Dear OUSD Parents, Caregivers and Community,

It is with great pleasure that I welcome you to the Oakland Unified School District for the 2012-13 school year. For those who are entering OUSD for the first time, I thank you for entrusting your children to our care. This is an awesome responsibility and one we do not take lightly. To those who are already part of OUSD, I am grateful for your continued support and collaboration as we strive to build a Full-Service Community School District that offers consistent high-quality instruction, safe and supportive schools, cultivates social and emotional health and prepares students for college and career.

We are entering year four of our effort to transform OUSD from a district with pockets of excellence into one with a shared commitment to high quality and equitable education at every site and for every student (www.thrivingstudents.org). I am encouraged by our progress and believe now, more than ever, that our focus on the whole child is essential if we hope to restore the promise of Oakland Public Schools so that all students reach their full potential. Yet, a tremendous amount of work remains as we move from a school district with uneven results to one that produces positive outcomes regardless of background or zip code.

Realizing this goal will require a profound cultural shift that emphasizes caring for the whole child and a view of education that extends beyond individual schools to a concern for how we, as a community, can come together in the service of all of our children. Creating a school district that not only sets high expectations for achievement, but provides the conditions needed to attain success, demands a dramatic revision of the way we operate and the way we interact with each other.

If we continue as we always have, we will get the results we’ve always known—and those are simply unacceptable. The hard work of changing practice is still necessary to realize our goals for students. Yet, this knowledge is balanced by our initial victories that point toward a bright future where OUSD is truly a Full-Service Community School District meeting the academic, social and emotional needs of all its students. This culture is taking root, as evidenced by our progress on all fronts.

In 2011-12, OUSD extended its record as California’s most improved urban school district to seven years, and established itself as the school system with the most career academies of any California “Linked Learning” District, underscoring our emphasis on a curriculum that integrates college preparatory academics with technical and work-based education.

In February 2012, OUSD became one of only eight school districts in the country sponsored by the Collaborative for Academic, Social and Emotional Learning (CASEL), a partnership that moves us toward the goal of making social and emotional learning an essential part of every child’s education so students gain the skills needed for positive relationships, conflict resolution, emotion management, civic participation and responsible decision-making.

Also, while districts all around us were instituting furlough days and implementing layoffs, OUSD made hard decisions that resulted in higher 2012-13 per-pupil allocation levels. These choices mean that each OUSD student receives five percent more dedicated funding than last year and, overall, we can invest more heavily in schools. None of these accomplishments came easily and none of them came without tradeoffs, and all of them were made in the service of children. We’ve made great strides toward the day when “Community Schools, Thriving Students” is no longer a vision but a reality, and the 2012-13 school year is yet one more step in that direction. Thank you for taking this journey with us. We are looking forward to a great year!

In service of healthy kids and a healthy Oakland,

Tony Smith
Superintendent, Oakland Unified School District
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EQUITY AND NONDISCRIMINATION

Our goal is to create a supportive and nurturing learning environment in every school, where all students, parents, teachers, principals, and other staff are treated with respect and dignity.

Nondiscrimination Policy

OUSD prohibits unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title IX, including actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any District program or activity that received or benefits from state financial assistance, including athletic programs. Complaint forms are available at school sites and at the Office of the Ombudsperson, located in the District’s Paul Robeson Administrative Building, 1025 Second Avenue, Room 316. For further information, call 273-3243. The District’s 504 Coordinator is Barbara Parker, located at 2850 West Street. For more information, call 874-3750. See page 23 for further information on Equity and Nondiscrimination. BOARD POLICY 0410, 4030, 5145.3

OVERVIEW: COMMUNITY SCHOOLS, THRIVING STUDENTS

Where We Have Been, Where We Are Now, Where We Are Going

When we began our work together following return of local control to Oakland, we embarked on a four-phase, seven-year effort to give our community the public school system that we deserve. The time span for producing high-quality, durable systems that support high quality schools in every neighborhood is July 2009 – June of 2016. In the midst of this systemic structural change, student learning and instruction must be at the heart of our everyday work. A productive learning relationship between students, teachers, and families is the core of quality education.

In Phase 1: Initiation (2009-2010), we set about establishing a shared positive identity for OUSD. OUSD had drifted into a system of schools with independent and competitive practices and had lost a collective identity as a school system serving each Oakland child in each neighborhood well.

