

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 Bella Vista Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2014-2015 Community Strategic Site Plan for Bella Vista Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Bella Vista Elementary

6001655

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

Welcome to Bella Vista Elementary School. Located in Oakland's Bella Vista neighborhood, our school serves 500 students in grades TK-5. We celebrate the diversity of our student body: more than half of our students speak another language at home. In fact, nearly 20 languages are represented at Bella Vista. We are a Community of Learners, promoting academic excellence in everything we do. Our teachers and staff work to inspire students each day to do their very best. What we do best is exemplified in our school's motto: We learn. We live. We achieve. **STUDENT DEMOGRAPHICS:** Bella Vista is very proud of the true diversity present at our school. * This year the student body is 49% Asian, 24% African American, 21% Latino, 5% White and 1% Other/Non-Specified. * While 55% of our students speak a language other than English at home, only 40% of our students are officially classified as English Learners. Students can reclassify starting in 3rd grade, and Bella Vista is proud of its efforts to accelerate English Language Development for our students. * More than 16% of our students receive services from the Programs for Exceptional Children (speech therapy, Resource Specialist, Special Day Class). Our students with disabilities are fully integrated in the life of our school, participating in all programs (computer lab, creative movement, student assemblies, mainstreaming, etc.). * 28% of students in grades 4-5 have been identified as gifted and talented (GATE) **STAFF DEMOGRAPHICS:** Bella Vista's staff for 2013-2014 includes more than 50 employees, including the

following positions that support instruction: 22 classroom teachers; a Computer Lab teacher; shared teachers for Resource services for students with disabilities and for Music; an Instructional Facilitator who coaches teachers and leads small-group interventions for struggling readers, and 11 Instructional Assistants/Aides to Special Education who support teachers in their classrooms. Most of the instructional staff at Bella Vista have at least ten years of teaching experience. Bella Vista's principal is completing her third year leading the school. STUDENT ACHIEVEMENT: Bella Vista's Academic Performance Index for 2013 is 821, which is a drop from 2012. We acknowledge the sizable gap at our school in achievement between Asian students and African American and Latino students, and are committed to finding effective strategies to not just close but eliminate the gap. INSTRUCTIONAL FOCUS: During 2013-2014, Bella Vista joined 11 other elementary schools across the city in the Balanced Approach to Literacy cohort. We are transforming the teaching of reading and writing at our school in support of the new Common Core State Standards.

VISION

It is the vision of Bella Vista Elementary School to ensure that our culturally diverse students and families become life-long learners, make positive life choices and become architects of their future. With parents and guardians as valued partners, the mission is to provide a solid educational program with high expectations and a strong emphasis on language development. With our culturally rich student population, we encourage everyone to draw on, value and respect their own and each others' cultures. We provide a safe and nurturing environment. Students learn to become leaders, and to see themselves as interdependent members of a diverse community.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

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

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

See the following for this reporting.

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

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

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	66.4%	Yes	54.6%	No
	Black or African American	47.5%	No	40.3%	No
	Asian	77.8%	Yes	62.8%	No
	Hispanic or Latino	48.5%	Yes	45.5%	No
	White	45.5%	--	71.4%	--
	Socioeconomic Disadvantaged	60.9%	Yes	54.6%	No
	English Learner	69.5%	Yes	56.4%	No
	Students with Disabilities	32.8%	No	31.6%	No
Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	77.1%	Yes	69.6%	No
	Black or African American	57.6%	No	51.4%	No
	Asian	87.4%	Yes	81.1%	No
	Hispanic or Latino	66.7%	Yes	58.2%	No
	White	36.4%	--	78.6%	--
	Socioeconomic Disadvantaged	74.1%	Yes	69.6%	No
	English Learner	81.5%	Yes	75%	No

	Students with Disabilities	48.3%	Yes	32.8%	No
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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 - Bella Vista - 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: Black or African American

Content Area: ELA

School Quality Review (SQR)

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

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

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

SQR Summary Report

- [2012-2013 Summary Report](#)

SQR Improvement Priorities

SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities)	SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.)														
Refine quality and consistency of teacher practice and student performance in English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	3A	4A	5A		
Refine quality and consistency of teacher practice and student performance in Common Core instructional shifts: academic discussions, writing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	3A	4A	5A		

with evidence and close reading of complex text.													
Expand and refine our school's Response to Intervention (RTI) framework for intensive academic and behavioral support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage issues of race, bias and culture to build staff competency and promote academic success of all student groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reduce chronic absence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	3A	4A	5A

Other School Accountability/Improvement Plans (optional)

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

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

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

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

SCHOOL SITE COUNCIL ? At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. ENGLISH LEARNERS ADVISORY COUNCIL ? At its meetings, the ELAC will monitor the academic achievement of English Learners. ELAC members will also review CELDT data and assessments from English Language Development classes. MONITORING OF STUDENT ACHIEVEMENT ? The school's Leadership Team and classroom teachers will review benchmark data in English Language Arts, English Language Development and Mathematics several times per year. Analysis will take place either in a 1:1 meeting with the principal or in a faculty planning session. ? Grade-level teams will collectively monitor progress using Cycles of Inquiry and create corrective instruction plans of students identified as being out of the sphere of success and in our achievement gap. ? Teachers will review individual student progress, identify students who need additional support, and refer students to the Coordination of Services Team (COST) for intervention and follow-up. ? Assessment results in ELA and Math will also be presented at parent meetings, displayed in the office, sent home to families, and shared in the SSC/ELAC meetings following each administration. ? Progress toward implementation of the Common Core State Standards in English Language Arts and Mathematics will be monitored by the Instructional Leadership Team. MONITORING OF SAFE, HEALTHY & SUPPORTIVE LEARNING ENVIRONMENT ? The Positive School Climate committee will monitor student attendance data provided by the Attendance Team and discipline data (referrals and suspensions) provided by the principal ? The Coordination of Services Team (COST) will monitor Tier 2 interventions for students who receive pull-out academic and/or behavioral support

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

From OUSD Strategic Plan:

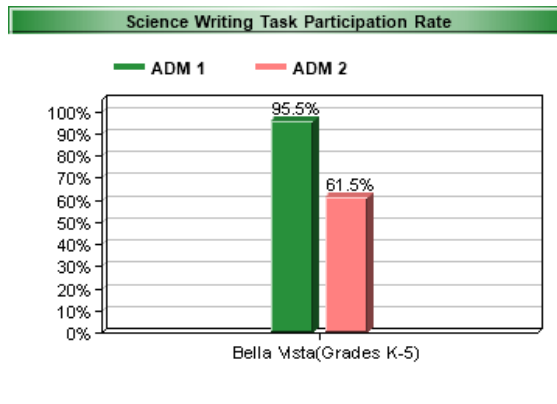
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

School Quality Standards relevant to this Strategic Priority

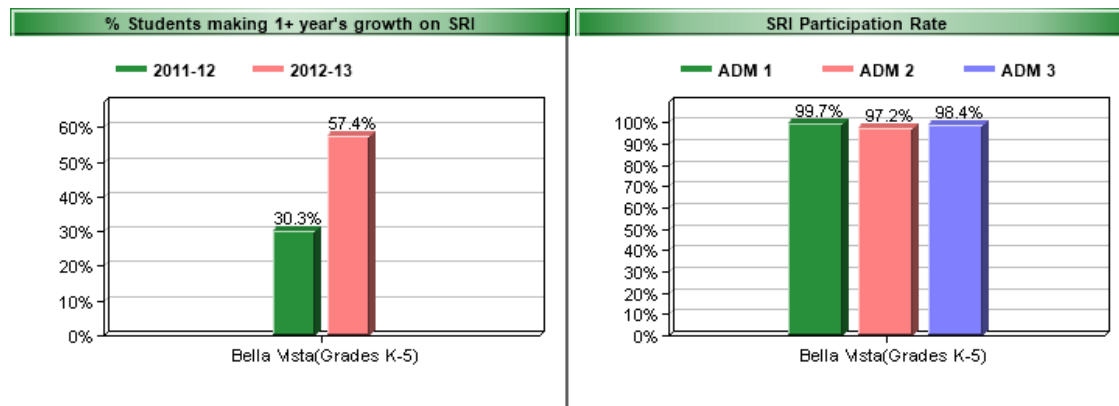
A quality school...

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

Benchmark



SRI



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

- Percent of students at/above grade level in reading as of February 2014 (based on results from Fountas & Pinnell Reading Assessment Benchmarks) * Kindergarten: 38% * 1st grade: 35% * 2nd grade: 48% * 3rd grade: 16% * 4th grade: 34% * 5th grade: 46%
-
-

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

- The benchmark data shows that our African American and Latino subgroups are underperforming up to 20% less compared to the grade level average
- In contrast our RFEP students outperform our school average by at least 12% on benchmark exams.
-

Theory of Action

- (1) If we strengthen Reading Workshop and implement Writing Workshop schoolwide (with a focus on independence and accountability), then students will be able to receive more individualized instruction in areas of need.
- (2) If we offer robust professional development to teachers focused on helping them recognize the demands of the Common Core State Standards, then teachers will implement instructional strategies to prepare students to meet/exceed standards.
- (3) If we use leveled texts to teach reading in small groups to students at their individual reading level, then we can accelerate and motivate all readers, specifically, struggling readers.
- (4) If we partner with other schools who are also implementing a Balanced Approach to Literacy, then we can leverage collective expertise to implement successful instructional practices that are aligned to the Common Core state Standards.
- (5) If we strengthen and expand our interventions at all levels (Tiers I/II/III), then struggling readers will have greater opportunities to read on grade level by the end of the year.

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
Continue the implementation of a Balanced Approach to Literacy.	Other (OCR, etc)		Every Marking Period	Leadership Team	5/16/2014	102SQ11A3499	Teachers will use common release time during the school day to meet in Professional Learning Communities to implement Cycles of Inquiry in support of our implementation of a Balanced Approach to Literacy.	Non-SSC approved			0	\$0.00
Continue the implementation of a Balanced Approach to Literacy.	Survey data (CHKS, etc.)		Monthly	TSA/Coach	5/16/2014	102SQ11A4243	Instructional Facilitator will provide coaching, demo lessons, and planning support to teachers.	5-LCFF Supplemental		TC111F0094	0.165	\$16,762.77
Continue the implementation of a Balanced Approach to Literacy.	Other (OCR, etc)		Monthly	TSA/Coach	5/16/2014	102SQ11A4302	Instructional Facilitator will provide coaching, demo lessons, and planning support to teachers.	790-Unrestricted EIA-SCE Support		TC111F0094	0.55	\$55,875.91
Continue the implementation of a Balanced Approach to Literacy.	Other (OCR, etc)		Every Marking	Principal	5/16/2014	102SQ11A7893	Instructional Facilitator will	791-Unrestricted		TC111F0094	0.285	\$28,953.88

