

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 Claremont Middle School.

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

- Quality Education Improvement Act (QEIA)

Federal Programs

- Title I, Part A

Recommendation:

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



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Claremont Middle School

6057004

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Part 1: Our School Claremont Middle School is one of OUSD's comprehensive middle schools. Our student population is 66% African American, 12% White, 13% Latino, 4% Asian, and 3% various other ethnic backgrounds. 60% of our students qualify for free and reduced lunch. Approximately 5% of our students are English Language Learners. Over the last 5 years, Claremont has been engaged in school-wide reform, with the goal of becoming a high performance learning community that promotes high achievement by all its students. We have implemented several changes that have improved student learning and the engagement of our students and families, but we still have much to do for our school to reach its AYP targets (see section 2). Four years ago, as a Program Improvement Year 3 school, we worked with the district, staff and parents and developed our "Local Solution" plan—a five-year, comprehensive reform agenda that draws on the current research literature to re-design every aspect of our school (our school and management structures; curriculum and instruction; social-emotional support programs and services; and parent-community relationships). This year, we have reviewed that plan and we propose to sharpen our efforts by stopping strategies from that original plan that have proved ineffective and by focusing our efforts on a few, high-leverage strategies that have the most potential to accelerate learning.

VISION

School Vision: a. Professional Learning Community- voluntary group of teachers developing school vision. Timeline- about 6 weeks. 1. Writing goal A. Cross curriculum with steps for each grade level 2. Math Goal A. Also, cross curriculum

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	43%	No	46.1%	No
	Black or African American	30.7%	No	29.9%	No
	Asian	71.4%	--	75%	--
	Hispanic or Latino	48.3%	No	59.1%	--
	White	81.4%	--	82.8%	Yes
	Two or More Races		--	63.6%	--
	Socioeconomic Disadvantaged	33.5%	No	30.6%	No
	English Learner	34.1%	--	39.4%	--
	Students with Disabilities	31.7%	No	39.1%	Yes
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	25.8%	No	27.6%	No
	Black or African American	15.5%	No	11.9%	No
	Asian	57.1%	--	60%	--
	Hispanic or Latino	32.8%	No	45.5%	--
	White	55.8%	--	55.2%	No
	Two or More Races		--	45.5%	--
	Socioeconomic Disadvantaged	16.8%	No	16.4%	No

English Learner	20.5%	--	27.3%	--
Students with Disabilities	23.6%	--	28.4%	Yes

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 - Claremont - 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:

Content Area:

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:

Claremont Middle School will be a small, diversified school, both in student population and staffing. We will provide a challenging and engaging education that prepares students to succeed at the highest levels in high school, college, or other post-high school pursuits. The curriculum will be challenging in terms of creating critical thinkers and adherence to state-mandated guidelines. Our students will not only be distinguished as scholars, but also by being ?noble? human beings. Our students will be aware of and reflective of local, city, and world-wide issues. Students will be able to voice and articulate their wants and desires from a manner of respect and humility. Our students will also develop skills to be proactive in the local and general community when the need arises. When a student crosses the stage, the students will exhibit the following attributes: Academic skills, knowledge, and behaviors: Students will have ? Reached a minimum of proficiency in the 8th grade California content standards. ? Developed meta-cognitive skills, such as the ability to self-reflect, compare evidence, understand perspectives, make connections, etc. ? Developed strong communication skills, both verbal and written, that allow them to present and support their ideas. ? Developed the ability to organize and revise work until it is their ?best?, to identify and access resources, and to cooperate in a group setting. ? Literacy in key areas of the fine arts, in computers/technology, and in geography/environment. Personal skills, knowledge and behaviors: Students will ? Behave in a manner and make choices that promote their well-being and allow them to be successful in a variety of social and work environments. ? Demonstrate intra-personal habits, including awareness of self, confidence, pride (with self and as Claremont alumni), self-respect, and positive goal-setting. ? They will demonstrate inter-personal habits, including problem solving, respecting others, accepting responsibility, displaying empathy and compassion, and acting in solidarity with others. Community skills, knowledge and behaviors: Students will ? Demonstrate a willingness to act and vocalize on local and global issues and a confidence they know they can make a difference in the world (one person at a time). ? Express a sense of community (CMS, neighborhood, city).

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

From OUSD Strategic Plan:

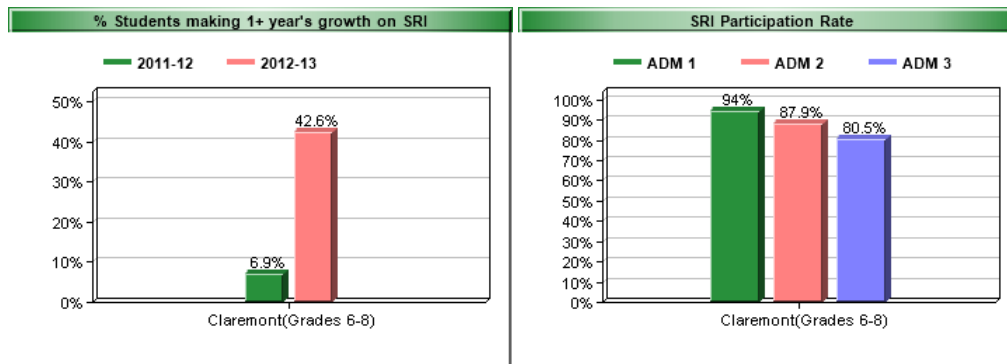
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

SRI



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

- Current 6th and 8th are scoring 2 - 11% below state average in ELA. Current 6th-8th are approximately 5% above district average on CST
- 3% less of Current 6th-8th graders at Claremont are scoring in the FBB and BB range than the district average

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

- 50% of 6th graders scored proficient or advanced on last BM
- 43% of 7th graders scored proficient or advanced on last BM

- 32% of 8th graders scored proficient or advance on last BM
- We have determined that low writing and comprehension skills are the root causes of the achievement gap at Claremont
- We are organizing our master schedule next year to provide targeted web based interventions read 180 and lets go learn to FBB and BB students, and persuasive writing across the curriculum to target the achievement gap

Theory of Action

- If we create ELA intervention classes with a min. of 7 student computers that use Read 180 and Lets go Learn as web based interventions then we will be able to move 35% of FBB and BB students to Basic and increase the number of proficient/adv st
- If we create an ELL cohort that is part of a heterogenous house structure and receives targeted ELD instruction one period per day then we will increase the number of ELL's scoring proficient and advanced by 20%
- If we provide all teachers with laptops to better utilize the SMART boards in their classrooms then we will increase student engagement and achievement.
- If we continue to engage in Cycle of Inquiry in ELA with a writing focus then we will increase the number of proficient/adv. students by 20% in our targeted subgroups.
- If we consistently use CLR, AED, and SDAIE strategies as regular components of our ELA instruction then we will increase the number of proficient/adv. students on CST by 20% and decrease number of BB and FBB by 30%

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
Math Specialist will collaborate with teachers daily to build teacher capacity in the implement of common core and strategic interventions to support all students	Local assessments (benchmarks, PWA)	Lower-Performing	Weekly		5/9/2014	201SQI1A3719	Teachers will collaborate weekly to lesson plan and analyze student data to inform instruction.	N/A			0	\$0.00