Listening to people tell the many stories of Oakland, the versions of successes and the feelings of loss drove us. We heard from families, business leaders, faculty, community leaders, and Board members about a deep sense of separateness and a longing for real connection in service of children. So we crafted a framework that put children and schools at the center of our community. In June 2010, our School Board adopted this vision and set out a new course and established a clear identity for OUSD: Community Schools, Thriving Students. You can download a PDF of the Strategic Plan at www.thrivingstudents.org.

In Phase 2: Design (2010-2011) Making the vision a reality required making the work real. To help shape this work, fourteen Task Forces engaged the community and experts in a process of inquiry, research, analysis, and recommendations. These efforts were essential to making new engagement systems and processes that will support our long-term efforts to build durable systems that produce trusting relationships and belief in the public school system’s ability to care for and educate Oakland’s children. The task force work was designed to require people to work in new ways that will produce new beliefs over time. This new way of working together is producing a culture of shared purpose and relational accountability.

Phase 3: Implementation (2011-2014), has started with coordinating, aligning, and leveraging all resources in service of “year-one goals.” OUSD is using these goals to organize all fiscal, human, and physical assets. With the development of a scorecard and performance management tools, a new accountability structure will be in place that uses the goals as a measure of performance and guide for professional and personal development. In this phase, we are engaging the significant work of making human resources match the goals and organizational needs. The core of this phase is learning how to implement well and work well together.

In Phase 4: Tuning & Sustaining (2014-2016), we will move forward from the “year-three goals.” The year-one and year-three goals are evidence of progress and reveal where the strengths, weaknesses, opportunities, and threats were in our original theory of action. At this time, we will be almost entirely done with any major retooling or redesign work. The organization will have a way of doing work that is commonly known and well-understood. We will have shared definitions of what we are doing and why we are doing it. We will not protect our own projects; instead, we will create and extend opportunities in ways that benefit all our students.

One of our five year goals is to produce a new five year plan for our School Board to consider for adoption in June of 2016. That plan will build on the work of the preceding six years and begin the next chapter of OUSD. This thoughtful consistency will allow us to maintain leadership continuity and improve our capacity as a stabilizing and catalyzing force for Oakland’s healthy future.

You can find more information about the OUSD Strategic Plan and the current work being done to implement the plan at www.thrivingstudents.org.

COMMUNITY SCHOOLS — A MODEL FOR CHANGE

“A Community School is a strategy for organizing the resources of the community around student success. It is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, services, supports and opportunities leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone . . . These Community Schools are based on a “developmental triangle,” which calls for a strong instructional program, expanded learning opportunities through enrichment, and services designed to remove barriers to students’ learning and healthy development, so that they can thrive academically and socially. —The Children’s Aid Society

Interested in the most current updates about what’s happening inside OUSD schools? Follow us on Facebook or Twitter!

Facebook: www.tinyurl.com/OUSDfacebook  Twitter: www.twitter.com/OUSDNews
Our guiding framework is to develop each Oakland public school to become a Full-Service Community School. We built our model by looking at the Children’s Aid Society “developmental triangle” to ground the District’s strategic planning in the national work of community schools. To begin, we placed our thriving students at the center to make sure that everything connects back to that vision. As the task forces and community engagement surfaced different ideas and issues, we designed the sides of the triangle to reflect their emerging themes of ensuring a high quality instructional core, of developing social and emotional health, and of creating equitable opportunities for learning. With these “sides” in place, we developed and mapped our major goal areas along these themes – emphasizing our Board’s priorities for children and youth (e.g., Safe, Healthy, and Supportive Schools; High Quality and Effective Instruction; and Prepared for Success in College and Careers) and then added major building and accountability priorities for organization (e.g., Building a Full-Service Community District, Accountability for Quality). Altogether, these five goal areas cover the range of ideas, issues, questions, and plans for the work ahead of us.

A Full-Service Community Schools in Oakland serves the whole child; it invites the community in and extends its boundaries into the community in order to support student success in school and graduate college and career ready.

Participating students have also shown strong gains in youth assets, including gaining confidence in school subjects and teamwork.

We are guided in this work by a set of general principles:

1. We believe that learning takes place in all contexts and does not privilege one learning environment over another.
2. We believe that families and teachers are the primary influences on student success and should be supported by the District, schools and community in creating learning opportunities for students during and outside of instructional classroom time.
3. We need to approach students and families in a manner that is strengths-based and rooted in child, youth and human development principles, with the belief that all students and families have the ability to succeed if provided with adequate support.
4. We need to respect and build upon the cultural and linguistic identity of students and their families.
5. We need to actively foster engagement, alignment and collaboration among diverse partners.
6. We need to use valid data to identify and prioritize needs and to measure success.
7. We need to ensure that support services are family-friendly and easy to access.