of a Balanced Approach to Literacy.			Period				provide coaching, demo lessons, and planning support to teachers.	EIA-LEP Support				
Support teachers in their implementation of the Common Core State Standards.	Survey data (CHKS, etc.)		Every Semester	Leadership Team	5/16/2014	102SQI1A6106	Provide professional development to teachers on the Common Core State Standards in ELA.	N/A			0	\$0.00
Support teachers in their implementation of the Common Core State Standards.	Survey data (CHKS, etc.)		Every Semester	Leadership Team	5/16/2014	102SQI1A6107	Provide professional development to teachers on the Common Core State Standards in Mathematics.	N/A			0	\$0.00
Support teachers in their implementation of the Common Core State Standards.	Survey data (CHKS, etc.)		End of Year	Leadership Team	5/16/2014	102SQI1A6108	Provide professional development to teachers on the Next Generation Science Standards.	N/A			0	\$0.00
Support teachers in their implementation of the Common Core State Standards.	Local assessments (benchmarks, PWA)		Every Semester	Leadership Team	5/16/2014	102SQI1A6109	Teachers will develop formative assessments based on the CCSS/NGSS.	N/A			0	\$0.00
Support teachers in their implementation of the Common Core State Standards.	Other (OCR, etc)		End of Year	Grade level/Department Team	5/16/2014	102SQI1A6119	Teachers will teach one CCSS-aligned ELA unit (either District-developed or teacher-developed).	N/A			0	\$0.00
Refine the	Other (OCR,	Lower-	Every	Other	5/15/2014	102SQI1A3500	Implement	N/A			0	\$0.00

literacy intervention structure for the school.	etc)	Performing	Marking Period				Fountas & Pinnell Leveled Literacy Intervention program for struggling readers in grades K-3					
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Other (OCR, etc)	SQIS Target Group	Every Marking Period	TSA/Coach	6/3/2014	102SQ11A1278	Instructional Facilitator leads Tier 2 intervention groups for struggling readers using the Fountas & Pinnell Leveled Literacy Intervention program	N/A			0	\$0.00
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Other (OCR, etc)	Lower-Performing	Every Marking Period	Other	6/3/2014	102SQ11A4232	Prep teacher leads Tier 2 technology-enriched interventions for struggling readers	790-Unrestricted EIA-SCE Support		TCEEIP0136	0.07	\$7,370.46
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Semester	Other	6/3/2014	102SQ11A5772	Prep teacher leads Tier 2 technology-enriched interventions for upper grades English Learners	790-Unrestricted EIA-SCE Support		TCEEIP0136	0.08	\$8,423.38
Literacy Coach to support the implementation of a Balanced Approach to Literacy.	Local assessments (benchmarks, PWA)		End of Year	TSA/Coach	5/15/2014	102SQ11A5746	Instructional Facilitator leads the implementation of a Balanced Approach to Literacy	N/A			0	\$0.00
Sustain an inventory of leveled texts (in classrooms and for	Other (OCR, etc)		End of Year	Other	5/15/2014	102SQ11A1262	Teacher-led team will monitor use of schoolwide Guided	N/A			0	\$0.00

schoolwide use) to support a Balanced Approach to Literacy.							Reading library.					
Sustain an inventory of leveled texts (in classrooms and for schoolwide use) to support a Balanced Approach to Literacy.	Other (OCR, etc)		End of Year	Other	5/15/2014	102SQ11A4480	Purchase additional resources (books, lesson plans, PD books, etc.) to support the effective use of leveled readers.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

From OUSD Strategic Plan:

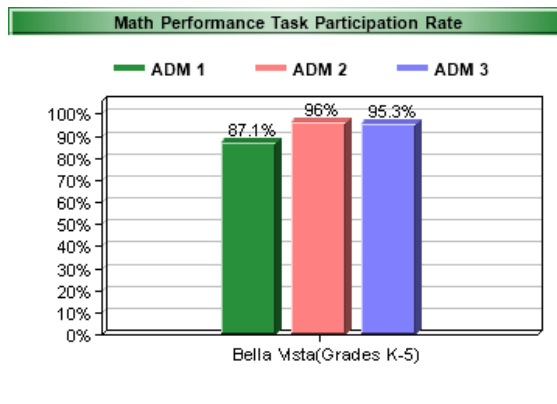
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

- Mathematics
- Science Writing Task

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

- (1) Persistent gaps exist (20-30 percentage points) between our Asian students and our African American and Latino students.
- (2) Consequently, a reverse achievement gap exist by language fluency (62% of English Learners scored at/above benchmark on the Winter Math Benchmark vs, 51% for English Only students).

Theory of Action

- (1) If we
- (2) If we
- (3) If we

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
Support teachers in their implementation of the Common Core State Standards.	Survey data (CHKS, etc.)		Every Semester	Leadership Team	5/16/2014	102SQI1B6106	Provide professional development to teachers on the Common Core State Standards in ELA.	N/A			0	\$0.00
Support teachers in their implementation of the Common Core State Standards.	Survey data (CHKS, etc.)		Every Semester	Leadership Team	5/16/2014	102SQI1B6107	Provide professional development to teachers on the Common Core State Standards in Mathematics.	N/A			0	\$0.00
Support teachers in their implementation of the Common Core State	Survey data (CHKS, etc.)		End of Year	Leadership Team	5/16/2014	102SQI1B6108	Provide professional development to teachers on the Next Generation	N/A			0	\$0.00

Standards.							Science Standards.					
Support teachers in their implementation of the Common Core State Standards.	Local assessments (benchmarks, PWA)		Every Semester	Leadership Team	5/16/2014	102SQL1B6109	Teachers will develop formative assessments based on the CCSS/NGSS.	N/A			0	\$0.00
Support teachers in their implementation of the Common Core State Standards.	Other (OCR, etc)		End of Year	Grade level/Department Team	5/16/2014	102SQL1B6119	Teachers will teach one CCSS-aligned ELA unit (either District-developed or teacher-developed).	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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

- Of the students currently assigned to Bella Vista for TK/Kindergarten for 2013-2014, 22% are enrolled at the Bella Vista CDC. We travel to the CDC each fall for an information session for prospective families. Of our current 5th graders, 75% have been assigned to attend our two feeder middle schools (Edna Brewer & Roosevelt). Each fall 5th grade students go on walking field trips to each campus for school tours and information sessions with the principals.
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- Unique to Bella Vista is the growing number of students who transfer to our school in a grade other than Kindergarten. Next year, 35 students will be transferring from other schools (mostly American Indian Public Charter School).

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

- Bella Vista is looking to improve its already-strong relationships with the Bella Vista CDC and Edna Brewer and Roosevelt middle schools.

Theory of Action

- If we establish relationships with incoming families before the school year begins, then students will make a smooth transition into our school community.
- If we build deeper relationships with our feeder middle schools, then fewer students will leave OUSD after elementary school.

☐ 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
Establish relationships with incoming students and their families	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Community Partner	5/16/2014	102SQ11C6124	Sponsor a summer welcome event for kindergarten students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Community Partner	5/16/2014	102SQ11C6125	Sponsor a summer welcome event for transfer students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Principal	5/16/2014	102SQ11C6126	Sponsor a new student orientation for transfer students in grades 1-5.	9901-Title I - Parent Participation	4399-SURPLUS		0	\$2,200.57

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Strategic Priority Goals

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

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

	semester	
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Strategic Priority Improvement Strategies

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: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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

- English Learners: Of the 76 3rd-5th grade students eligible for reclassification in 2011-2012, 66% were approved by teachers for reclassification as Fluent English Proficient.
- Struggling Students: About 35 students have been referred to the Student Study Team this year. At least a half-dozen Tier 1 & Tier 2 interventions -- led by teachers, Instructional Assistants & TSAs -- have been created to support their suc

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

- 46% of students in grades 2-5 are ELs. Newcomers Reading Class exists for ELs who have been in the US less than 3 yrs. All ELs are enrolled in ELD classes. Teachers are being trained in Systematic ELD instruction.
- Our K-5, 4-classroom SDC program for students with language needs has 40 students. Up to 15% of those students are mainstreamed for Reading and/or Math. Twenty students are in the Resource program and they receive pull-out support 3 times/week.
- Achievement gap between Asian students (56% of student population) & African American students (20%): 17 percentage pts in ELA, 31 percentage pts in Math (both gaps based on midyear benchmarks).
- Achievement gap between Asian students (56% of student population) & Latino students (18%): 16 percentage pts in ELA, 25 percentage pts in Math (both gaps based on midyear benchmarks).
- There are currently 73 students in grades 3-5 that qualify for the GATE program (27% of all 3rd-5th graders). There is a GATE coordinator but there is no pull-out instruction for GATE students; instead, teachers are asked to differentiate.

Theory of Action

- If we provide targeted data driven Tier I interventions in classrooms then our students will receive instruction on their specific needs.
- If we provide newcomers with daily leveled reading instruction then they will be able to better access grade level curriculum and achieve English proficiency
- If we use the SST process to target our Tier II interventions then we will ensure that we have followed RtI guidelines in serving our students and providing them with as many resources as possible to ensure their successes.
- If we use frequent progress monitoring of interventions then we will be able to track how well students are responding to

the instruction and adjust as needed based on the data.

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
Refine the literacy intervention structure for the school.	Other (OCR, etc)	Lower-Performing	Every Marking Period	Other	5/15/2014	102SQ1E3500	Implement Fountas & Pinnell Leveled Literacy Intervention program for struggling readers in grades K-3	N/A			0	\$0.00
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Other (OCR, etc)	SQIS Target Group	Every Marking Period	TSA/Coach	6/3/2014	102SQ1E1278	Instructional Facilitator leads Tier 2 intervention groups for struggling readers using the Fountas & Pinnell Leveled Literacy Intervention program	N/A			0	\$0.00
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Other (OCR, etc)	Lower-Performing	Every Marking Period	Other	6/3/2014	102SQ1E4232	Prep teacher leads Tier 2 technology-enriched interventions for struggling readers	790-Unrestricted EIA-SCE Support		TCEEIP0136	0.07	\$7,370.46
Provide Tier 2 interventions for struggling readers with	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Semester	Other	6/3/2014	102SQ1E5772	Prep teacher leads Tier 2 technology-enriched interventions for	790-Unrestricted EIA-SCE Support		TCEEIP0136	0.08	\$8,423.38

frequent use of progress monitoring							upper grades English Learners					
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Principal	6/3/2014	102SQ1E5762	Deploy Academic Mentors to support Tier I interventions	3010-Title I	4399-SURPLUS		0	\$11,000.00
Provide specific literacy support for students who have been in the United States for 2 years or less.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Other	5/15/2014	102SQ1E1276	Newcomers literacy class led daily by paraprofessional under the supervision of the Instructional Facilitator	791-Unrestricted EIA-LEP Support		IABIL0013	0.6	\$37,014.29
Provide ELD support for upper grades students scoring at CELDT Levels 1 & 2.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	End of Year	Principal	5/16/2014	102SQ1E1277	Paraprofessional will lead daily ELD groups for beginning/early intermediate students using Systematic ELD framework	5-LCFF Supplemental		IABIL0013	0.2	\$12,338.10
Provide ELD support for upper grades students scoring at CELDT Levels 1 & 2.	Local assessments (benchmarks, PWA)	English Learners & Redesignated	Every Marking Period	Leadership Team	5/16/2014	102SQ1E7896	Implement high-interest ELD curriculum for intermediate students.	5-LCFF Supplemental	4310-SUPPLIES		0	\$1,293.73
Teachers will differentiate instruction in the classroom to provide additional curriculum for identified GATE students.	Other (OCR, etc)		End of Year	Principal	5/16/2014	102SQ1E6064	Identified GATE students will receive differentiated instruction in the classroom to challenge them.	790-Unrestricted EIA-SCE Support	4399-SURPLUS		0	\$968.94

Facilitate the school's Coordination of Services Team	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Other	5/15/2014	102SQ1E1275	retain School Psychologist to facilitate COST	3010-Title I		PSYCHL0008	0.2	\$20,090.62
Facilitate Student Study Team meetings based on COST referrals	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Other	5/15/2014	102SQ1E1274	Facilitation of Student Study Team meetings	3010-Title I		PSYCHL0008	0.2	\$20,090.62

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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

- Site-based free after school program operated by EBAYC enrolls 90 students (grades 2-5). Informal partnerships exist with three off-site, fee-based providers (Harbor House, F.M. Smith Recreation Center and Studio One Arts Center) that enroll an additional 30 students (grades K-5). This year, we partnered with a faith-based organization (Trybe) to run a pilot, fee-based after school "club" one day a week for 60 students in grades K-5.
- Several teachers provide before school and after school tutoring to students; they do not receive a stipend. The newly-chartered PTA is interested in running a "Learning Resource Center" after school one day per week that would offer tutoring to students.