Math Specialist will collaborate with teachers daily to build teacher capacity in the implement of common core and strategic interventions to support all students	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly		5/9/2014	201SQI1A3720	Teachers will progress monitor student growth and needs on a weekly basis .	N/A			0	\$0.00
Math Specialist will collaborate with teachers daily to build teacher capacity in the implement of common core and strategic interventions to support all students					5/9/2014	201SQI1A3721		N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A3724	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Science curriculum.	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A3725	Supplemental instructional support will be provided through the format of reduced class	N/A			0	\$0.00

improved student academic achievement.							size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Science curriculum.					
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A3726	Lower clasSupplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the History/English curriculum.	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A3727	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing	N/A			0	\$0.00

							additional support in the English curriculum.					
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Grades/GPA		Every Marking Period	Leadership Team	5/8/2014	201SQI1A3728	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Physical Education curriculum.	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Grades/GPA		Every Marking Period	Leadership Team	5/8/2014	201SQI1A3729	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Physical Education curriculum.	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support	Grades/GPA		Every Marking Period	Leadership Team	5/8/2014	201SQI1A3730	Supplemental instructional support will be provided through the format of reduced class	N/A			0	\$0.00

improved student academic achievement.							size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Physical Education curriculum.					
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A3732	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Math curriculum.	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A3733	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support	N/A			0	\$0.00

							in the Science curriculum.					
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A5722	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the English curriculum.	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)			Leadership Team	5/8/2014	201SQI1A5723	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Physical Education curriculum.	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support improved student	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A5724	Supplemental instructional support will be provided through the format of reduced class size. This intervention	N/A			0	\$0.00

academic achievement.							action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Science curriculum.					
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A5725	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the English curriculum.	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Local assessments (benchmarks, PWA)		Weekly	Leadership Team	5/8/2014	201SQI1A5726	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the English curriculum.	N/A			0	\$0.00

Increasing the amount of time teachers can interact with students will support improved student academic achievement.	Grades/GPA		Every Marking Period	Leadership Team	5/8/2014	201SQI1A5731	Supplemental instructional support will be provided through the format of reduced class size. This intervention action enables the teacher to have an increased amount of time to interact with students identified as needing additional support in the Technology/Digital Media curriculum.	N/A			0	\$0.00
Increasing the amount of time teachers can interact with students will support improved student academic achievement.					5/8/2014	201SQI1A5732		N/A			0	\$0.00
All staff will collaborate and implement the sharing of best practices (under PLC and horizontal leadership framework):	SRI	Free/Reduced Price Lunch	End of Year	Leadership Team	3/6/2014	201SQI1A6246	Principals/Literacy Specialist/TSA monitor planning and implementation of PD	3010-Title I			0	\$0.00
All staff will collaborate and implement the sharing of best practices (under PLC and horizontal leadership framework):					3/6/2014	201SQI1A6247		N/A			0	\$0.00

Principals facilitates and participates in weekly/monthly site collaboration meetings					5/8/2014	201SQI1A3897		N/A			0	\$0.00
Provide school-wide intervention math program to support students who performing below grade level in mathematics.	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly		5/14/2014	201SQI1A3717	Identified students who are below proficient in math will be placed in a strategic intervention math class (Math 180)	N/A			0	\$0.00
Provide school-wide intervention math program to support students who performing below grade level in mathematics.	Local assessments (benchmarks, PWA)	High Performing/GATE	Monthly		5/14/2014	201SQI1A3718	Identified students who are performing at and above grade level in math will be placed in grade appropriate common core math compression class	N/A			0	\$0.00
Provide school-wide intervention math program to support students who performing below grade level in mathematics.	Local assessments (benchmarks, PWA)		Weekly		5/14/2014	201SQI1A7736	Math Specialist will provide ongoing support in coaching teachers and supporting students	N/A			0	\$0.00
Matain smaller class sizes and QEIA goals.					2/24/2014	201SQI1A3708	Continue to maintain class sizes	N/A			0	\$0.00
Matain smaller class sizes and QEIA goals.					2/24/2014	201SQI1A3712	Maintain Smaller Class sizes	N/A			0	\$0.00
Matain smaller class sizes and QEIA goals.					2/24/2014	201SQI1A3713	maintain smaller class sizes	N/A			0	\$0.00

Maintain smaller class sizes and QEIA goals.					2/24/2014	201SQI1A3714	Maintain smaller class sizes	N/A			0	\$0.00
Provide a TSA to support instruction across all core academic content area to improve student academic achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	6/5/2014	201SQI1A7975	TSA will work with students to improve their academic achievement.	3010-Title I		C10TSA9999	0.5	\$38,499.88
Provide Literacy Specialist TSA to provide tier 2 intervention support for students performing below grade level.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	6/5/2014	201SQI1A7976	Literacy Specialist TSA will provide tier 2 intervention for identified students performing below grade level	3010-Title I	5715-INTERPGM - INSTRUCTIONAL SERVICES		0	\$15,425.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

From OUSD Strategic Plan:

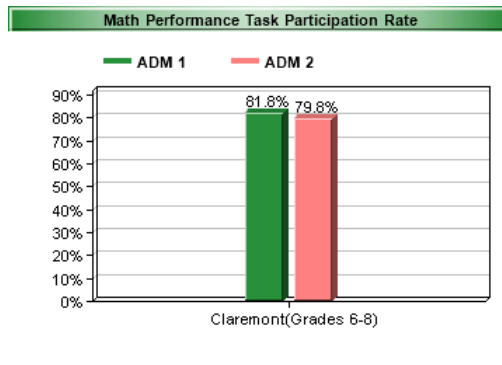
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Benchmark



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

- Claremont has 2.28% more students in the FBB range and 5.7% less students in the proficient/adv range than the district average as measured by CMA/CST
- Claremont has 20% more students in the proficient/adv range on 8th grade Science CST than district average.

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

- Math must be an area of focus, as our BM scores continue to remain below 40% Pro/Adv, and we have a persistent

achievement gap for ELL's and AAMs.

- Our Science department is strong and has produced consistent high results on CST, we will continue to replicate the culture of observation and collaboration in the Science department.
- All 6th grade students take Earth science, all 7th grade students take Life science, and all 8th grade students take Physical science so our students are well prepared for CST
- All Science classrooms have Smart Boards, science lab tables and lab experiments so that hands on learning can occur, another reason for high science achievement.
- Many Math students enter with a high need for basic skills, and our entire Math department is new to Claremont this year.

Theory of Action

- If 7 functional classroom computers are installed in every class room and teachers use web based interventions then student achievement will increase by 25% from FBB/BB to Basic as measured by CST and benchmark exams
- If teachers continue an experiment based science curriculum that is culturally relevant using cycle of inquiry student engagement and achievement will increase by 20% in proficient/adv. domain as measured by CST particularly for ELL's and AAMs
- If the school increases the use of technology in the classroom via the purchase of Macbook airs for all teachers to facilitate use of Smart/promethean boards, then student engagement and achievement will increase by 20% as measured by CST and BM
- If our Math dept. engages in cycle of inquiry to improve student outcomes and participates in Middle School Math Cohort then Student achievement will increase by 25% in the proficient and advanced range as measured by CST

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
Principals facilitates and participates in weekly/monthly site collaboration meetings					5/8/2014	201SQI1B3897		N/A			0	\$0.00
All Math teachers participate in 2nd Wednesday District Math collaborative from 2-330					5/9/2014	201SQI1B3896	Plan standards-based lessons as a collaborative development.	N/A			0	\$0.00
Principals and Lead Teachers model best practices/instructional strategies in all PLC	SRI				5/9/2014	201SQI1B3895	Teachers will continue to facilitate and lead weekly onsite	N/A			0	\$0.00

and faculty meetings.							professional development					
Site teams do math classroom visits at other school sites together with REXO and Director of Curriculum and Instruction using the 5x8 evidence gathering card as their lens					5/9/2014	201SQI1B3894		N/A			0	\$0.00
Teacher leaders model number talks, participation quizzes and, Board Math/multiple choice test taking strategies and similar instructional routines in staff meetings and support teachers to implement them regularly.	Other (OCR, etc)		Weekly	Principal	5/9/2014	201SQI1B3892	Teachers will facilitate standards-based academic student discourse	N/A			0	\$0.00
Teachers visit each others classrooms at least bi-monthly using learning walk protocol as observation tool to practice gathering evidence of best practices and student engagement strategies.					5/9/2014	201SQI1B3889		N/A			0	\$0.00
Teachers, administrators, district staff and partners are engaged in instructional rounds, observation debriefs, and positive sentence frames to give feedback to students and their teachers about mathematics learning using the 5x8 card observation tool.					5/9/2014	201SQI1B3888		N/A			0	\$0.00
Teachers engage in co-planning and					5/9/2014	201SQI1B3882	16	N/A			0	\$0.00

co-teaching of standards-based lesson at least 4 times yearly.												
Principal engages site leadership team in developing implementing and revising math action plans using cycle of inquiry.	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	5/9/2014	201SQI1B3893	Provide professional development support. Professional development will use the coaching format and focus on utilizing effective Math instructional strategies and techniques and integrating data analysis in lesson design.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Claremont has 12% less respondents than the district average.