School leaders have seen that in order for quality instructional programs to result in high academic achievement, they must address the needs of the whole child. Full-Service Community Schools and their partners recognize that children need a variety of coordinated academic and instructional supports in order to succeed in school and graduate college and career ready.

A Full-Service Community Schools in Oakland serves the whole child; it invites the community in and extends its boundaries into the community in order to accelerate academic achievement. Adults at the school and in the community work collaboratively to create a common vision for the school and use data to regularly assess outcomes of academic and learning support services. The school shares responsibility for student, family and community success. As Diagram 3 on the following page illustrates, Full-Service Community Schools in Oakland:

1. offer a coordinated and integrated system of academic and learning support services;
2. become a safe and healthy center of the community;
3. foster trusting, intentional relationships and partnerships;
4. build the capacity of adults and students to share responsibility for leadership and decision-making; and
5. tailor the specific approach and mix of services to each community through a process of understanding and addressing inequities.

A Full-Service Community School is a place and a set of partnerships connecting school, family and community to support student success. A Full-Service Community School has a strong academic core with an integrated focus on youth development, family support and engagement, health and social services, and community development.

This creates expanded learning opportunities for students before and after school, during school breaks and summers; comprehensive health and social services which address barriers to learning; and family and community engagement that increases the involvement and contributions of parents to support their children’s education in school and at home. The Full-Service Community School also engages residents and community partners in the life of the school.

WHAT ARE FULL-SERVICE COMMUNITY SCHOOLS AND A FULL-SERVICE COMMUNITY SCHOOL DISTRICT?

The Oakland Unified School District has taken on a task that few other districts have attempted: the creation of a Full-Service Community Schools District populated by Full-Service Community Schools. Oakland Unified School District will create a Full-Service Community School District that serves the whole child, eliminates health, social and educational inequity, and provides each child with a caring environment that supports student learning and success.

Full-Service Community Schools’ effectiveness is based on the integration of academic learning with essential supports and opportunities. Using this strategy, cities and counties across the country have developed robust relationships with families and a host of community partners in order to create effective community schools.

The last 20 years of hard work in a growing number of cities and counties has yielded data-based evidence that students in Full-Service Community Schools show significantly improved academic performance, especially in reading and math; improved attendance, stay-in-school rates, and graduation rates; and improved student behavior, family health, parent involvement, and youth community involvement.

Participating students have also shown strong gains in youth assets, including gaining confidence in school subjects and teamwork.

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1. We believe that learning takes place in all contexts and does not privilege one learning environment over another.
2. We believe that families and teachers are the primary influences on student success and should be supported by the District, schools and community in creating learning opportunities for students during and outside of instructional classroom time.
3. We need to approach students and families in a manner that is strengths-based and rooted in child, youth and human development principles, with the belief that all students and families have the ability to succeed if provided with adequate support.
4. We need to respect and build upon the cultural and linguistic identity of students and their families.
5. We need to actively foster engagement, alignment and collaboration among diverse partners.
6. We need to use valid data to identify and prioritize needs and to measure success.
7. We need to ensure that support services are family-friendly and easy to access.

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and offers life-long learning opportunities to families.

Collaborative leadership by representatives from all stakeholder groups in the school and community – educators and other school staff, parents, students, funders, community members, community partners and policymakers – is a key component to creating a durable and resource-rich environment for children and families. Collaborative leadership in a Full-Service Community Schools framework involves creating a multi-stakeholder leadership team at the site level and cross-boundary teams in the District and other public agencies, with a special emphasis on leadership opportunities for parents and students. In the early stages, this will involve a cultural shift away from a more hierarchical structure and an understanding that in a Full-Service Community Schools framework, the development of school-community relationships is vital to building a strong and sustainable network of resources for children and their families.

The transition to Full-Service Community Schools and a Full-Service Community Schools District begins by building understanding and trust in the process; it cannot move forward without community investment. Key figures from across the city, leaders in the school district and at sites, families, community partner service providers, and community members develop a shared understanding of the essential components of the Full-Service Community Schools strategy so that they can support implementation together.