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

- Families are asking for a site-based after school program for students in grades K-1. EBAYC does not offer programming for this age group. There is a 50-student waiting list in grades 2-5 for the site-based after school program operated by EBAYC.
- Next year EBAYC will charge a nominal monthly fee for students enrolled in its program; it will be competitive with other extended learning time providers.
- Response from families in the Trybe after school clubs has been very positive. The clubs represent a unique school-community partnership.

Theory of Action

- If we strengthen and expand partnerships with a variety of organizations that offer high-quality out-of-school programming, then more students will have additional opportunities to learn and achieve.

Strategic Priority Improvement Strategies

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

							Strategic	Budget	Obj.			Budget
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Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Action	Res.	Code	Position	FTE	Amount
Establish new partnerships to meet extended learning time needs of students.	Other (OCR, etc)	Students Transitioning In/Out	End of Year	Principal	6/3/2014	102SQ1F6121	Expand site-based after school programming to include students in grades TK-1.	3010-Title I			0	\$5,920.96
Establish new partnerships to meet extended learning time needs of students.	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Community Partner	6/3/2014	102SQ1F6122	Partner with PTA to offer drop-in tutoring for students.	Funded by Community Partner			0	\$0.00
Establish new partnerships to meet extended learning time needs of students.	Other (OCR, etc)		Every Marking Period	Principal	6/3/2014	102SQ1F6123	Establish teacher-sponsored enrichment clubs	N/A			0	\$0.00

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

Strategic Priority A. School Safety Plan

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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: Ensure a safe and positive school environment for all students by providing 100% of identified students who exhibit escalating patterns of misbehavior with intensive support and interventions

- Strategy 1.1: Refine our school's Behavioral Response to Intervention (RTI) framework to align with the District's new Board Policies and Administrative Regulations (5144 and 5144.1) related to student discipline and implement it with fidelity.
- Strategy 1.2: Effectively engage families of students with escalating patterns of misbehavior by establishing positive home-school relationships and offering culturally-competent, family-friendly behavior support

Goal 2: Ensure a safe and positive school environment for all students by reducing the risk of access to campus by unauthorized persons

- Strategy 2.1: Establish a parent patrol that will support student supervision on and near campus
- Strategy 2.2: Conduct a campus security audit with school stakeholders and develop an action plan that will enhance security for students and staff and reduce vandalism

Strategic Priority Improvement Strategies

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

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

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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: Ensure a safe and positive school environment for all students by providing 100% of identified students who exhibit escalating patterns of misbehavior with intensive support and interventions

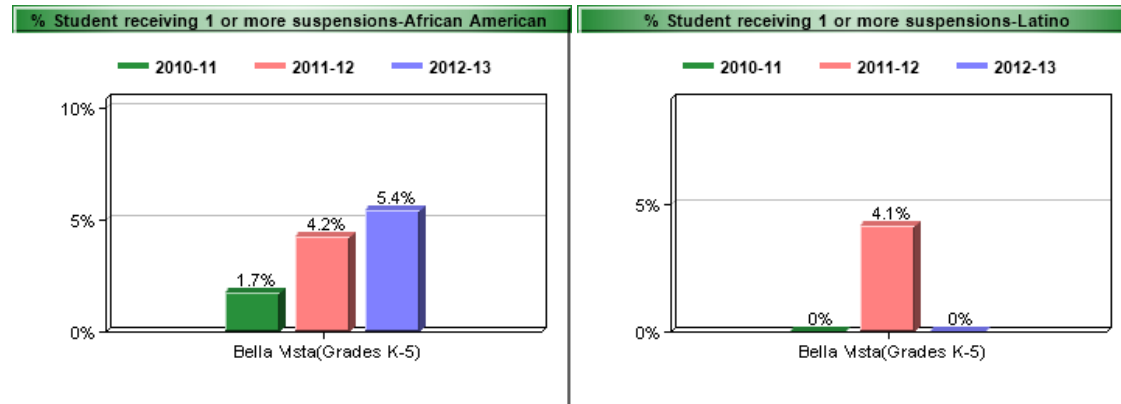
- Strategy 1.1: Refine our school's Behavioral Response to Intervention (RTI) framework to align with the District's new Board Policies and Administrative Regulations (5144 and 5144.1) related to student discipline and implement it with fidelity.
- Strategy 1.2: Effectively engage families of students with escalating patterns of misbehavior by establishing positive home-school relationships and offering culturally-competent, family-friendly behavior support

Goal 2: Ensure a safe and positive school environment for all students by reducing the risk of access to campus by unauthorized persons

- Strategy 2.1: Establish a parent patrol that will support student supervision on and near campus
- Strategy Conduct a campus security audit with school stakeholders and develop an

2.2: action plan that will enhance security for students and staff and reduce vandalism

Suspensions



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

- STUDENT DISCIPLINE: For school year 2012-2013, there have been 9 student suspensions, up from 4 during the same period last year. There are 91 discipline entries in Aeries (as of May 6, 2012) that did not result in suspension. Restorative practices, led by the principal, have been used six times to resolve conflict among students. Two stay-away letters were issued to parents during 2012-2013, and one lockdown was implemented in the fall of 2012 as the after school program was ending.
- STUDENT ENGAGEMENT: There is an active Student Council consisting of 40 representatives from 3rd-5th grade classes. They provide input to the faculty on issues related to student engagement and student safety. They will co-sponsor the first Sprit Week, and they help adults supervise student movement around campus during recess. To celebrate student achievement, each month the school recognizes students for excellence and improvement during the Student of the Month assemblies.

Theory of Action

- If we strengthen our schoolwide implementation of Second Step with weekly lessons and daily reinforcement, then we will see a reduction in conflicts between students because they will develop empathy, self-regulation and problem-solving skills.
- If we enhance our Student Council so that it becomes a true governing body, with authentic authority to influence school culture, then students will join adults in a meaningful way in improving school culture.
- If we continue to implement and monitor Tier II/III behavior interventions through the Coordination of Services Team, then students will receive the individualized support they need to make responsible decisions and improve their behavior.
- If we partner with families throughout the year to engage them in conversations about school culture, then they reinforce messages to students as part of a collaborative effort to increase student connectedness to our school.

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
Establish relationships with incoming students and their families	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Community Partner	5/16/2014	102SQI2B6124	Sponsor a summer welcome event for kindergarten students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Community Partner	5/16/2014	102SQI2B6125	Sponsor a summer welcome event for transfer students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Principal	5/16/2014	102SQI2B6126	Sponsor a new student orientation for transfer students in grades 1-5.	9901-Title I - Parent Participation	4399-SURPLUS		0	\$2,200.57
Facilitate the school's Coordination of Services Team	Other (OCR, etc)	SQIS Target Group	Every Marking Period	Other	5/15/2014	102SQI2B1275	retain School Psychologist to facilitate COST	3010-Title I		PSYCHL0008	0.2	\$20,090.62
Facilitate Student Study Team meetings based on COST referrals	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Other	5/15/2014	102SQI2B1274	Facilitation of Student Study Team meetings	3010-Title I		PSYCHL0008	0.2	\$20,090.62
Increase student supervision	Survey data (CHKS, etc.)		End of Year	Principal	5/16/2014	102SQI2B7894	Increase student safety by adding more staff/volunteers	5-LCFF Supplemental		NOONSV9999	0.034	\$1,584.33

							to supervise students during recess					
Increase parental participation	Other (OCR, etc)		End of Year	Principal	5/16/2014	102SQI2B5776	Purchase refreshments for parent workshops	N/A			0	\$0.00
Increase parental participation	Survey data (CHKS, etc.)		End of Year	Principal	5/16/2014	102SQI2B6113	Host parent meetings focused on school culture and student engagement.	3010-Title I	4399-SURPLUS		0	\$2,000.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)		Every Semester	Principal	5/16/2014	102SQI2B6114	Provide Second Step training to personnel new to Bella Vista.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)		Every Marking Period	Other	5/16/2014	102SQI2B6115	Monitor schoolwide implementation of Second Step	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)		Every Marking Period	Other	5/16/2014	102SQI2B6116	Distribute Second Step Home Links to families.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Other (OCR, etc)		Every Marking Period	Other	5/16/2014	102SQI2B6117	Create recognition program for students whose actions reflect good use of the Second Step messages.	5-LCFF Supplemental	4310-SUPPLIES		0	\$750.00
Continue implementation of Second Step social	Discipline/CSC		Every Marking Period	Other	5/16/2014	102SQI2B7895	Implement Second Step bullying prevention	5-LCFF Supplemental	4310-SUPPLIES		0	\$2,500.00

emotional learning program.							curriculum.					
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Health & Wellness

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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

- Health Education: Bella Vista has a teacher serving as our School Wellness champion, and current initiatives include Harvest of the Month samples for all students, garden education for several classes, and puberty education for 5th graders. Mental Health: This year Bella Vista's Coordination of Services Team facilitated referrals for 30 students to receive individual or group counseling through our School Psychologist or our mental health services partner, Community Health for Asian Americans
- Healthy School Environment: Bella Vista students enjoy breakfast and lunch from a kitchen that cooks meals from scratch nearly every day, students have up to 45 minutes of recess each day in addition to Physical Education. Social Emotional Learning: Bella Vista uses the Second Step social emotional learning curriculum to develop students' empathy, emotion management, and problem-solving skills.

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
Increase student supervision	Survey data (CHKS, etc.)		End of Year	Principal	5/16/2014	102SQL2C7894	Increase student safety by adding more staff/volunteers to supervise students during recess	5-LCFF Supplemental		NOONSV9999	0.034	\$1,584.33

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

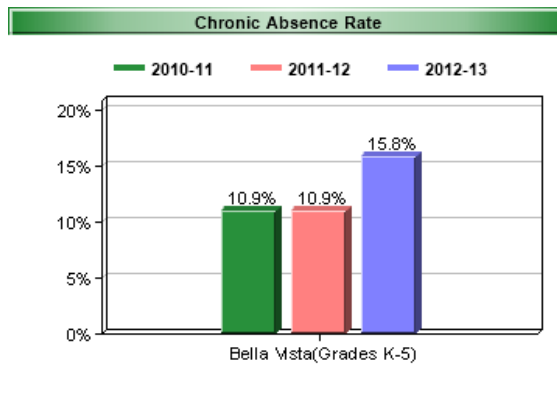
From OUSD Strategic Plan:

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

- As of April 26, 2013, Bella Vista's average daily attendance (ADA) is 94.87%, down from 96.5% in April, 2012. In addition, 14% of students (77) were identified as chronically absent (missing 10% or more of days enrolled), which is an increase from last year. Chronic absence rates are highest among students with disabilities and African American students.
-
- Student Attendance Review Team meetings have been held for 16 students, with improved attendance for 8 students following the SART meeting.