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

- We have a lower than average response rate. More explicit training on administration of CHKS will increase participation rate

Theory of Action

- If teachers from the elementary sites collaborate with teachers on staff at Claremont Middle then children will be better prepared academically and socially for the transition to middle school.
- If Elementary teachers provide background for incoming 6th graders then they will have a smooth transition into middle school.
- If Claremont continues to provide open houses and school tours to prospective students from elementary school then they will have an easier transition to Claremont

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Providing targeted intervention support will improve academic achievement in mathematics	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	5/9/2014	201SQI1C5761	Intervention Specialist provides intervention support for identified students; which will improve their academic performance	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Our CHKS survey is below district average and our teacher I believe we succeed survey is below district average
- Our Math achievement is hindering us from achieving double digit growth.

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

- Need to increase the academic rigor in adequately preparing students to meet and exceed the A-G requirements in high school
- Ongoing collaboration with local colleges and business to support student achievement. In addition, we will incorporate career day and college day.

Theory of Action

- If teachers collaborate with the office of College Readiness in order to provide advanced placement classes then more students will have the opportunity to access college level courses in high school.
- If we create an advanced Math 6 course then the number of 7th graders that take and pass Algebra CST with a proficient and advanced score will increase by 30%
- If more 7th graders take Algebra 1 then the number of 8th graders that take and pass Algebra CST with a proficient and advanced score will increase by 30%

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
Provide parent workshops to parents to inform them about their student's academic progress and needs		SQIS Target Group	Every Semester	Principal	6/5/2014	201SQI1D7980	Schedule bi-annual workshops for parents.	9901-Title I - Parent Participation	4300-MATERIALS & SUPPLIES		0	\$1,347.00

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: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Currently 20% of the 6th grade honor roll consists of AAM's, 11% of the 7th grade honor roll, and 23% of our 8th grade honor roll consists of AAM's
- Through targeted intervention and teacher collaboration we will increase the number of AAM's to 35% of our 6th grade honor roll, 35% of our 7th grade honor roll and 35% of our 8th grade honor roll

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

- African American males are not achieving at the rate of their white peers, and make up the majority of FBB and BB students at Claremont
- Increased targeted learning opportunities for African American males during and after school will assist in raising AAM achievement
- Increased male role models on campus, staff, peacemakers, district personnel all provide positive imagery which will increase motivation and engagement for AAM

Theory of Action

- If we engage the African American Male Task force in developing effective strategies for increasing African American male achievement at Claremont then we will see a 15% increase in proficient/adv. AAM students as measured by CST
- If we use web based intervention programs Read 180 and Lets Go Learn then we will bridge achievement gaps for ELL's, Disabled students and AAM's and provide differentiated opportunities for GATE students.
- If we continue to engage in Cycle of Inquiry in the Domains of ELA and Math with a writing focus then we will increase the number of proficient/adv. students by 20% in our targeted subgroups.
- If we create intervention classes in ELA and create Math 8 sections then we will move 20% of students from BB and FBB to Basic

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
Provide school-wide intervention math program to support students who performing below grade level in mathematics.	Local assessments (benchmarks, PWA)	Lower-Performing	Monthly		5/14/2014	201SQI1E3717	Identified students who are below proficient in math will be placed in a strategic intervention math class (Math 180)	N/A			0	\$0.00
Provide school-wide intervention math program to support students who performing below grade level in mathematics.	Local assessments (benchmarks, PWA)	High Performing/GATE	Monthly		5/14/2014	201SQI1E3718	Identified students who are performing at and above grade level in math will be placed in grade appropriate common core math compression class	N/A			0	\$0.00
Provide school-wide intervention math program to support students who performing below grade level in mathematics.	Local assessments (benchmarks, PWA)		Weekly		5/14/2014	201SQI1E7736	Math Specialist will provide ongoing support in coaching teachers and supporting students	N/A			0	\$0.00
Providing targeted intervention support will improve	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	5/9/2014	201SQI1E5761	Intervention Specialist provides intervention support for	N/A			0	\$0.00

academic achievement in mathematics							identified students; which will improve their academic performance					
Allocate Teacher stipends to support teacher collaboration and standards based lesson planning through the Instructional Leadership Team	Local assessments (benchmarks, PWA)	SQIS Target Group		Principal	6/5/2014	201SQ11E7977	Instructional Leadership Team will meet once a week to plan site based Professional Development	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$0.00
Allocated funding for Instructional Leadership team to collaborate and plan	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	6/5/2014	201SQ11E7978	Instructional Leadership Team will meet once a week to collaborate and plan site based professional development	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$2,460.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Claremont has 1% less than district average of students who spend unsupervised time at home after school
- Claremont has approximately 200 students that participate in academic and enrichment after school programming from 315-600 pm daily

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

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- Increased instructional minutes and engagement during the regular will allow for greater participation in after school programs that can allow more students to enter enrichment

Theory of Action

- If we eliminate advisory then we will have more instructional time to do academic interventions
- If we implement a block schedule three days per week then we will be able to do more in depth hands on learning.
- If we implement strategic intervention classes then FBB BB and ELL students will receive the targeted instruction they need to decrease the number of FBB and BB students by 30%

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide after school tutoring to support students in all academic areas	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	TSA/Coach	6/5/2014	201SQ11F7979	Provide after school tutoring and homework academies	N/A			0	\$0.00

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

Strategic Priority A. School Safety Plan

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

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: Reduce suspensions by 50%

- Strategy 1.1: Implementation of Character Development Program, which consist of the following strategies: .PBIS .Restorative Justice .Climate Assemblies .Student Government .180 Program (Supporting & Monitoring Student Academic Achievement)
- Strategy 1.2: Implementation of Conflict Mediation Program (Facilitated by Restorative Justice Counselor)

Goal 2: Decrease bullying by 30%.

- Strategy 2.1: Implementation of Character Development Program, which consist of the following strategies: .PBIS .Restorative Justice .Climate Assemblies .Student Government .180 Program (Supporting & Monitoring Student Academic Achievement)
- Strategy 2.2: Implementation of Anti-Bullying Strategies, which consist of the following: .Facilitate Reflection Circles for students to talk about the affects bullying have on students.

Strategic Priority Improvement Strategies

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

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

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

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

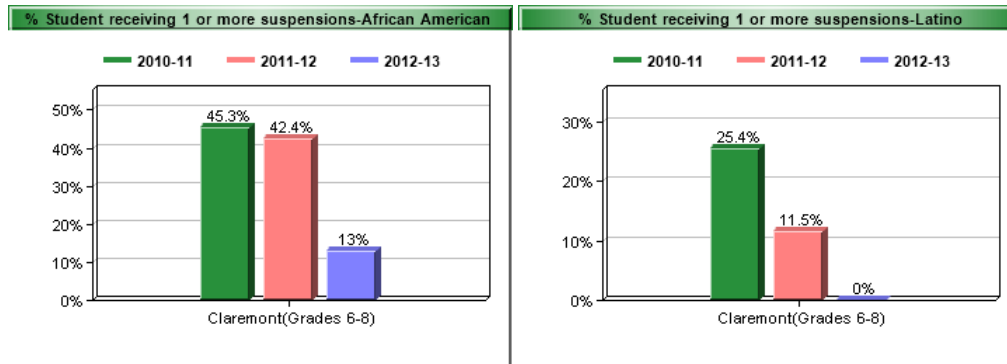
Goal 1: Reduce suspensions by 50%

- Strategy 1.1: Implementation of Character Development Program, which consist of the following strategies: .PBIS .Restorative Justice .Climate Assemblies .Student Government .180 Program (Supporting & Monitoring Student Academic Achievement)
- Strategy 1.2: Implementation of Conflict Mediation Program (Facilitated by Restorative Justice Counselor)

Goal 2: Decrease bullying by 30%.