**DIAGRAM 3: Graphic Definition of a Full-Service Community School and District**

**What would a Full Service Community School and District do for you?**

**SCHOOL**

A Full Service Community School in Oakland serves the whole child; it invites the community in and extends its boundaries into the community in order to accelerate academic achievement; it shares responsibility for student, family and community success.

**Full Service Community Schools:**

- The four essential areas of focus are academic achievement and skill development, health, safety and social services; youth and community development; as well as parent and community engagement.
- Schools become centers of communities and are open, fun and attractive spaces for the community to use before and after the school day.
- Relationships and partnerships between school staff, students, families, parents, and community resources based upon the school and community needs, assets and local context.
- Adults at the school and in the community create a common vision for the school and community, supported by strong school leadership that meets the needs of the whole child.
- Schools use data to regularly assess outcomes of academic and support services for diverse communities and develop specific interventions to address the identified inequities in an linguistically and culturally responsive way as identified by the local community.

**DISTRICT**

A Full Service Community School District in Oakland provides and implements the infrastructure and systems to support full service community schools including policies, practices, and funding.

**The District creates the conditions for schools to:**

- Offer a coordinated and integrated system of academic and support services.
- Become a safe and healthy center of the community.
- Foster trusting, intentional relationships and partnerships.
- Ensure that facilities are clean, safe, functional and inviting spaces that are open to the community and integrated into community life.
- Develop, supports and sustains partnerships with key public and private entities, such as, philanthropy, city, county, community-based organizations, higher education, business and community and family representatives.
- Ongoing support for all types of school leaders to create, implement, and sustain Full Service Community Schools.
- Equitably allocate resources to achieve equal outcomes.
- Facilitate the sharing of relevant data among partners to inform decision-making.
About this Parent Guide

This year—and every year—your child will have the best opportunity for academic success if there’s a strong partnership between you and the school. Of all the factors that affect student achievement, research shows that parents’ expectations and support are among the most influential. The 2012-2013 Parent Guide was developed with that in mind, to give you information and tools to help your child succeed. At Oakland Unified, we want and need parents to support their children’s learning at home, collaborate with teachers and counselors on their children’s progress, have meaningful roles in school decisions, and hold us accountable to our commitment to provide a high-caliber education for every single child.

The District overview that begins on this page provides general information about OUSD goals and strategies. Parent Resources, starting on page 11, covers everything from how to enroll your child in kindergarten to what courses are required for college admission. It also includes ways to encourage good study habits and how to advocate for improvements on school or District-wide issues. The final section of the guide contains a directory of phone numbers for District offices as well as for individual schools.

Throughout this guide, the word “parent” refers to a parent or guardian.

We hope you find this guide to be a helpful resource. Best wishes for a successful school year!

OUSD OVERVIEW

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 prepared to succeed in college and career.

MISSION

To create 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, that collaborates 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.

ACADEMIC PERFORMANCE

OUSD continues to make progress on the Academic Performance Index (API), a measure of school district achievement on the California Standards Tests. The first chart on page 8 shows API results for the past nine years. The base API is based on test scores from the previous year, and the growth API shows how much the District improved over the previous year.

The second chart on page 8 shows API growth by subgroup. Most subgroups showed small to modest gains over the past year, with African-American, Latino, and Pacific Islander students showing the greatest gains. Two subgroups, White (not of Hispanic origin) and Students with Disabilities showed a decline.

The first two charts on page 9 show the distribution of student performance on the California Standards Tests (CST) and California Modified Assessment (CMA for students with certain disabilities) over the past seven years. The percentage of students scoring proficient (at grade level) or advanced (above grade level) has increased in both English Language Arts (ELA) and Mathematics, but has leveled off over the past two years. The top two bands represent proficient and advanced levels, while the bottom two bands represent below basic and far below basic levels.

The next two charts on page 9 confirm that while we have made progress over time, we must continue to focus on our key goals: third grade reading proficiency and ninth grade algebra proficiency. The graph below represents third grade reading proficiency, as measured by the CST, over the past nine years.

The bar chart on page 9 shows the percentage of ninth grade students who tested proficient in algebra, as measured by the CST over the last seven years.

In 1999, California passed new legislation to develop the California High School Exit Examination (CAHSEE). All California public school students must satisfy the CAHSEE requirement, as well as other state and local requirements, in order to receive a high school diploma. The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics. We partner with the Peralta Colleges to support students who need additional help to pass the CAHSEE. The CAHSEE consists of two parts: English Language Arts (ELA) and Mathematics. The table at the bottom of page 9 illustrates student performance in 2010-11.