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

- This year Bella Vista had a part-time Attendance Clerk, whose responsibilities included attendance. As a result, attendance issues received greater attention than in years past.
- Our School Site Council approved funding for a Community Relations Assistant who would work with families of chronically absent students to improve their students' attendance. Unfortunately, the position was not filled.
- Incentives for positive attendance have mostly encouraged students with good attendance to continue arriving on time every day, and have had little impact on students with chronic/at-risk absence rates.
-

Theory of Action

- If we establish an Attendance Team with members whose job responsibilities focus mainly on attendance, then we can provide families of chronically absent students with support so that they can improve their students' attendance rate.
- If we reinstate and improve student and classroom incentives for good attendance, then students will want to come to school every day and on time.
- If we increase our efforts to emphasize the importance of good attendance, then families will recognize its importance and student attendance rates will increase.
- If we focus on improving attendance for a specific target group, then we can identify and refine effective attendance interventions that could be expanded to other groups.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Facilitate Student Study Team meetings based on COST referrals	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Other	5/15/2014	102SQ12D1274	Facilitation of Student Study Team meetings	3010-Title I		PSYCHL0008	0.2	\$20,090.62

Provide recognition for students and classrooms with good attendance.	Attendance		Monthly	Attendance Team	5/16/2014	102SQL2D4327	Community Relations Assistant to work with teachers and families on recognizing good attendance and academic progress.	790-Unrestricted EIA-SCE Support			0	\$0.00
Provide recognition for students and classrooms with good attendance.	Attendance		Monthly	Attendance Team	5/16/2014	102SQL2D5775	Supplies to recognize students, their families and classrooms for good or improved attendance and academic progress.	790-Unrestricted EIA-SCE Support	4310-SUPPLIES		0	\$381.43
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant.	Survey data (CHKS, etc.)	SQIS Target Group	Every Semester	Attendance Team	5/15/2014	102SQL2D4332	create parent-organized walking teams or carpools to support getting kids to school	3010-Title I		CMRAIB0017	0.05	\$3,363.40
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant.	Attendance	SQIS Target Group	Every Marking Period	Attendance Team	5/15/2014	102SQL2D4333	emphasize importance of daily attendance to Kindergarten families (in conjunction with School Nurse)	3010-Title I		CMRAIB0017	0.05	\$3,363.40

Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant.	Attendance	SQIS Target Group	Monthly	Attendance Team	5/15/2014	102SQI2D4334	create parent committee to monitor/discuss attendance	3010-Title I		CMRAIB0017	0.05	\$3,363.40
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant.	Attendance	SQIS Target Group	Every Semester	Attendance Team	5/15/2014	102SQI2D5773	strengthen the Student Attendance Review Team with better monitoring and follow up	3010-Title I		CMRAIB0017	0.3	\$20,180.40
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant.	Attendance	SQIS Target Group	Every Marking Period	Attendance Team	5/15/2014	102SQI2D6111	emphasize importance of daily attendance to families of students with disabilities (in conjunction with School Nurse)	3010-Title I		CMRAIB0017	0.05	\$3,363.40

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Literacy Coach to support the implementation of a Balanced Approach to Literacy.	Local assessments (benchmarks, PWA)		End of Year	TSA/Coach	5/15/2014	102SQI3A5746	Instructional Facilitator leads the implementation of a Balanced Approach to Literacy	N/A			0	\$0.00
Sustain an inventory of leveled texts (in classrooms and for schoolwide use) to support a Balanced Approach to	Other (OCR, etc)		End of Year	Other	5/15/2014	102SQI3A1262	Teacher-led team will monitor use of schoolwide Guided Reading library.	N/A			0	\$0.00

Literacy.												
Sustain an inventory of leveled texts (in classrooms and for schoolwide use) to support a Balanced Approach to Literacy.	Other (OCR, etc)		End of Year	Other	5/15/2014	102SQI3A4480	Purchase additional resources (books, lesson plans, PD books, etc.) to support the effective use of leveled readers.	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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

- For school year 2011-2012, nearly 300 parents attended the fall Back to School Night, and nearly 90% of families attended report card conferences for Trimester 1.
- Parents will soon organize a Parent Teacher Association (PTA) as of Spring 2012.

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Sustain an inventory of leveled texts (in classrooms and for schoolwide use) to support a Balanced	Other (OCR, etc)		End of Year	Other	5/15/2014	102SQ4A1262	Teacher-led team will monitor use of schoolwide Guided Reading library.	N/A			0	\$0.00

Approach to Literacy.												
Sustain an inventory of leveled texts (in classrooms and for schoolwide use) to support a Balanced Approach to Literacy.	Other (OCR, etc.)		End of Year	Other	5/15/2014	102SQ4A4480	Purchase additional resources (books, lesson plans, PD books, etc.) to support the effective use of leveled readers.	N/A			0	\$0.00
Establish relationships with incoming students and their families	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Community Partner	5/16/2014	102SQ4A6124	Sponsor a summer welcome event for kindergarten students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Community Partner	5/16/2014	102SQ4A6125	Sponsor a summer welcome event for transfer students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Survey data (CHKS, etc.)	Students Transitioning In/Out	End of Year	Principal	5/16/2014	102SQ4A6126	Sponsor a new student orientation for transfer students in grades 1-5.	9901-Title I - Parent Participation	4399-SURPLUS		0	\$2,200.57
Facilitate Student Study Team meetings based on COST referrals	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Other	5/15/2014	102SQ4A1274	Facilitation of Student Study Team meetings	3010-Title I		PSYCHL0008	0.2	\$20,090.62
Establish new partnerships to meet extended learning time needs of students.	Other (OCR, etc.)	Students Transitioning In/Out	End of Year	Principal	6/3/2014	102SQ4A6121	Expand site-based after school programming to include students in grades TK-1.	3010-Title I			0	\$5,920.96
Establish new partnerships to meet extended learning time	Local assessments (benchmarks, PWA)	SQIS Target Group	Every Marking Period	Community Partner	6/3/2014	102SQ4A6122	Partner with PTA to offer drop-in tutoring for students.	Funded by Community Partner			0	\$0.00

needs of students.												
Establish new partnerships to meet extended learning time needs of students.	Other (OCR, etc)		Every Marking Period	Principal	6/3/2014	102SQ4A6123	Establish teacher-sponsored enrichment clubs	N/A			0	\$0.00
Increase parental participation	Other (OCR, etc)		End of Year	Principal	5/16/2014	102SQ4A5776	Purchase refreshments for parent workshops	N/A			0	\$0.00
Increase parental participation	Survey data (CHKS, etc.)		End of Year	Principal	5/16/2014	102SQ4A6113	Host parent meetings focused on school culture and student engagement.	3010-Title I	4399-SURPLUS		0	\$2,000.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)		Every Semester	Principal	5/16/2014	102SQ4A6114	Provide Second Step training to personnel new to Bella Vista.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)		Every Marking Period	Other	5/16/2014	102SQ4A6115	Monitor schoolwide implementation of Second Step	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)		Every Marking Period	Other	5/16/2014	102SQ4A6116	Distribute Second Step Home Links to families.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Other (OCR, etc)		Every Marking Period	Other	5/16/2014	102SQ4A6117	Create recognition program for students whose actions reflect good use of the Second Step messages.	5-LCFF Supplemental	4310-SUPPLIES		0	\$750.00

Continue implementation of Second Step social emotional learning program.	Discipline/CSC		Every Marking Period	Other	5/16/2014	102SQ4A7895	Implement Second Step bullying prevention curriculum.	5-LCFF Supplemental	4310-SUPPLIES		0	\$2,500.00
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant.	Survey data (CHKS, etc.)	SQIS Target Group	Every Semester	Attendance Team	5/15/2014	102SQ4A4332	create parent-organized walking teams or carpools to support getting kids to school	3010-Title I		CMRAIB0017	0.05	\$3,363.40
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant.	Attendance	SQIS Target Group	Every Marking Period	Attendance Team	5/15/2014	102SQ4A4333	emphasize importance of daily attendance to Kindergarten families (in conjunction with School Nurse)	3010-Title I		CMRAIB0017	0.05	\$3,363.40
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant.	Attendance	SQIS Target Group	Monthly	Attendance Team	5/15/2014	102SQ4A4334	create parent committee to monitor/discuss attendance	3010-Title I		CMRAIB0017	0.05	\$3,363.40
Reduce chronic absence and chronic tardiness by	Attendance	SQIS Target Group	Every Semester	Attendance Team	5/15/2014	102SQ4A5773	strengthen the Student Attendance Review Team with better	3010-Title I		CMRAIB0017	0.3	\$20,180.40

developing an Attendance Team led by the new Community Relations Assistant.							monitoring and follow up					
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant.	Attendance	SQIS Target Group	Every Marking Period	Attendance Team	5/15/2014	102SQ4A6111	emphasize importance of daily attendance to families of students with disabilities (in conjunction with School Nurse)	3010-Title I		CMRAIB0017	0.05	\$3,363.40
Increase participation of parents of English Learners in the life of the school	Other (OCR, etc)	English Learners & Redesignated	End of Year	Principal	5/16/2014	102SQ4A4454	Provide oral and written translation for parents in Chinese, Spanish and Vietnamese using in-house and outside resources.	791- Unrestricted EIA-LEP Support	4310- SUPPLIES		0	\$1,657.31
Increase participation of parents of English Learners in the life of the school	Survey data (CHKS, etc.)	English Learners & Redesignated	End of Year	Principal	5/16/2014	102SQ4A7897	Open library for use by families before school and after school	791- Unrestricted EIA-LEP Support		LBCLKS0021	0.1	\$5,233.18

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Strategic Priority Goals

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

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

Strategic Priority Improvement Strategies



☐ 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
Increase student supervision	Survey data (CHKS, etc.)		End of Year	Principal	5/16/2014	102SQI5A7894	Increase student safety by adding more staff/volunteers to supervise students during recess	5-LCFF Supplemental		NOONSV9999	0.034	\$1,584.33

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$92,736.20	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$2,200.57	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$94,936.77	

Appendices

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

School Year: 2014-2015

Comprehensive School Safety Plan

(Education Code Section 32280-32288)

FELICIA PHILLIPS
Principal

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

Introduction

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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Planning for Special Needs Students

Section 1: School Safety / Climate Team

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

Site Responsibilities:

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

• Principal or Designee:	FELICIA PHILLIPS - PRINCIPAL ELEMENTARY LARGE
• Teacher:	MELISSA BARRY - TEACHER STRUCTURED ENG IMMERSN
• Classified:	YVETTE JACOBS - AIDE-SPECIAL ED
• Parent Representative:	TBD - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
• Principal:	FELICIA PHILLIPS - PRINCIPAL ELEMENTARY LARGE	510-799-0209	510-436-4900	404-372-0165
• Assistant Principal:	NA			
• Custodian:	FLOYD COX JR. - CUSTODIAN	510-938-8753	510-436-4900	510-938-8753

