | | |

| | | | |
|--------------------------|--|--|--|
| 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

Safety Plan Appendix

School Safety Plan

APPENDIX: Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Safety for Special Needs Populations

Table of Contents

| | |
|--|-----------|
| TABLE OF CONTENTS | 1 |
| AMERICAN WITH DISABILITIES ACT | 2 |
| ROLES AND RESPONSIBILITIES | 2 |
| PLANNING | 2 |
| NOTIFICATION | 2 |
| EVACUATION | 3 |
| SHELTERING | 4 |
| RETURNING HOME | 6 |
| EARTHQUAKE | 7 |
| BEFORE A DISASTER | 8 |
| DURING THE EARTHQUAKE..... | 9 |
| AFTER THE EARTHQUAKE..... | 9 |
| TRAINING FOR RESCUE SERVICE DURING AN EMERGENCY | 10 |
| EVACUATING WHEELCHAIR USERS | 10 |
| ALL WHEELCHAIR USERS..... | 10 |
| MANUAL (NON-MOTORIZED) WHEELCHAIRS..... | 11 |
| MOTORIZED WHEELCHAIRS..... | 11 |

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

American with Disabilities Act

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

Roles and Responsibilities

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

Planning

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

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

Action Step:

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

Notification

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

combination of methods will be more effective than relying on one method alone. For instance, combining visual and audible alerts will reach a greater audience than either method would by itself.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Action Step:

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

Evacuation

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

Action Step:

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Action Step:

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

Sheltering

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

Action Step:

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

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Action Step:

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

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

Action Step:

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

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

Action Step:

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

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Action Step:

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

Returning Home

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

Action Step:

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

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Prepare For What Will Happen

Earthquake

1. Not only do breakable things break, the broken pieces and other objects fly off walls and shelves. So, during the shaking move away from windows, mirrors, shelves, and bookcases. Watch out for pictures flying off walls, and loose objects from the top of file cabinets. Cabinet doors may open and stored items spill out; bookcases may topple over if not anchored to a wall or the floor.
2. Large, heavy furniture gets moved. This means file cabinets, desks, televisions, couches, beds and other items you may not be able to move by yourself will shift position by a foot or more. Out-of-position furniture may actually block the pathway out of your office or residence.
3. Many offices have acoustical tile ceilings, and a major quake may shake some out of the ceiling. Fortunately, tiles are not very heavy when they fall. But usually a lot of dust has accumulated above the tiles and this dust will come down as well.
4. Telephone service may be interrupted.
5. Electricity may be lost. This means no lights, air conditioning, electric heating, and elevators. Refrigerators and electric stoves will not work and you may have no hot water. Also, because of lost water pressure toilets may not flush. Without electricity you cannot run mechanical breathing aids; you will not be able to recharge a power wheelchair. Only battery operated clocks, radios, televisions, and other appliances will help you. **AT WORK AND AT HOME -KEEP A FLASHLIGHT, BATTERY OPERATED RADIO AND FRESH BATTERIES HANDY.**
6. A fire is much more possible than under normal conditions. In or near any building or residence, there may be a ruptured gas line, torn electrical wiring, or spilled flammable fluids. **AT HOME, HAVE A FIRE EXTINGUISHER HANDY. AT WORK, KNOW WHERE THE NEAREST TWO EXTINGUISHERS ARE LOCATED. KNOW HOW TO DIRECT SOMEONE TO TURN OFF YOUR GAS IF YOU CANNOT DO SO YOURSELF.**
7. Don't expect help from fire and police personnel for at least 72 hours: they will be busy with the most crucial situations. Some emergency shelters are up and running within hours of a major disaster; others take two or three days to become operational. **BE MENTALLY PREPARED TO RELY ON YOUR OWN RESOURCES AND THE HELP OF NEIGHBORS AND WORK COLLEAGUES DURING THE FIRST 72 HOURS AFTER A MAJOR EARTHQUAKE.**
8. It can take up to three days for emergency water to get to your area. Every person should store at least 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