Student results for the 2011-12 school year were not available at the time this guide went to press. All charts include data through the 2010-11 school year.

FINANCIAL OUTLOOK

Effectively and efficiently utilizing our limited financial resources is crucial to supporting OUSD’s goal of helping every student succeed in college and career. In this time of shrinking resources, we continue to prioritize programs and implement appropriate policies and processes that ensure we are acting as good stewards of all funding; especially of the Oakland community’s contribution to educating our students.

Public education in California is in a time of crisis. OUSD and fellow school districts face unprecedented challenges. As we strive to improve performance and produce better outcomes for children, we have fewer and fewer resources to direct toward this task. For years now, California has
dramatically reduced funding for education and asked schools to do more with less.

A significant percentage of the total funding available to California schools will be determined by a November 2012 ballot measure, which leaves OUSD and other school districts with virtually no idea what our revenues will be. For the most current information on the District’s finances, please visit www.ousd.k12.ca.us/budgetcrisis. This section of the OUSD website attempts to explain just how dire the situation is, what OUSD is doing to cope with California’s budget crisis, and includes videos presentations, articles, and reference materials.

DO YOU KNOW THE FULL COST OF TRUANCY?

Truancy is a “gateway” crime that opens the door to deeper trouble. It also costs Oakland schools millions of dollars per year, depriving all students of programs—not just the ones who skip school.

The relationship between attendance and achievement is grounded in research and common sense. There are only 180 days of school each year and each one of these days is critical to a student’s academic success in school. However, many parents don’t know that student attendance is what generates schools’ revenue from the state. School district funding is anchored in enrollment multiplied by average daily attendance, which means that when students aren’t in school our schools have less money to fund programs, buy supplies, and pay for teachers.

Regardless of whether a student is absent for excused or unexcused reasons the District does not receive funding and the student misses out on important instruction. Student absences cost our schools millions of dollars. Please make sure your child attends school every day.

To access the District’s historical financial documents, please visit www.ousd.k12.ca.us/financedocs.

HOW EVERYONE IN OUR COMMUNITY PLAYS A ROLE IN OUR STUDENTS’ SUCCESS

• Students show up and do their best in school every day.
• Families hold high expectations and support students to do their very best in school every day and to graduate prepared for college.
• Teachers focus on student achievement results, providing rigorous curriculum, utilizing proven instructional best practices, teaching with cultural relevance, and constantly reflecting on and learning how to improve their teaching practice.
• Site administrators apply pressure and support to ensure that every classroom is focused on achievement, and teachers have the resources, data, and feedback they need to differentiate instruction to meet the needs of each student.
• Whether OUSD staff work directly with students in the classroom, or in support of that work by creating a clean and safe learning environment, the focus of everyone’s efforts is to ensure that every student graduates high school prepared for college and career.
• Community partners provide programs and services in our schools that are critical to supporting students and families, as well as play a role in reviewing data that helps identify and recruit resources to meet the needs of the school community.

GROWTH IN ACADEMIC PERFORMANCE INDEX (API) BY SUBGROUP

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FOCUS ON COLLEGE AND CAREER

At OUSD we are committed to providing the instruction, curricula, and support necessary to prepare every child for college and career. To make that goal a reality, we are using strategies to ensure students reach certain proficiencies. A few examples of these strategies are listed below, along with ways you can help at home. To find out what other steps your school is taking to help students meet these goals, speak with your principal. For descriptions of the knowledge, skills, and concepts students are expected to master at each grade level, review the California content standards at www.cde.ca.gov/be/st/ss/.

District Goal: Oakland students will be prepared for success in college and career.

Every student in the Oakland Unified School District will 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.

EXAMPLES OF WHAT OUSD IS DOING TO HELP STUDENTS MEET THE GOAL:

- Promoting a college-going culture at every school, pre-K through 12th grade.
- Continuing to align high school courses with UC/CSU admissions requirements, by certifying courses as meeting “a-g” requirements.
- Continuing to strengthen existing and develop new Linked Learning career-themed academies and pathways in OUSD high schools.
- Offering the Kuder Career Navigator free all middle and high school students, to explore interests and skills and connect to plans after high school graduation.
- Working with community partners to provide college and career planning in afterschool and extracurricular programs.
- Empowering peer leaders to share “college knowledge” with their school communities.
- Increasing the number of Advanced Placement (AP) classes offered and providing additional support to increase AP passage rates for African-American and Latino students.
- Increasing student participation in and performance on PSAT and SAT tests, and offering fee waivers for students to take tests free of charge.