• **Secretary/Other:**

NICOLE SEABERG - TCHR IF 510-332-2597
11 MONTH - 12 PAY

510-436-4900

510-332-2597

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: Ensure a safe and positive school environment for all students by providing 100% of identified students who exhibit escalating patterns of misbehavior with intensive support and interventions

- **Strategy 1.1:** Refine our school's Behavioral Response to Intervention (RTI) framework to align with the District's new Board Policies and Administrative Regulations (5144 and 5144.1) related to student discipline and implement it with fidelity.
- **Strategy 1.2:** Effectively engage families of students with escalating patterns of misbehavior by establishing positive home-school relationships and offering culturally-competent, family-friendly behavior support

Goal 2: Ensure a safe and positive school environment for all students by reducing the risk of access to campus by unauthorized persons

- **Strategy 2.1:** Establish a parent patrol that will support student supervision on and near campus
- **Strategy 2.2:** Conduct a campus security audit with school stakeholders and develop an action plan that will enhance security for students and staff and reduce vandalism

Section 3: Safety Policies & Procedures

Policies and Procedures

Child Abuse

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

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

Sexual Abuse (Suspicion of past sexual incidents):

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

Do not Destroy Evidence of Sexual Abuse:

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

Suspected Physical Abuse or Significant Neglect:

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

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

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

Sexual Harassment

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

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

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

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

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

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

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

Suspension & Expulsion/Due Process

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

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

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

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

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

Student Due Process

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

On-Campus Suspension Program

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

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

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

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

Required Parental Attendance

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

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

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

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

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

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

Decision Not to Enforce Expulsion Order

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

Grounds for Suspension and Expulsion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nondiscrimination/Harassment

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

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

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

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

Notifications to Law Enforcement Authorities

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

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

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

Outcome Data

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

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

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

Dress and Grooming

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

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

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

Gang-Related Apparel

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

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

Uniforms

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

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

Employee Security

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

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

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

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

School Site Emergency Supplies

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

CONTENTS INCLUDE:

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

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

Monthly Emergency Radio Testing

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

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

Section 4: Emergency Disaster Procedures and Drills

Earthquake Procedures

In the classroom or office

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

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

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

Earthquake procedures in other parts of the building

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

Earthquake procedures while outside

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

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

Fire Procedures

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

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

Fire Extinguisher Instructions:

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

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

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

Emergency Lockdown

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

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

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

- ☐ Staff without students will report to the office for instruction or as otherwise directed.
- ☐ Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
- ☐ Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
- ☐ When the emergency is over, a coded "all clear" will be announced.
- ☐ The Crisis Response Team will meet to determine needs of school.
- ☐ Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

Shelter-in-Place

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

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
 - Students should also be advised to do the following when possible:
 - Select rooms on higher floor levels and avoid basements.
 - Select an internal room or a room with as few windows as possible.
 - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

Section 4: Emergency Lockdown

Mr. Vista: Please report to the main office! [repeated two times in a clear and concise manner followed by 5 tones] followed by Attention staff. Please listen closely. Please lock your classroom doors immediately. Lock windows. Move students away from windows.

Section 4: Fire and Earthquake Drill Schedule

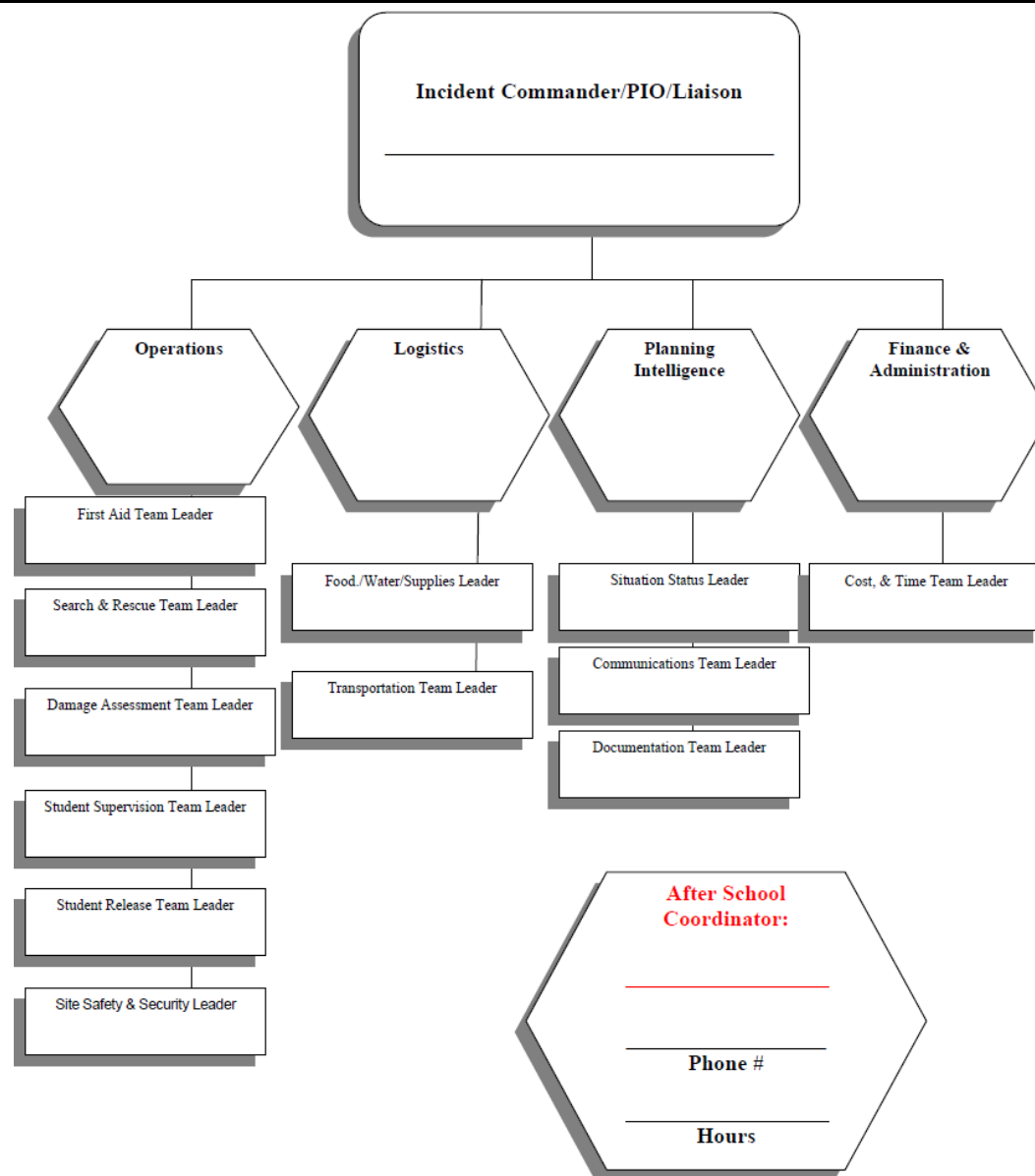
Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
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Lockdown Drill Schedule

Date	Time
Fall	
Spring	

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number. 5020

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

* 65 students with disabilities (SLI, MD, AUT, TBI, OI, ID) in five Special Day Classes (rms A, B, 13, 18, 20)

* 25 students with disabilities (SLI, SLD) in General Education classes throughout campus

(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	12	Hard of Hearing	HH	1
Deaf	DEA	0	Speech & Language Impairment	SLI	32
Visually Impaired	VI	0	Emotionally Disturbed	ED	0
Orthopedically Impaired	OI	2	Other Health Impaired	OHI	10
Specific Learning Disability	SLD	18	Deaf / Blind	DB	0
Multipally Disabled	MD	7	Traumatic Brain Injury	TBI	1
Est Medical Disability	EMD	0			

Determine proper signage and equipment.

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

* elevator in the main building with access to all three floors
* two lifts: one in the auditorium with access to the stage and the main floor, and one on the lower floor of the main building with access to the upper yard
* MedSled for evacuation between floors when elevator isn't available



(Max Length: 500)

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name:	Jocelyn Garcia	Title:	Special Day Class Teacher
Name:	David Takeuchi	Title:	Special Day Class Teacher
Name:	Adrienne Uyeda	Title:	Speech and Language Pathologist

Emergency Evacuation: Principal's checklist

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

Activate key personnel to:

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

Emergency Evacuation: Employees checklist

Emergency Evacuation: Employees Checklist

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

Emergency Evacuation: Teachers checklist

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

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

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

Emergency Student Release Procedures

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

per normal absence/release procedures.

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

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

Section 6: On Campus Evacuation Map

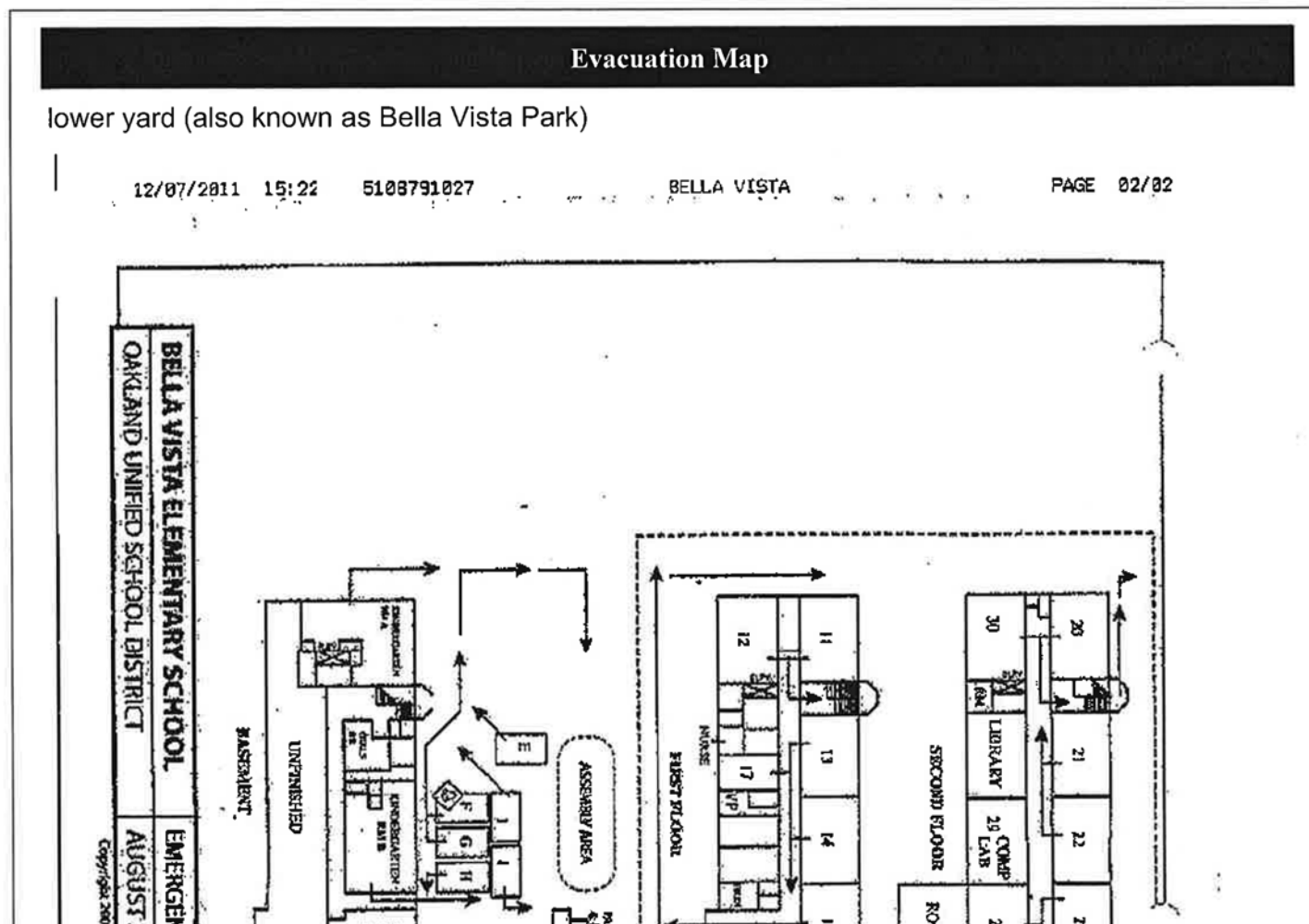
Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