- Strategy 2.1: Implementation of Character Development Program, which consist of the following strategies: .PBIS .Restorative Justice .Climate Assemblies .Student Government .180 Program (Supporting & Monitoring Student Academic Achievement)
- Strategy 2.2: Implementation of Anti-Bullying Strategies, which consist of the following:
2.2: .Facilitate Reflection Circles for students to talk about the affects bullying have on students.

Suspensions



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

- Students at Claremont feel less safe at school and less cared for by adults at the school than the district average and don't feel there are ample opportunities for them to participate
- Claremont has more suspensions and DHP's than the district average

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

- During the 2012-2013 school year there was a lack of Positive behavior incentives and leadership opportunities for students. In addition, students did not feel engaged with or cared for by the school.
- During the 2012-2013 school year we implemented, PBIS, peer conflict mediators, and student council will provide leadership opportunities engage and empower students and positively transform school culture.
- During the 2013-2014 school year we improved our peer conflict mediators through an enrichment class and full time RJ coordinator. We also created a leadership class through enrichment that has engaged students in creating school wide activities.
- During the 2013-2014 school year the Richardsons held Liberation Assemblies every third Friday of the month. These school wide assemblies focused on improving positive school culture, reviewing school-wide rules and having fun, engaging competition
- Claremont needs to make the African-American Male Achievement program a strong and permanent part of the master schedule.

Theory of Action

- If Claremont implements the PBIS action plan over the next three years then the PBIS hand book and positive behavior film will become the behavior norm for Claremont positively transforming school culture.
- If Claremont implements PBIS tier 2 interventions next year then we will better serve the 15% of high risk students in the future
- If Claremont creates a leadership class then we will have student government which positively engage students and transform school culture.

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
Maintain smaller class sizes and QEIA goals.					2/24/2014	201SQI2B3708	Continue to maintain class sizes	N/A			0	\$0.00
Maintain smaller class sizes and QEIA goals.					2/24/2014	201SQI2B3712	Maintain Smaller Class sizes	N/A			0	\$0.00
Maintain smaller class sizes and QEIA goals.					2/24/2014	201SQI2B3713	maintain smaller class sizes	N/A			0	\$0.00
Maintain smaller class sizes and QEIA goals.					2/24/2014	201SQI2B3714	maintain smaller class sizes	N/A			0	\$0.00
Provide a TSA to support instruction across all core academic content area to improve student academic achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	6/5/2014	201SQI2B7975	TSA will work with students to improve their academic achievement.	3010-Title I		C10TSA9999	0.5	\$38,499.88
Provide Literacy Specialist	Local assessments (benchmarks,	SQIS Target Group	Weekly	Principal	6/5/2014	201SQI2B7976	Literacy Specialist TSA will	3010-Title I	5715-INTERPGM - INSTRUCTIONAL		0	\$15,425.00

TSA to provide tier 2 intervention support for students performing below grade level.	PWA)						provide tier 2 intervention for identified students performing below grade level		SERVICES			
Provide parent workshops to parents to inform them about their student's academic progress and needs		SQIS Target Group	Every Semester	Principal	6/5/2014	201SQI2B7980	Schedule bi-annual workshops for parents.	9901-Title I - Parent Participation	4300-MATERIALS & SUPPLIES		0	\$1,347.00
Allocate Teacher stipends to support teacher collaboration and standards based lesson planning through the Instructional Leadership Team	Local assessments (benchmarks, PWA)	SQIS Target Group		Principal	6/5/2014	201SQI2B7977	Instructional Leadership Team will meet once a week to plan site based Professional Development	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$0.00
Provide after school tutoring to support students in all academic areas	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	TSA/Coach	6/5/2014	201SQI2B7979	Provide after school tutoring and homework academies	N/A			0	\$0.00

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

Strategic Priority C. Health & Wellness

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Claremont has less students on free and reduced lunch and a lower number of students that eat school breakfast and lunch than the district average
- Claremont has lower rates of alcohol use and depression and higher fitness rates than the rest of the district

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

- Availability of counseling staff on campus decreases our students anxiety and supports their mental health.
- The school nurse on campus provides students with immediate care.
- During the 2013-2014 school year we had a health and wellness champion who collaborated with the district to implement programs to ensure student safety and well being.
- During the 2013-2014 school year our Building School Capacity Pillar focused staff training on social emotional learning every third Friday of the month.
- During the 2013-2014 school year we created a Gardening Enrichment that used our beautiful garden as a living classroom to teach students about planting, health, nutrition, botany, and our natural surroundings.

Theory of Action

- If Claremont maintains a nurse on campus three full days per week and extra services for asthmatics and diabetics then we will continue to have better than average health results on CHKS
- If Claremont maintains a COST team and two full time counselors then we will reduce the incidences of depression and behaviors associated with mental health needs.
- If Claremont maintains a TUPE counselor 1 day per week then we will reduce the amount of alcohol tobacco and marijuana related incidents on campus
- If Claremont maintains one full time female, and one full time male PE teacher then we will increase the number of students scoring in the healthy body index zone

Strategic Priority Improvement Strategies

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

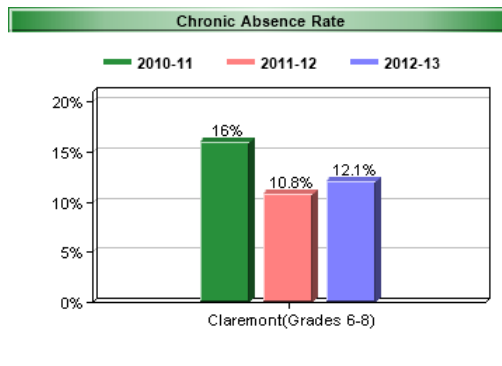
From OUSD Strategic Plan:

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

- Claremont continues to have lower cutting rates but higher chronic absence rates than the district average.
- Claremont meets district average for ADA but is lower than district average for number of students who attend 95+ days of school

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

- Students are disengaged from learning.
- Students suffer from traumatic experiences outside of school.
- Students are academically behind so they choose not to engage.

- Claremont needs to create a permanent "opportunity room" to address the reasons behind student truancy and cutting as well as providing a way to keep them supervised and out of the hallways.

Theory of Action

- If we Celebrate attendance like we celebrate academic achievement then we can increase family and community engagement
- If we continue to hold regular SART and SARB meeting that result in behavior/attendance contracts then we can reduce the rate of chronic absence and tardies
- If we conduct regular tardy sweeps and continue our lunch detention and in school suspension room as a consequence for tardies and cutting then we will decrease chronic absence and tardies

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- During the 2012-2013 school year, Claremont teachers did not feel that they had adequate time to collaborate or that PD was meaningful. However, during the 2013-2014 school year teachers were provided with more time to collaborate. The teacher leadership and administration team co-created meaningful professional development led by all stakeholders/teachers.
- During the 2013-2014 school year, Claremont developed a rigorous professional development calendar that focused on the following areas: Curriculum and Instruction (Academic Discourse), Intervention, Building Teacher Capacity, New teacher support, Climate and Culture, and accountability and systems

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

- During the 2012-2013 school year established strong leadership that helped develop a strong professional learning community framework that focused on building capacity in the following areas: Curriculum and Instruction, Intervention, Culture and CI
- Staff needs meaningful professional development that increases teachers knowledge about common core and increasing student engagement in the classroom through the facilitation of student academic discourse
- During the 2013-2014 school year, we have implemented and sustained a high functioning PLC under a horizontal leadership framework that has increased teacher capacity and collaboration

Theory of Action

- If we continue to engage in cycle of inquiry then we will progress in creating meaningful staff development.
- If we continue collaboration between administration and staff to develop professional development calendar and topics of interest or need then we will continue to have increased buy in and participation from Staff
- If we continue to collaborate under our Horizontal Leadership framework with fidelity, student achievement will increase.