have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Before a Disaster

1. Evacuation plans must provide for problems involved in students with mobility, visual and hearing impairments. Special evacuation transportation provisions may be necessary - both from the school building to the assembly area(s) and away from the school area. And plans must also address assistance that will be provided to mentally retarded students during and after the earthquake.
2. Special needs students should have a back-up supply of vital medication, equipment or supplies with them, at school or enroute. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
3. Parents or guardians of these students should be consulted concerning care considerations if the student is isolated at school for both a short term or long term basis.
4. These students should have in their possession an individual emergency card describing their special needs. The cards should list information such as; disability, medications and their application frequencies, mobility constraints, attendant needs allergies, primary physician, etc.
5. Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered.
6. Special Needs Teachers and Aids should be kept with their students.
7. Allow for individual self sufficiency of these students as much as possible by getting them involved in preparedness and response activities. Include in response planning obvious ways in which special needs students can assist others in response to disastrous conditions -include them in your drill. As an example, in the dark (due to power loss and no outside light), sighted people could depend on the blind students to navigate through debris laden evacuation routes. Blind people are experienced at being placed in new, unfamiliar environments and finding their way.
8. Also communicate preparedness and response information and instructions (according to need) to these students with braille, audio cassette, visual aids, large print, etc. Don't let them out of the process.
9. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired and deaf students would be best alerted by flashing light alarms.

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

OAKLAND UNIFIED SCHOOL DISTRICT
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

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

OAKLAND UNIFIED SCHOOL DISTRICT
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

OAKLAND UNIFIED SCHOOL DISTRICT
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: Korematsu Discovery Academy (172)

- 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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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."
- 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:
Wednesday, May 7th, 2014
- The public was alerted about the meeting through one of the following:
 Fliers in students' home languages (date) May 5, 2014
 Announcement at the public meeting (date) May 5, 2014
 Other (Notices and Media Announcements) (date) NA

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

| | | |
|--|-------------------------|----------------|
| Signatures | | |
| <u>Rosemary McAtee</u> | <u>Rosemary McAtee</u> | <u>5/5/14</u> |
| Print name of school principal | Signature | Date |
| <u>Rukiya Humphries</u> | <u>Rukiya Humphries</u> | <u>5/5/14</u> |
| Print name of SSC chairperson | Signature | Date |
| <u>Jenny Wong</u> | <u>Jenny Wong</u> | <u>5/21/14</u> |
| Print name of Chief of Police or Designee | Signature | Date |
| <u>Kimi Kean</u> | <u>Kimi Kean</u> | <u>5/15/14</u> |
| Print name of Regional Executive Officer | Signature | Date |
| <u>Susana Ramirez</u> | <u>Susana Ramirez</u> | <u>6/10/14</u> |
| Print name of Director, State & Federal Compliance | Signature | Date |



Fred T. Korematsu
**Discovery
Academy**

SSC ROSTER 2013 - 2014

| Member's Names | Member |
|-----------------------|-------------------------|
| 1.) Rosemary McAtee | Principal |
| 2.) Rukiya Humphries | President (Parent) |
| 3.) Vanessa Cardenas | Vice-President (Parent) |
| 4.) Silvia Matias | DELAC (Parent) |
| 5.) Adrian Murillo | (Parent) |
| 6.) Fabiola Dominguez | (Parent) |
| 7.) Thomas Gonzalez | (Teacher) |
| 8.) Carmen Gomez | (Teacher) |
| 9.) Kelly Jacobs | (Teacher) |
| 10.) Cecilia Harrison | (Classified) |

Rosemary McAtee
Principal

Title I School Parental Involvement Policy 2013 - 2014

Involvement of Parents in the Title I Program

Fred T. Korematsu Discovery Academy agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

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

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy. At every school event we make a data presentation. We provide parent education workshops with the Parent Education Coordinator to give parents helpful resources to improve the quality of educational and social opportunities for their students.
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress
 - In addition before testing we have a meeting to discuss the best strategies for helping students succeed on district and state test.
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Parents hold parent conferences to communicate with the parents regarding the individual needs of students.

- 5) 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 participate in school activities and other educational and social events at our school.
- 6) 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. In addition, phone calls are made and poster are displayed to communicate school events with our families.
- 7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents. We provide dinner and childcare for most activities.
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

- 1) Fred T. Korematsu Discovery Academy will convene an annual Title I meeting to inform parents of the following:
 - That the school participates in the Title I Program
 - How the school implements the Title I Program
 - The requirements of the Title I Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title I Plan.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Parents will receive robocalls, flyer announcements, and announcements will be posted outside our schools.

Adoption

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

This policy was adopted by Fred T. Korematsu Discovery Academy School Site Council on 12/5/14 and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The Fred T. Korematsu'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)

KDA Elementary Home and 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