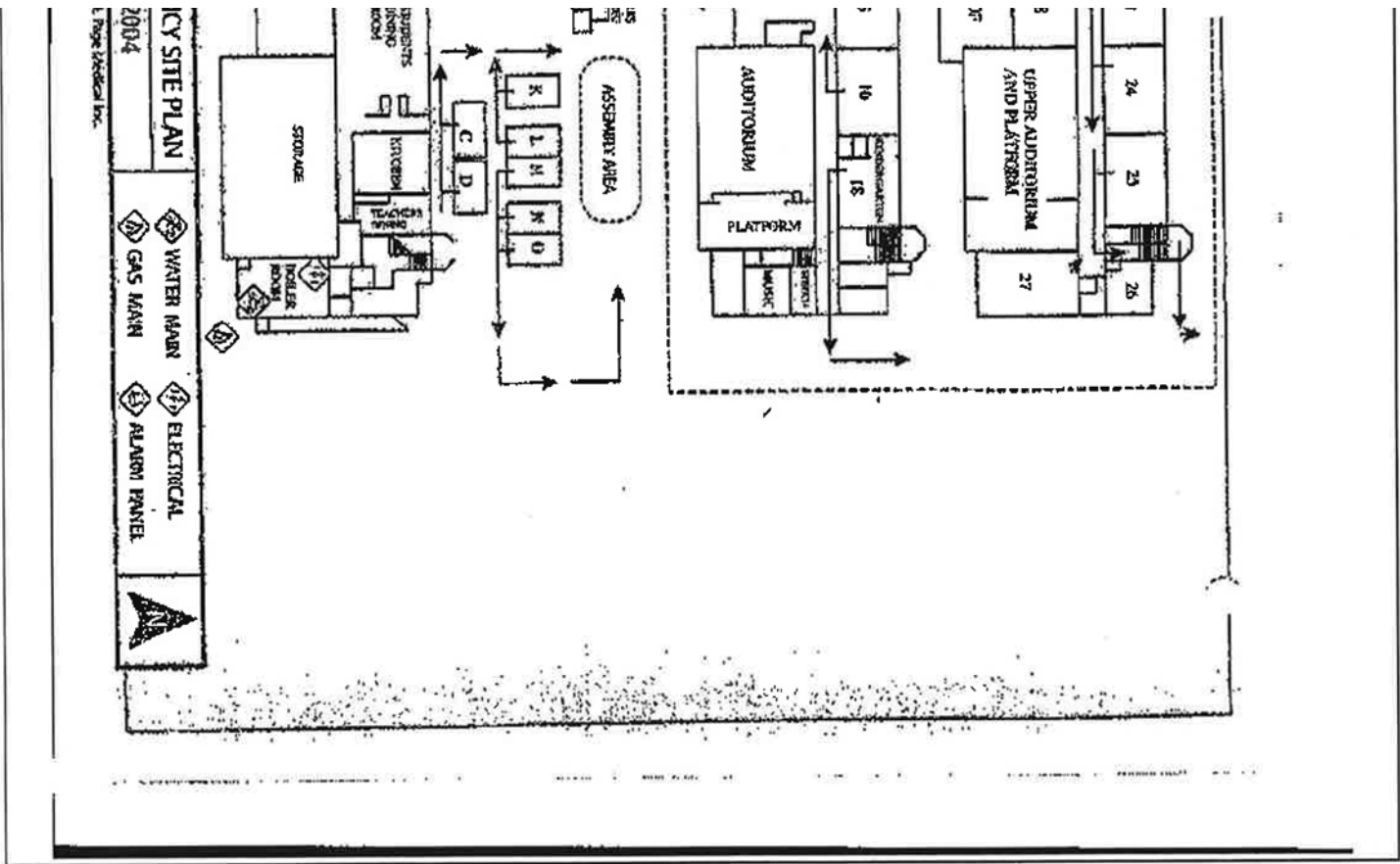
On-Campus Assembly Location

Describe on-campus evacuation/assembly location.

lower yard (also known as Bella Vista Park)

☐ Upload Copy of Map ☒ Use Last Years Map





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

Bella Vista Park

Establish a memorandum of agreement with the evacuation site.