- If we continue to provide leadership opportunities to teachers via house/department structures then we will build stronger PLCs that improve school culture and student achievement

Strategic Priority Goals

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

Measure	Goal	School Specific Target
Teacher feedback forms from PD activities	100% satisfaction	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
Principals facilitates and participates in weekly/monthly site collaboration meetings					5/8/2014	201SQI3A3897		N/A			0	\$0.00
Provide a TSA to support instruction across all core academic content area to improve student academic achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	6/5/2014	201SQI3A7975	TSA will work with students to improve their academic achievement.	3010-Title I		C10TSA9999	0.5	\$38,499.88
Provide Literacy Specialist TSA to provide tier 2 intervention support for students performing below grade level.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	6/5/2014	201SQI3A7976	Literacy Specialist TSA will provide tier 2 intervention for identified students performing below grade level	3010-Title I	5715-INTERPGM - INSTRUCTIONAL SERVICES		0	\$15,425.00
Principal engages site leadership team in developing implementing and revising	Local assessments (benchmarks, PWA)		Monthly	Leadership Team	5/9/2014	201SQI3A3893	Provide professional development support. Professional development will use the	N/A			0	\$0.00

math action plans using cycle of inquiry.							coaching format and focus on utilizing effective Math instructional strategies and techniques and integrating data analysis in lesson design.					
Provide parent workshops to parents to inform them about their student's academic progress and needs		SQIS Target Group	Every Semester	Principal	6/5/2014	201SQI3A7980	Schedule bi-annual workshops for parents.	9901-Title I - Parent Participation	4300-MATERIALS & SUPPLIES		0	\$1,347.00
Allocate Teacher stipends to support teacher collaboration and standards based lesson planning through the Instructional Leadership Team	Local assessments (benchmarks, PWA)	SQIS Target Group		Principal	6/5/2014	201SQI3A7977	Instructional Leadership Team will meet once a week to plan site based Professional Development	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$0.00
Allocated funding for Instructional Leadership team to collaborate and plan	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	6/5/2014	201SQI3A7978	Instructional Leadership Team will meet once a week to collaborate and plan site based professional development	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$2,460.00

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

Strategic Priority A. Family & Community Engagement

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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

- Claremont receives a tremendous amount of parent support both physically and financially.

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

- Claremont must increase parent involvement from African American, Latino and Middle Eastern families.
- The PTA will continue to expand and recruit to be demographically representative of Claremont Students.
- Claremont needs to increase the involvement of all parents through satellite meetings in other neighborhoods, creating workshops geared towards families, student lead events and showcases of student successes.

Theory of Action

- If we increase participation in PTA by 20% to include more diverse parent participation then we will increase student achievement, improve student behavior and school culture and climate
- If we continue to invite parents and community to participate in school functions and provide free food and childcare then we will increase family and community engagement
- If we maintain an open door policy in which parents and community members are welcomed to help improve and participate in the school then we will improve family and community engagement.
- If we acquire a parent liason in order to promote 75% or more parent participation then we will increase family and community engagement
- If we continue to partner with PTA on Family, Math, Science, Music, and Movie night as well school tours, Back to School Night, Open House and Open house for prospective parents then we will continue to increase family and community engagement

Strategic Priority Goals

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

Measure	Goal	School Specific Target
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School Scorecard: Uniform Complaints

Reduce the number of staff and parent level I uniform complaints by 5% annually

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a TSA to support instruction across all core academic content area to improve student academic achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	6/5/2014	201SQI4A7975	TSA will work with students to improve their academic achievement.	3010-Title I		C10TSA9999	0.5	\$38,499.88
Provide Literacy Specialist TSA to provide tier 2 intervention support for students performing below grade level.	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	6/5/2014	201SQI4A7976	Literacy Specialist TSA will provide tier 2 intervention for identified students performing below grade level	3010-Title I	5715-INTERPGM - INSTRUCTIONAL SERVICES		0	\$15,425.00
Provide parent workshops to parents to inform them about their student's academic progress and needs		SQIS Target Group	Every Semester	Principal	6/5/2014	201SQI4A7980	Schedule bi-annual workshops for parents.	9901-Title I - Parent Participation	4300-MATERIALS & SUPPLIES		0	\$1,347.00
Allocate Teacher stipends to support teacher collaboration and standards	Local assessments (benchmarks, PWA)	SQIS Target Group		Principal	6/5/2014	201SQI4A7977	Instructional Leadership Team will meet once a week to plan site based Professional Development	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$0.00

based lesson planning through the Instructional Leadership Team												
Allocated funding for Instructional Leadership team to collaborate and plan	Local assessments (benchmarks, PWA)	SQIS Target Group	Weekly	Principal	6/5/2014	201SQI4A7978	Instructional Leadership Team will meet once a week to collaborate and plan site based professional development	3010-Title I	1122-TEACHERS SALARIES EXTRA COMP		0	\$2,460.00
Increasing parent involvement and active engagement with the school will support improved student academic achievement.			Every Semester	Principal	5/9/2014	201SQI4A5824		N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Claremont Middle School

Principal: REGINALD RICHARDSON & RONALD RICHARDSON

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

- Claremont does not have a community outreach coordinator to help engage all stakeholders
- Claremont needs an Assistant Principal or TSA to focus on effectively communicating with our community and families, creating an on-boarding protocol for new students who enter mid-year, creating interventions that support students.
-

Theory of Action

- If Claremont has an outreach coordinator then we can include a representative group of stakeholders in our decision making, which will ensure an equitable allocation of our resources to ensure student 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: Budget Expenditures	Ensure school expenditures remain within +/-100% of the site finalized general purpose and categorical budget	

Strategic Priority Improvement Strategies

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:

State Program	Projected Budget	Final Budget
Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$386,925.75	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$386,925.75	

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$56,796.32	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,347.74	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$58,144.06	

Appendices

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

School Year: 2014-2015 Comprehensive School Safety Plan

(Education Code Section 32280-32288)

REGINALD RICHARDSON
Principal

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

Introduction

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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Planning for Special Needs Students

Section 1: School Safety / Climate Team

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

Site Responsibilities:

1. Establish School Safety/Climate Team
2. Update your site map including evacuation routes
3. Create a School Site Safety Plan including:
 - o Strategies for improving school safety/climate: goals, data, timeline, evaluation
 - o Fire Earthquake Drill Schedule - Once per month at the elementary and middle school level, and two times per year at the high school
 - o Lockdown Drill - Twice per year (once a semester)
 - o 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:	REGINALD RICHARDSON - PRINCIPAL MIDDLE SCHOOL
Teacher:	MATTHEW SMITH - TEACHER STRUCTURED ENG IMMERSN
Classified:	Tanisha CHAMPION-BENJAMIN - ADMIN AST I
Parent Representative:	Elizabeth Gessel - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal:	REGINALD RICHARDSON - PRINCIPAL MIDDLE SCHOOL	925-787-4469	510-654-7337	925-787-4469
Assistant Principal:	RONALD RICHARDSON - PRINCIPAL MIDDLE SCHOOL	925-399-2102	510-654-7337	925-399-2102
Custodian:	LONNIE DAVIS - CUSTODIAN	510-978-7117	510-654-7337	510-978-7117
Secretary/Other:	Tanisha CHAMPION-BENJAMIN - ADMIN AST I	707-720-6828	510-654-7337	707-720-6828

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: Reduce suspensions by 50%

- Strategy 1.1: Implementation of Character Development Program, which consist of the following strategies: .PBIS .Restorative Justice .Climate Assemblies .Student Government .180 Program (Supporting & Monitoring Student Academic Achievement)
- Strategy 1.2: Implementation of Conflict Mediation Program (Facilitated by Restorative Justice Counselor)

Goal 2: Decrease bullying by 30%.