Name of person or organization memorandum was established with

City of Oakland

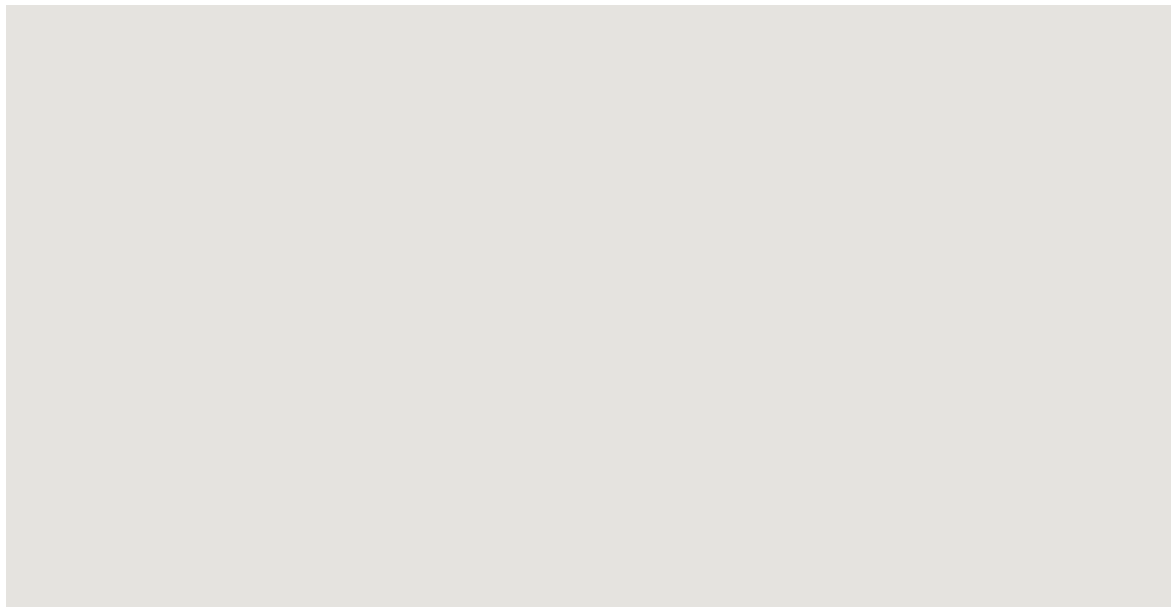
C. Enter Date of Agreement

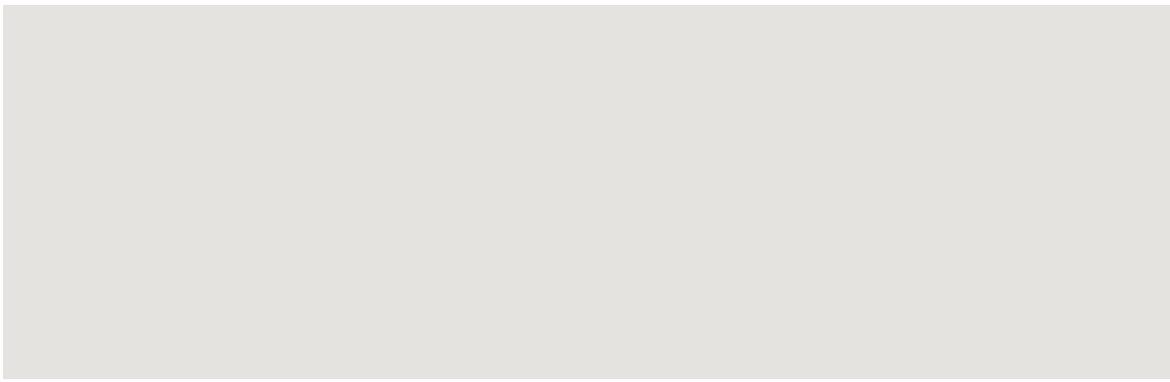
5/30/2013

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

A. School Street Address: 1025 East 28th Street, Oakland, CA

B. Evacuation Street Address: 2631 11th Avenue, Oakland, CA

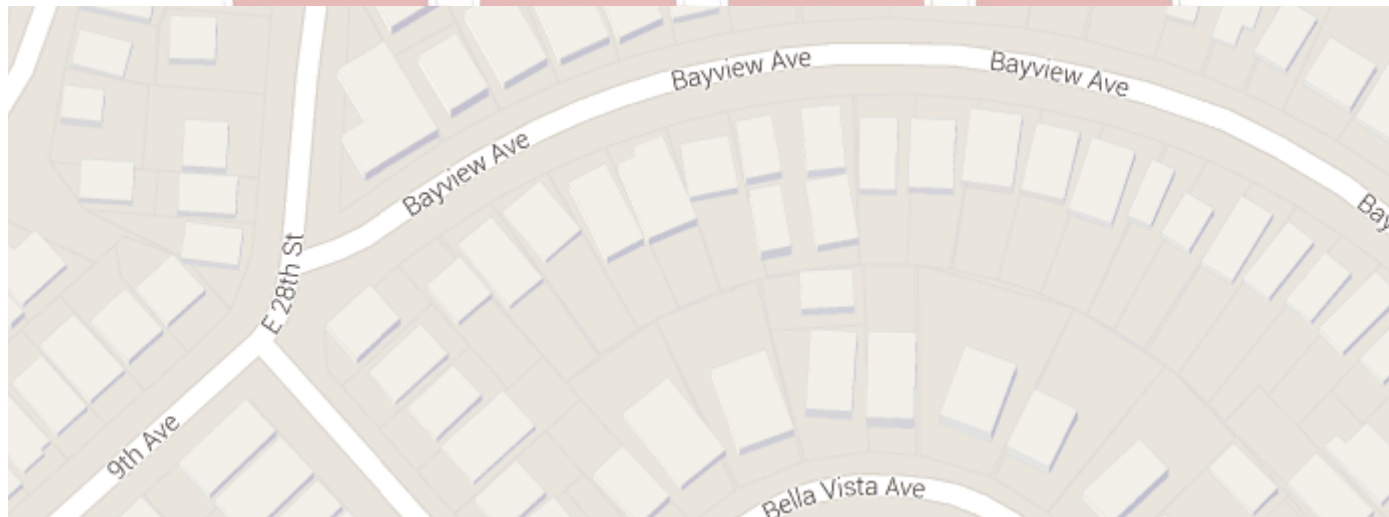
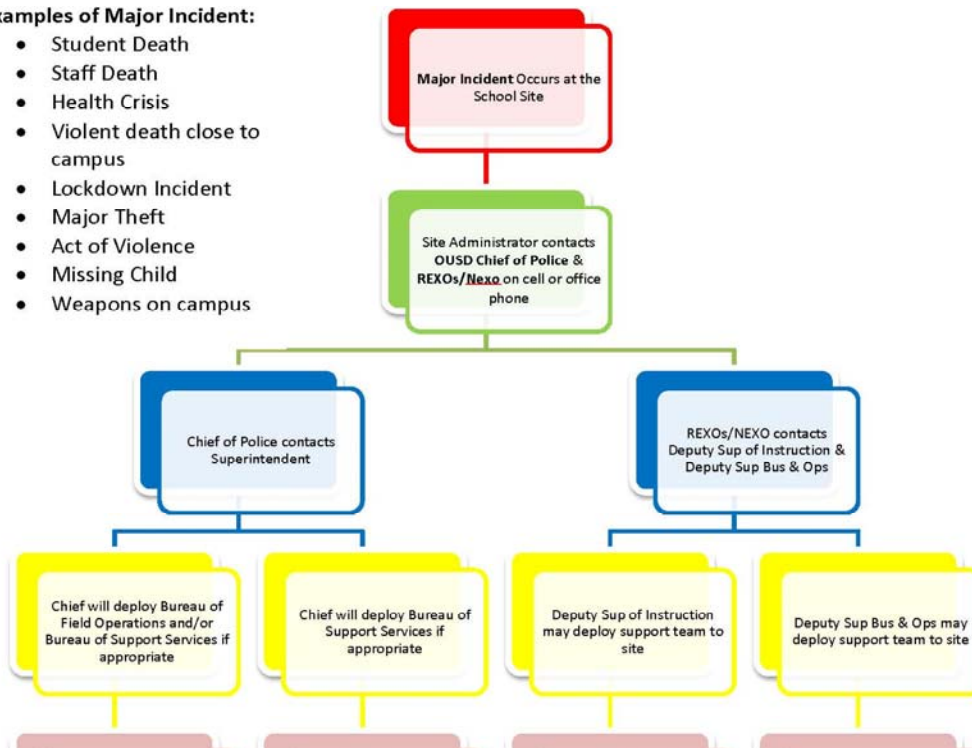




Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

Examples of Major Incident:

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



Last edited by Oakland School Police Department, July 2013



Last edited by Oakland School Police Department, July 2013

AFTER SCHOOL PROGRAM

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

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

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

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

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

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

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

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

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

Lockdown Drill Schedule – *After School Program*

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

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form

Month _____

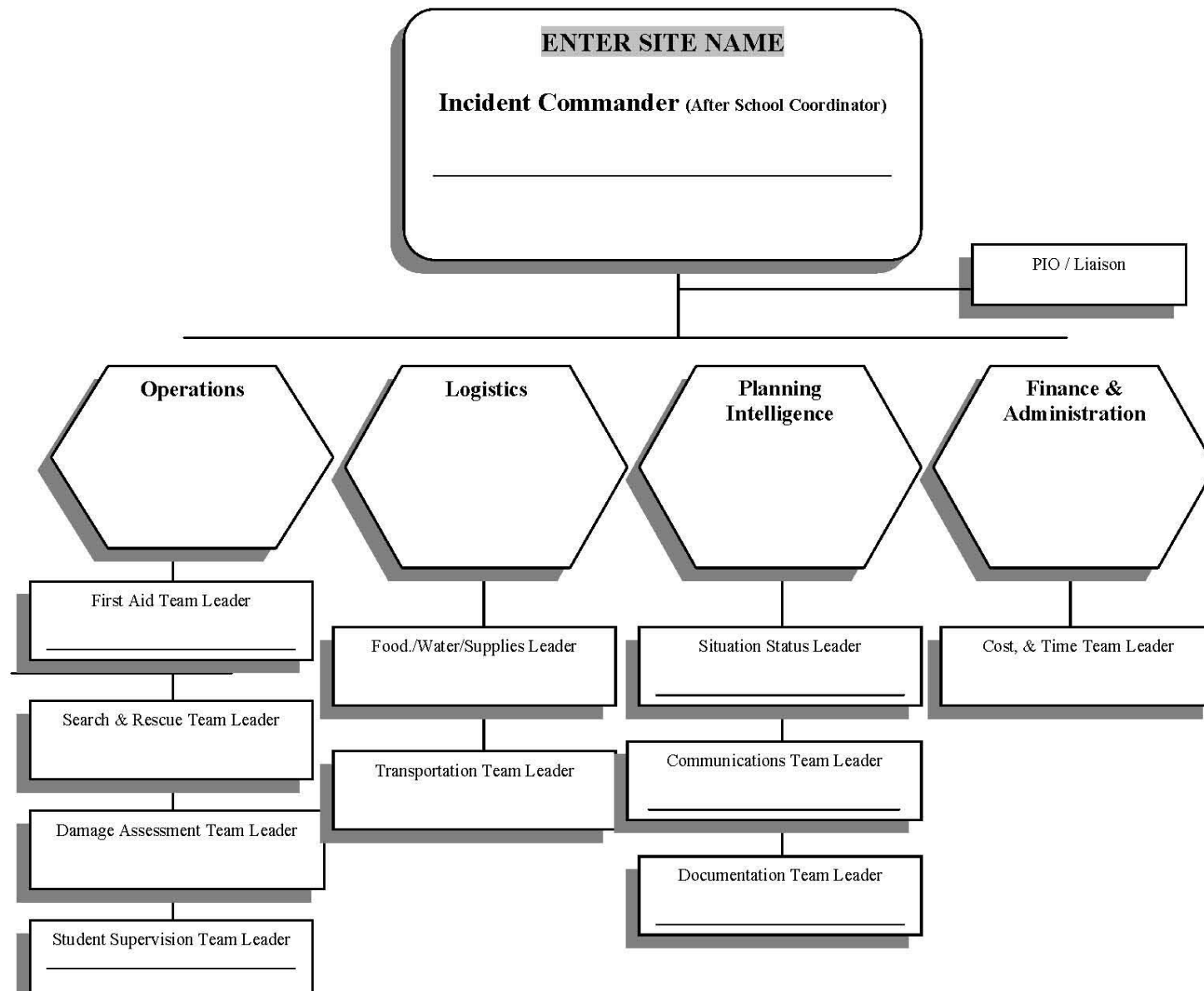
Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			

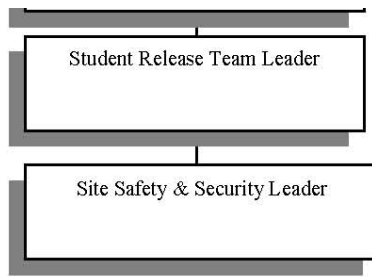
Earthquake			
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature: _____ Date: _____

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

AFTER SCHOOL PROGRAM





Safety Plan Appendix

School Safety Plan

APPENDIX: Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Safety for Special Needs Populations

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Safety for Special Needs Populations

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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.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Action Step:

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

Evacuation

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

Action Step:

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

Safety for Special Needs Populations

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

Action Step:

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

Sheltering

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

Action Step:

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

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
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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

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Action Step:

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

Returning Home

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

Action Step:

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

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

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

Prepare For What Will Happen

Earthquake

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

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

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

Safety for Special Needs Populations

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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

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.

Safety for Special Needs Populations

OAKLAND UNIFIED SCHOOL DISTRICT
Safety for Special Needs Populations

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

Training for Rescue Service During an Emergency

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

Evacuating Wheelchair Users

All Wheelchair Users

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

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

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

Safety for Special Needs Populations

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

Manual (non-motorized) Wheelchairs

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

Motorized Wheelchairs

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

Safety for Special Needs Populations

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

School Site Name/Site Number: Bella Vista Elementary School (102)

☒ Title 1 School Wide Program ☐ SIG

☐ Title 1 Targeted Assistance Program ☐ QEIA

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the CSSSP requiring board approval.
3. The school plan and safety plan is based upon a thorough analysis of student academic and safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, social emotional goals and to meet all safety planning procedures and improve student achievement.
4. The School Site Council reviewed the content requirements of the CSSSP and Site Safety Plan and assures all requirements have been met, including those found in district governing board policies and in the local education agency plan (LEAP).
5. The safety plan was communicated to the public, per Education Code section 35294.2 (e): "...an updated file of all safety related plans and materials shall be readily available for inspection by the public."
6. Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on: April 28, 2014
7. The public was alerted about the meeting through one of the following:
 Fliers in students' home languages (date) April 24, 2014
 Announcement at the public meeting (date) _____
 Other (Notices and Media Announcements) (date) _____

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

Signatures		
<u>Felicia Phillips</u>	<u>Felicia D. Phillips</u>	<u>05/09/2014</u>
Print name of school principal	Signature	Date
<u>Nikki Seaberg</u>	<u>[Signature]</u>	<u>05/09/14</u>
Print name of SSC chairperson	Signature	Date
<u>Wenny Wong</u>	<u>[Signature]</u>	<u>5/21/14</u>
Print name of Chief of Police or Designee	Signature	Date
<u>Janette Hernandez</u>	<u>[Signature]</u>	<u>5/16/14</u>
Print name of Regional Executive Officer	Signature	Date
<u>Susana Ramirez</u>	<u>[Signature]</u>	<u>6/11/14</u>
Print name of Director, State & Federal Compliance	Signature	Date

School Site Council Membership Roster – Elementary School

School Name: Bella Vista Elementary School

School Year 2013-2014

Last updated March 3, 2014

Chairperson: Nikki Seaberg	Vice Chairperson: TBD
Secretary: Felicia Phillips	<u>DAC Representative:</u> TBD

Check Appropriate

Representation					
Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Ms. Felicia Phillips		X			
Ms. Nikki Seaberg			X		
Mr. David Takeuchi			X		
Ms. Karen Lee			X		
Ms. Sandra Christian				X	
Mr. Nhon Do					X
Ms. April Gomez					X
Mrs. Joy Smith					X
Ms. Sosan Tewolde					X
Ms. Kathy Xie					X
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	Last Monday of each month at 4:15 p.m. (3 rd Mondays in November, December and May)
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SSC Legal Requirements:

- (1) Members MUST be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community

Bella Vista Elementary School
Title I School Parental Involvement Policy 2013-2014

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Bella Vista Elementary School agrees to implement the following statutory requirements:

- *Convene an **annual Title I meeting** to perform the following:*
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the School's Title 1 Plan. The Title I plan is embedded in the *Community Schools Strategic Site Plan*, which is presented by the principal and is developed based on input from school staff, parents, strategic partners and the community. The School Site Council approves the CSSSP each year.
- *Offer a flexible number of **meetings for parents**.* The School Site Council meets monthly, and will offer information sessions for parents on a variety of topics related to academic achievement, social emotional learning and developing partnerships between school and home. The English Learners Advisory Council also meets monthly; its focus is to advise the School Site Council, principal and school staff on programs and services for English Learner students attending the school.
- *Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I Parent Involvement Policy.*
- *Provides parents of Title I students with timely information about Title I programs.* The annual Title I meeting, usually held in the fall, provides an overview of the program. During the spring Open House, updates on the Title I program will be shared.
- *Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.* During the Title I annual meeting as well as during the First Trimester Parent Conferences, parents will receive information on the curriculum, assessment and benchmark goals that their students should meet. For 2013-2014, there are two new initiatives: the Common Core State Standards and the CORE Waiver, School Quality Improvement System (SQIS). The District has information for families about each initiative.
- *Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.* There are First Trimester Parent Conferences for all students, with follow-up conferences after the Second Trimester (in March) as needed.