- Strategy 2.1: Implementation of Character Development Program, which consist of the following strategies: .PBIS .Restorative Justice .Climate Assemblies .Student Government .180 Program (Supporting & Monitoring Student Academic Achievement)
- Strategy 2.2: Implementation of Anti-Bullying Strategies, which consist of the following: .Facilitate Reflection Circles for students to talk about the affects bullying have on students.

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:
 - o 6-Trash Bag Liners
 - o 1-Bio-Hazard Bag
 - o 6-Cleansing Wipes
- Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.
- One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of long term entrapments or lockdowns. Complete instructions are provided.

Monthly Emergency Radio Testing

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

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

Section 4: Emergency Disaster Procedures and Drills

Earthquake Procedures

In the classroom or office

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

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

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

Earthquake procedures in other parts of the building

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

Earthquake procedures while outside

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

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

Fire Procedures

- q Evacuate the buildings immediately for any fire or suspected fire.
- q Sound alarm if it has not already been done.
- q **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!

- q Upon arrival, the Fire Department will assume command.
- q Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- q 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:

- q Teachers should quickly check halls and get students into classrooms.
- q Lock doors, close blinds.
- q Teachers will keep all students in the classroom until an all clear has been sounded.
- q Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- q Staff without students will report to the office for instruction or as otherwise directed.
- q Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
- q Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.

- q When the emergency is over, a coded "all clear" will be announced.
- q The Crisis Response Team will meet to determine needs of school.
- q 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:

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

Section 4: Emergency Lockdown

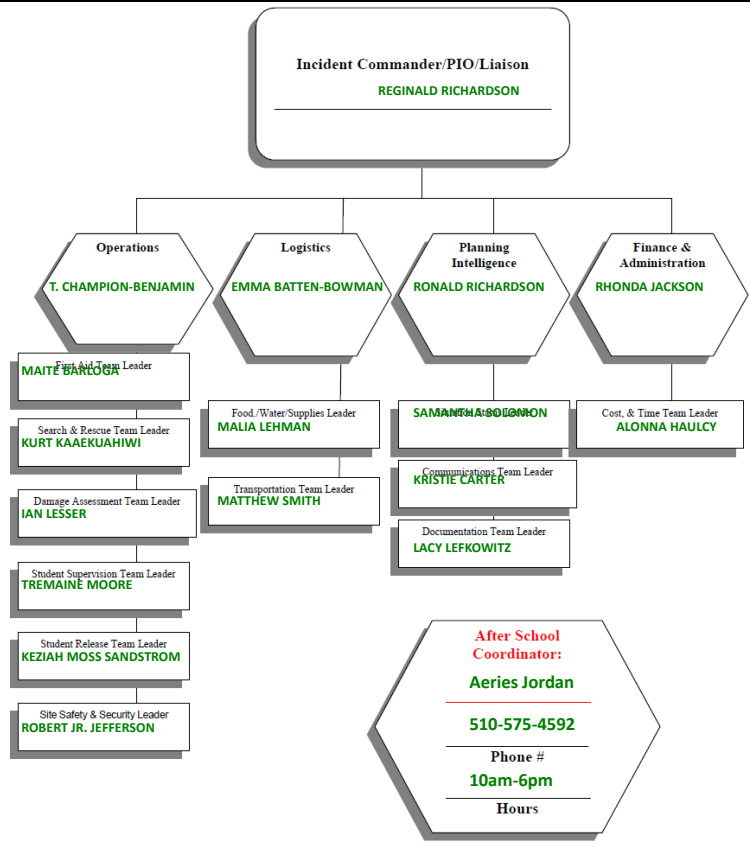
Mr. Claremont please come to the Principal's office.

Section 4: Fire and Earthquake Drill Schedule

Fire and Earthquake Drill Schedule			
Month	Date	Time	Fire/Earthquake
	September 9/11/2014	11:15 AM	Fire
	September 9/25/2014	11:15 AM	EQ
	October 10/16/2014	11:15 AM	Fire
	October 10/30/2014	11:15 AM	EQ
	November 11/25/2014	1:15 AM	Fire
	February 2/12/2015	11:00 AM	EQ
	March 3/26/2015	11:15 AM	Fire

Lockdown Drill Schedule		
	Date	Time
	Fall 11/21/2014	10:30 AM
	Spring 4/17/2015	1:15 PM

Section 5: Chain of Command



After School Coordinator:
Aeries Jordan
 510-575-4592
 Phone #
 10am-6pm
 Hours

Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number. 5220

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

38 SDC students. 6 students are in wheel chairs. There is one school nurse to assist with evacuation of 2 students in case of emergency.

(Max Length: 500)

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

Special Needs Type	Abbreviation	Total	Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	5	Hard of Hearing	HH	1
Deaf	DEA	0	Speech & Language Impairment	SLI	18
Visually Impaired	VI	0	Emotionally Disturbed	ED	2
Orthopedically Impaired	OI	4	Other Health Impaired	OHI	6
Specific Learning Disability	SLD	2	Deaf / Blind	DB	0
Multipally Disabled	MD	0	Traumatic Brain Injury	TBI	0
Est Medical Disability	EMD	0			

Determine proper signage and equipment.

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

Wheelchair accessible signs posted and ramps for students in wheelchairs

(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name: Pending	Title: School Nurse
Name: Evelyn Hardy	Title: Instructional Assistant

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

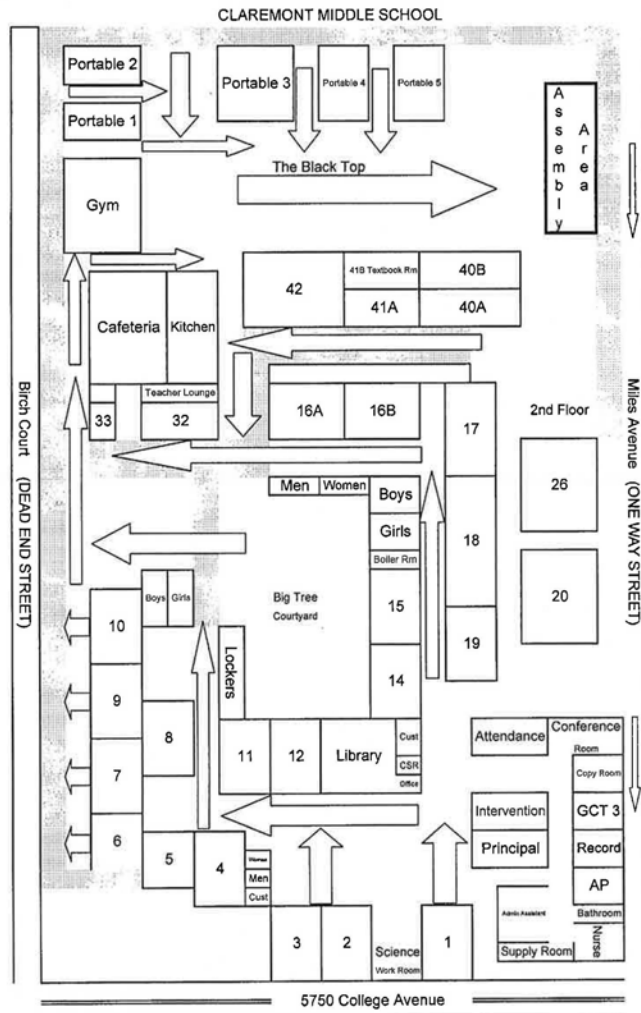
Describe on-campus evacuation/assembly location.

All students report to the school blacktop.

- Upload Copy of Map Use Last Years Map

Evacuation Map

All students report to the school blacktop.