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
- *Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.* Training sessions will be offered at least three times a year for parents that will focus on literacy, mathematics and science.
- *Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.* In addition to our Parent Teacher Association (PTA), parents are welcome to volunteer in classrooms, join classes on field trips and help out in other ways.
- *Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.* The School Site Council will be responsible for coordinating such activities.
- *Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.* Families receive information via flyers and via voice mail messages. Most correspondence with families is translated into Chinese, Spanish and Vietnamese.

Accessibility

- *Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.* At most schoolwide meetings, school staff members are available to translate for our Cantonese-speaking, Spanish-speaking and Vietnamese-speaking families.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by feedback from the School Site Council meeting on March 3, 2014.

This policy was adopted by the Bella Vista School Site Council on March 3, 2014, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before March 27, 2014. It will be made available to the local community on or before March 28, 2014. Bella Vista Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(principal's signature)

March 5, 2014

(date)



Bella Vista Elementary School

HOME-SCHOOL COMPACT

District and Site Staff Pledge

We believe all students can learn, and we will do the following to ensure their success:

- We will set high standards for all.
- We will welcome you and treat you with respect as a partner in your child's education.
- We will respond in a timely manner to your request for information.
- We will regularly share with you your child's concerns and progress.
- We will provide motivating and interesting learning experiences.
- We will use teaching methods and materials that work best for your child.
- We will regularly assign your child homework.
- We will help you support your child's educational needs.

Parent Pledge

I believe that parents and family are the child's first and most important teachers. I will encourage my child's learning and success in school, by doing the following:

- I will send my child to school on time every day.
- I will make sure that my child gets adequate sleep and has a healthy diet.
- I will provide a quiet place and time for my child to do homework, and I will review the homework.
- I will promptly respond to messages from my child's school.
- I will attend Back to School Night, Parent-Teacher-Student Conferences, Open House, and other school events.
- I will help my child's school however possible.
- I will endeavor to participate in the total school program.
- I will sign in with the office when visiting my child's school.
- I will read to my child or have my child read for at least 20 minutes every day.
- In accordance with the law, I am prepared to sit with my child in class in the event that negative behaviors need to be corrected.
- I will limit the amount of time my child watches television.

Student Pledge

I believe that I can be successful in school and I will show it by doing the following:

- I will come to class on time every day.
- I will come to school ready to learn.
- I will follow school rules, always show respect and be responsible for my own behavior.
- I will be a cooperative learner.
- I will ask for help when I need it.
- I will carry information between school and home.
- I will return my completed homework on time.
- I will read at home at least 20 minutes every day.



家庭-學校承諾

校區和學校職員承諾

我們相信所有學生能夠學習，和我們將做到下列的承諾來保證他們成功。

- 我們將為所有學生定立高標準的教育。
- 我們將歡迎你和尊敬你作為一位在貴子女教育裏的伙伴。
- 我們將給你所要求的資料一個及時的回應。
- 我們將經常地和你分享貴子女的關注和進步。
- 我們將提供激發性和感興趣的學習實驗。
- 我們將為貴子女使用最好的教學方法和教材。
- 我們將經常地給貴子女派發家課。
- 我們將幫助你來支持貴子女的教育需要。

家長承諾

我相信家長及家庭成員是孩子們的第一個和最重要的老師。我將會做到下列的承諾來幫助我子女學習和在學校的成功。

- 我將每天準時送我的子女上學。
- 我將保證我的子女得到足夠的睡眠和有一個健康的日常食用。
- 我將提供一個寧靜的地方給我的子女做家課，和我將給予檢查。
- 我將迅速地給予回應有關我子女學校所發出的消息。
- 我將來參加校役，家長-老師-學生會故，開放日，和其他學校的奏事。
- 我將會可能幫助我子女的學校。
- 我將努力參與學校的所有計劃。
- 當參觀我子女的學校時我將到校務處先登記。
- 我將每日和我子女一起閱讀20分鐘。
- 依照法律，若孩子有需要改善不良行為，我預備和我子女一起就座上課。
- 我將限制我子女的看電視時間。

學生承諾

我相信我可以在學校成功和我將會履行下列的表現：

- 我將每日準時上課。
- 我將作好學習的準備。
- 我將遵守學校規則，經常尊重別人和為自己的行為負責。
- 我將是一位合作的學生。
- 我將準時繳交功課。
- 我將會每日閱讀20分鐘。



Bella Vista Elementary School

COMPAC. y HOGAR-ESCUELA

Compromiso del Distrito y del Personal Docente	Compromiso del Padre	Compromiso del Estudiante
<p>Creemos que todos los estudiantes pueden aprender y nosotros haremos lo siguiente para asegurar su éxito.</p> <ul style="list-style-type: none">• Estableceremos altos niveles educativos para todos.• Le daremos la bienvenida y lo/la trataremos con respeto como un compañero en la educación de su hijo.• Le responderemos a tiempo a su petición de información• Compararemos regularmente con usted, las preocupaciones y el progreso de su hijo/lo.• Proveeremos experiencias de aprendizaje con motivación e interesantes.• Usaremos métodos y materiales educativos que sean lo mejor par su hijo/lo• Le daremos a su hijo/lo tareas para el hogar regularmente.• Le ayudaremos a apoyar las necesidades educativas de su hijo/lo.	<p>Yo creo que los padres y la familia son los primeros y los más importantes maestros. Yo afirmaré el aprendizaje y el éxito en la escuela de mi niño, haciendo lo siguiente:</p> <ul style="list-style-type: none">• Enviaré a mi hijo a la escuela a tiempo todos los días.• Me aseguraré que mi hijo duerma las horas adecuadas y que tenga una dieta saludable.• Le proveeré a mi hijo/lo un lugar tranquilo y tiempo para que haga sus tareas y revise la tarea.• Responderé pronto a los mensajes que reciba de la escuela.• Asistiré a La Noche de Regreso a La Escuela, Conferencias de Padre-Maestro-Estudiante, Casa Abierta y otros eventos escolares.• Ayudaré a la escuela de mi hijo/lo de cualquier forma posible.• Me esforzaré por participar en el programa total de la escuela.• Firmaré en la oficina cuando visite la escuela de mi hijo.• Le leeré a mi hijo/lo o haré que mi hijo/lo lea por lo menos 20 minutos cada día.• De acuerdo a la ley, yo estoy preparado para sentarme en la clase de mi hijo/lo en el caso que la conducta negativa necesite ser corregida.• Limitaré la cantidad de tiempo que mi hijo/lo mira la televisión.	<p>Creo que yo puedo tener éxito en la escuela y lo demostraré haciendo lo siguiente:</p> <ul style="list-style-type: none">• Vendré a clases a tiempo cada día• Vendré a la escuela dispuesto para aprender• Seguiré las reglas de la escuela, siempre demostraré respeto y responsabilidad por mi propia conducta.• Seré un estudiante cooperativo.• Pediré ayuda cuando la necesite.• Llevaré la información entre la escuela y mi hogar.• Regresaré mi tarea de la casa a tiempo.• Leeré en mi casa como mínimo 20 minutos al día.



HỢP ĐỒNG GIỮA GI' PHINH - TRƯỜNG

Lời Cam Kết của Học Khu và Nhân Viên Trường

Chúng tôi tin rằng tất cả các học sinh có thể học, và chúng tôi sẽ thực hiện những điều sau đây để bảo đảm các em thành công:

- Chúng tôi sẽ đặt ra các tiêu chuẩn cao cho tất cả học sinh.
- Chúng tôi sẽ tiếp đón và đối xử, tôn trọng quý vị như là một người cộng tác trong việc giáo dục con em quý vị.
- Chúng tôi sẽ giải đáp đúng lúc mọi yêu cầu của quý vị muốn biết về mọi tin tức.
- Chúng tôi sẽ thường xuyên chia sẻ với quý vị về sự quan tâm và tiến bộ của con em quý vị.
- Chúng tôi sẽ cung cấp các kinh nghiệm đầy khích lệ và thích thú về học vấn
- Chúng tôi sẽ sử dụng các phương pháp và tài liệu giảng dạy tốt nhất cho con em của quý vị.
- Chúng tôi sẽ thường xuyên giao cho con em của quý vị bài làm ở nhà.
- Chúng tôi sẽ giúp quý vị yểm trợ các nhu cầu về học vấn của con em quý vị.

Lời Cam Kết của Phụ Huynh

Tôi tin rằng các phụ huynh và gia đình là những người giáo dục tiên và quan trọng nhất của con em. Tôi sẽ khuyến khích con em của tôi học và thành công ở trường bằng cách thực hiện những điều sau đây:

- Tôi sẽ cho con tôi đi học đúng giờ mỗi ngày.
- Tôi sẽ cam đoan rằng con em của tôi ngủ đầy đủ và ăn uống khỏe mạnh.
- Tôi sẽ dành cho con em tôi một chỗ yên lặng và thời gian để làm bài, và tôi sẽ xem bài làm của con em tôi.
- Tôi sẽ trả lời nhanh chóng các lời nhắn từ trường của con em tôi.
- Tôi sẽ tham dự Đầu Năm Trở Lại Trường Về Đêm, Hội Kiến Phụ Huynh-Giáo Viên, Đêm Tiếp Phụ Huynh, và các sinh hoạt khác của trường.
- Tôi sẽ giúp trường của con em tôi khi có thể được.
- Tôi sẽ cố gắng tham gia vào toàn bộ các chương trình của trường.
- Tôi sẽ ký tên ở văn phòng khi đến thăm trường của con em tôi.
- Tôi sẽ đọc cho con em tôi hay cho con em tôi đọc ít nhất 20 phút mỗi ngày.
- Để phù hợp với luật lệ hiện hành tôi sẽ ngồi kèm con em của tôi trong lớp trong trường hợp cách cư xử tiêu cực của nó cần được sửa chữa.
- Tôi sẽ hạn chế thời gian xem TV của con em tôi..

Lời Cam Kết của Học Sinh

Tôi tin rằng tôi có thể học thành công ở trường và tôi sẽ chứng tỏ được điều này bằng cách thực hiện các điều sau đây:

- Tôi sẽ đi học đúng giờ mỗi ngày.
- Tôi sẽ đến trường sẵn sàng để học.
- Tôi sẽ tuân theo các điều lệ, luôn luôn kính trọng và chịu trách nhiệm về hạnh kiểm của riêng tôi.
- Tôi sẽ là một học sinh hợp tác.
- Tôi sẽ xin giúp đỡ khi tôi cần đến.
- Tôi sẽ mang các tin tức giữa trường và gia đình.
- Tôi sẽ nạp bài làm đúng giờ.
- Tôi sẽ đọc ở nhà ít nhất là 20 phút mỗi ngày.