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

Chabot Recreation Center (Baseball Field)

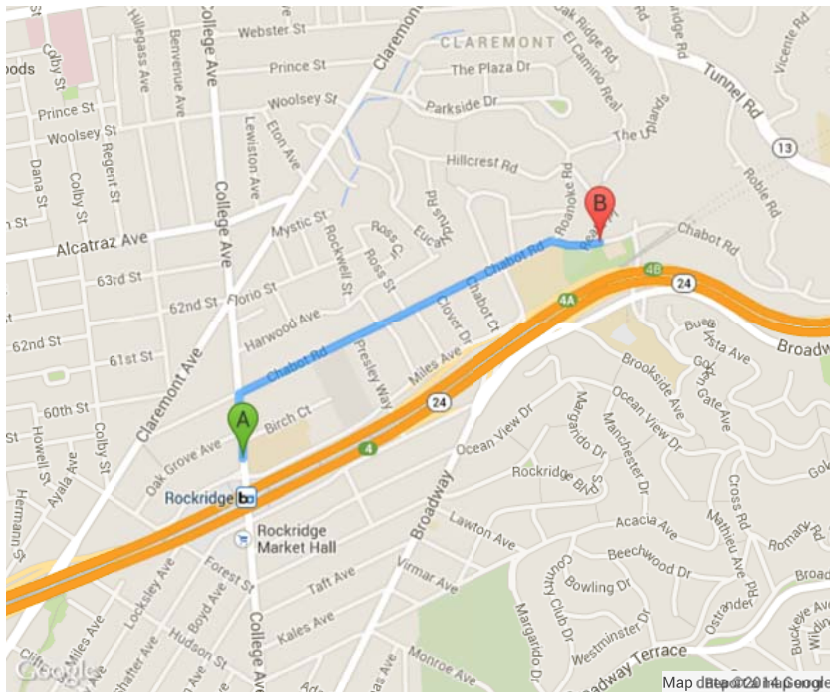
Establish a memorandum of agreement with the evacuation site.
Name of person or organization memorandum was established with
Request for legal assistance to get MOU.

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: 5750 College Avenue , Oakland, CA

B. Evacuation Street Address: 6686 Chabot Road, Oakl, Oakland, CA

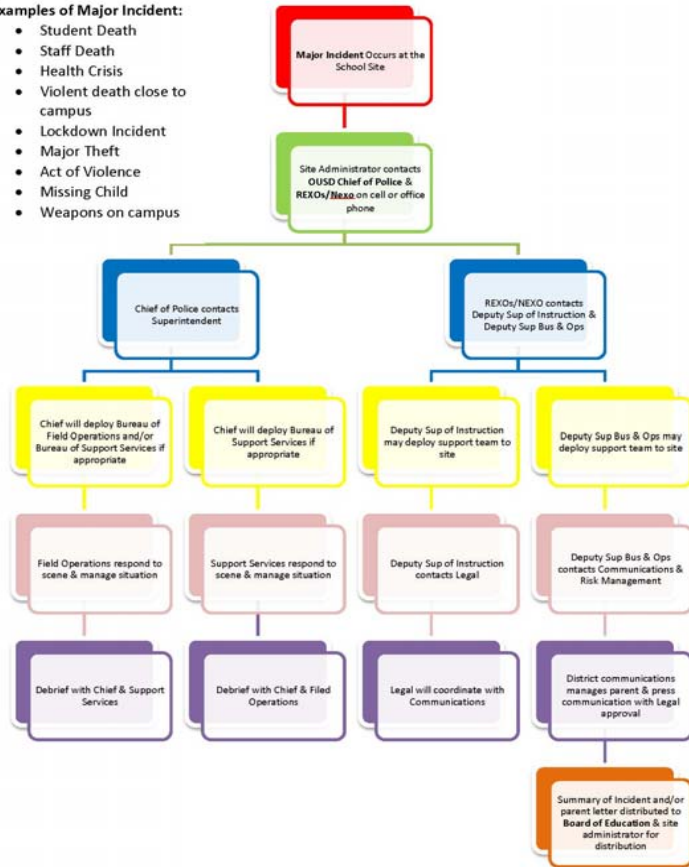


Section 7: OUSD Emergency Response and Notification Protocol

Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

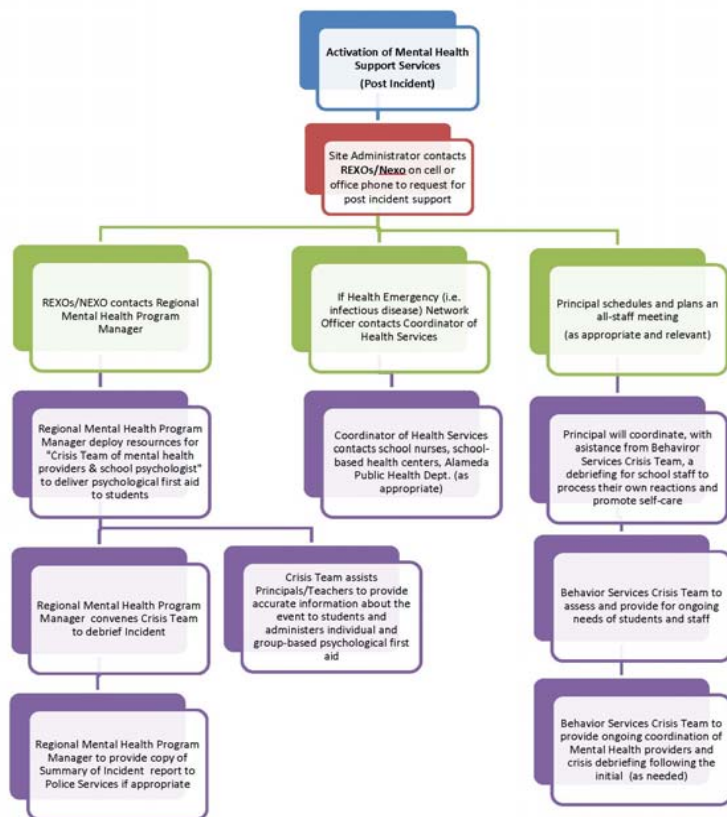
Examples of Major Incident:

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



Last edited by Oakland School Police Department, July 2013

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



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

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		

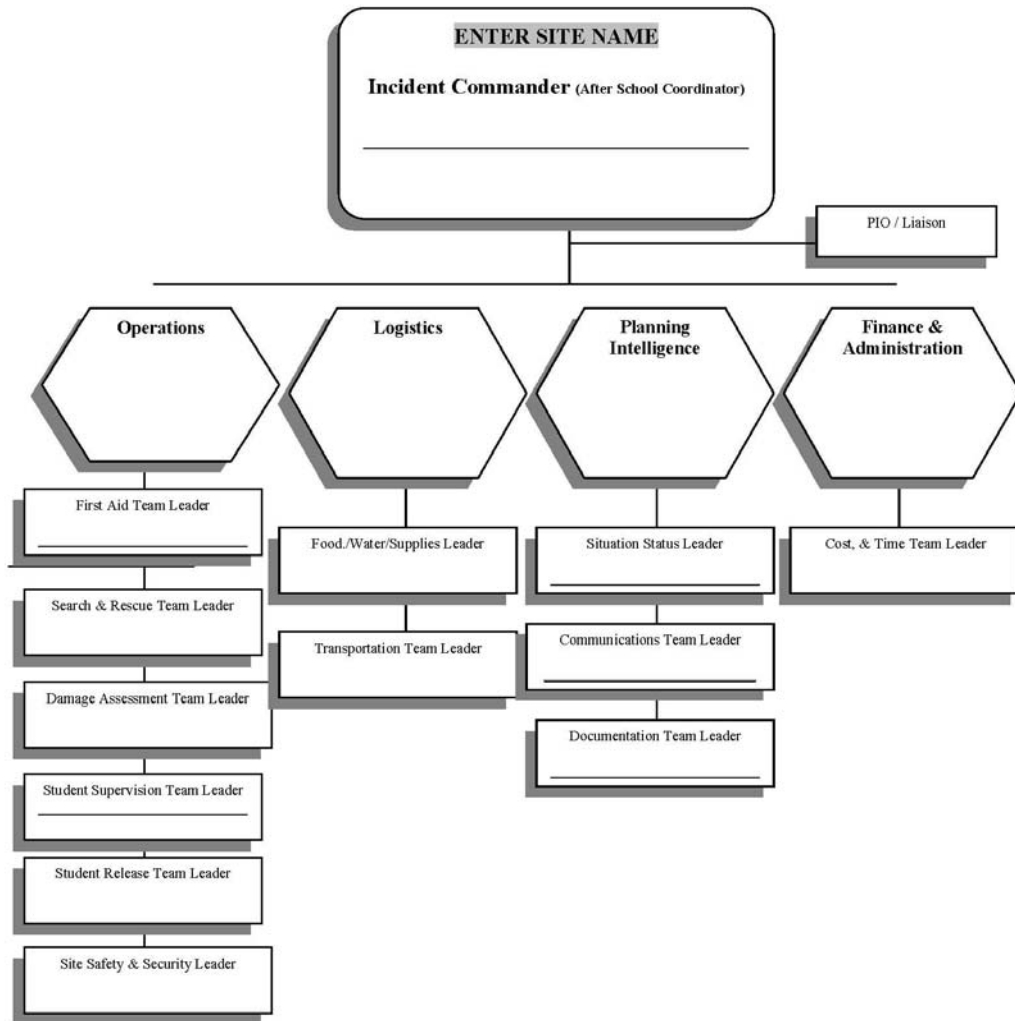
Monthly Emergency Drill Report Form

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



Safety Plan Appendix

School Safety Plan

APPENDIX: Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Safety for Special Needs Populations

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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.

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.

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.

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

Action Step:

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

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

Action Step:

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

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

Action Step:

Ensure that a reasonable number of emergency shelters have back-up generators and a way to keep medications refrigerated (such as a refrigerator or a cooler with ice). These shelters should be made available on a priority basis to people whose disabilities require access to electricity and refrigeration, for example, for using life-sustaining medical devices, providing power to motorized wheelchairs, and preserving certain medications, such as insulin, that require refrigeration. The public should be routinely notified about the location of these shelters. In addition, if you choose to maintain a confidential registry of individuals needing transportation assistance, this registry could also record those who would be in need of particular medications. This will facilitate your planning priorities.

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

Action Step:

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

Returning Home

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

Action Step:

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

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

Prepare For What Will Happen

Earthquake

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

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

Before a Disaster

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

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

During the Earthquake

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

After the Earthquake

1. Hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
2. During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.
4. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependant machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.
5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.
6. If evacuation from school area is called for, utilize special transportation arrangements.
7. Re-establish special power requirements for the equipment of special needs students as soon as possible.

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

Training for Rescue Service During an Emergency

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

Evacuating Wheelchair Users

All Wheelchair Users

1. Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.
2. Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask the user to confirm where it is safe to lift. Also, ask the user what else about his or her wheelchair you should know in order to lift it safely.
3. Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.
4. When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.

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

Manual (non-motorized) Wheelchairs

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

Motorized Wheelchairs

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

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

School Site Name/Site Number: (201) Claremont Middle School

- Title 1 School Wide Program SIG
 Title 1 Targeted Assistance Program QEIA

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) also known as the Community School Strategic Site Plan (CSSS) and Safety School Plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the CSSSP requiring board approval.
3. The school plan and safety plan is based upon a thorough analysis of student academic and safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, social emotional goals and to meet all safety planning procedures and improve student achievement.
4. The School Site Council reviewed the content requirements of the CSSSP and Site Safety Plan and assures all requirements have been met, including those found in district governing board policies and in the local education agency plan (LEAP).
5. The safety plan was communicated to the public, per Education Code section 35294.2 (e): "... an updated file of all safety related plans and materials shall be readily available for inspection by the public."
6. Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on:
May 8, 2014

7. The public was alerted about the meeting through one of the following:
 - Fliers in students' home languages (date) _____
 - Announcement at the public meeting Robocall (date) _____
 - Other (Notices and Media Announcements) (date) 5-5-14

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

Signatures		
<u>Reginald Richardson</u>	<u>Reginald Richardson</u>	<u>5-8-14</u>
Print name of school principal	Signature	Date
<u>Latisha Boureilly</u>	<u>Latisha Boureilly</u>	<u>5-8-14</u>
Print name of SSC chairperson	Signature	Date
<u>JENNY WONG</u>	<u>Jenny Wong</u>	<u>6/12/14</u>
Print name of Chief of Police or Designee	Signature	Date
<u>Sondra Aguilera</u>	<u>Sondra Aguilera</u>	<u>6/10/14</u>
Print name of Regional Executive Officer	Signature	Date
<u>Suzanne Kamica</u>	<u>Suzanne Kamica</u>	<u>6/13/14</u>
Print name of Director, State & Federal Compliance	Signature	Date

School Site Council Membership Roster – Middle School

School Name: Claremont Middle School

School Year 2013-2014

Chairperson : PL Bourelly	Vice Chairperson: Jennifer Flattery
Secretary: Shelly Fierston	<u>DAC Representative: Robert Gammon</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Reginald Richardson		X				
Ronald Richardson				X		
Ian Lesser			X			
Mirishae McDonald			X			
Elizabeth Humphries			X			
Rebecca Dunning			X			
PL Bourelly				X		
Jennifer Flattery				X		
Shelly Fierston				X		
Irene Yen				X		
Elizabeth Falkner				X		
Joseph Blueford				X		
DAC Representative						
Robert Gammon						
	Email:					

Meeting Schedule	
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SSC Legal Requirements:

- 1 Members **MUST** be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 **Students are not required to be members of the Middle School SSC**
- 5 **Parent/community members cannot be employees at the site.**

1-Principal
4-Classroom Teachers
1-Other Staff

Or

6-Parent /Community
3 –Parent/Community
And 3 - students

Claremont Middle School

Family Involvement Policy 2014-2015

Claremont agrees to implement the following statutory requirements:

Offer a flexible number of meetings for parents. Parents are invited to participate in our Claremont Parent-Teacher Association and School Site Council monthly meetings. Parent participation and collaboration plays a critical role in their child's education. These referenced committees provide parents with decision-making opportunities in the school's programs.

School-Parent/Guardian Compact

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

Building Parent/Guardian Capacity for Involvement

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

- ✓ Assists all parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - The State of California's academic common core content standards
 - The State of California's student academic achievement standards
 - The State of California's and OUSD's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - How to monitor their child's progress
 - Six-week Progress Reports are sent home for progress monitoring
 - Teacher informal conference times by appointment are available year-round.
- ✓ Parent/Guardian will monitor "screen time and use of electronics"
 - Parent/Guardian will participate in school, home, and community-sponsored activities to meet "a goal of" 40 hours a year.
- ✓ Distributes to all parents, in a timely fashion, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - Several Communication Systems are in place to ensure proper notification of all school related events.
 - www.claremontms.org
 - Claremont Knightline
 - Parent Newsletter (Monthly)

- AERIES
- All Call-Robo calls

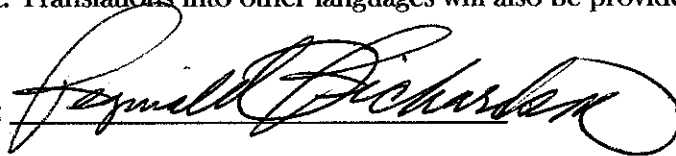
Accessibility

- ■ Provide opportunities for all 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.

Adoption

- ■ This policy will be adopted by the Claremont Middle School Site Council on May 21, 2013 and will continue to be in effect through the school year 2013-2014. The school will distribute this policy to all parents of participating in Claremont Middle School. It will be made available to the local community. The Claremont Middle School notification to parents of this policy will be in a comprehensible uniform format. Translations into other languages will also be provided.

Principal's Signature:

A handwritten signature in cursive script, appearing to read "Raymond Richardson", written over a horizontal line.

Claremont Middle School School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school 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 assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20__.