WHAT YOU CAN DO TO HELP YOUR STUDENT MEET THE GOAL:

- Meet with your student’s teacher to discuss your concerns if you have concerns about whether he or she is performing at grade level. It’s never too early to ask for help for your student to be successful.
- Keep track of your child’s progress, even if you don’t know everything about the subject area. Talk to the teacher if you need support to help your student at home.
- Attend school and District events for parents and families, to learn more about what is happening at your student’s school and within OUSD.
- Help your student to develop strong study skills and time management. Set aside a special space for your student to complete homework at home. Ask to see homework assignments and tests to stay updated with school work.
- Instill a college-going attitude in your student. Even if you did not attend college, you can consistently hold high educational expectations in your home. Share with your student that you expect him or her to graduate from high school prepared for college and career and that you know he or she can succeed.
- Familiarize yourself with college eligibility requirements (also known as the “a-g” requirements) and compare them with your child’s high school course of study. If you have concerns about any courses, talk to your child’s teacher, counselor, or principal. Visit the UC Doorways page: http://www.ucop.edu/doorways/ and search for your school’s list of approved courses.
- Talk to your student about participating in a Linked Learning career-themed academy or pathway in high school; this will help expose your student to real-world learning alongside college-prep coursework. Visit the Linked Learning website: http://www.linkedlearningousd.org for more information about the programs available at OUSD high schools.
- Explore your student’s Kuder Career Navigator online profile together. Learn about your students’ skills and interests, and talk about goals for the future. Visit http://www.kudernavigator.com - and ask your student’s teacher, counselor, or principal for more details.
- Contact the OUSD College & Career Readiness Office - please visit our website: http://www.ousd.k12.ca.us/ccro for phone and email contacts.
Parent Resources

To make sure your children get a great education, you need some information—like how to enroll them in schools that are right for them, how to support their learning from the first day of kindergarten to the last day of high school, how to participate in decision making at school that affects their learning, and even how to shape policies and priorities for the District. These pages contain resources and strategies to help you at each step along the way.

ENROLLMENT AND REGISTRATION

All parents want their children to attend schools where they will thrive, both academically and personally. For each family, though, that environment may be quite different. To allow you to find the right fit for your child, Oakland Unified allows any student to apply to any school in the District. The goal of this open enrollment practice—called the School Options Program—is to ensure all families have equitable access to high-performing schools across the city. It also puts pressure on all schools to offer quality programs that attract students and families.

Evaluating Your Choices

Many resources are available to help you learn about and compare the District’s schools, including OUSD school score cards, state and federally required School Accountability Report Cards, and the OUSD website (www.ousd.k12.ca.us). Attending open houses and going on campus tours are also great ways to get a feel for different learning communities. A list of open houses will be available on the District’s website in November. Check www.ousd.k12.ca.us/enroll in the Fall and Winter for information about tours and open houses as it becomes available. You can also contact the schools directly about dates and times for these events (see the Directory on page 44 for school contact information).

MEASURING SCHOOL QUALITY BY TEST SCORES

School performance data is an indicator of instructional quality at a school, but test scores don’t tell the whole story. Test scores provide a picture of a school on one day, and many factors can affect the scores. We recommend using the test scores as a starting point to formulate questions about a school, then visiting schools, talking to parents and staff, and asking for supplementary data.

School Accountability Report Cards

The purpose of the state and federally required School Accountability Report Card (SARC) is to provide parents and the community with specific information about each public school. Although the design of the SARC varies from school to school, each one starts with a profile that provides background information about the school, its students, and the school’s mission, goals, and accomplishments. For schools with 15 percent or more students of the same language other than English, the SARC must be translated into that language. Every SARC is required to contain the following:

• demographic data
• information about school safety and learning climate
• academic data

• school completion rates
• class sizes
• teacher and staff information, including “highly qualified” teachers
• curriculum and instruction descriptions
• postsecondary preparation information
• fiscal and expenditure data
• graduation rates (at the secondary level)
• Title 1/Program Improvement status
• suspension and expulsion rates
• percentage of graduates who qualify to attend the UC and Cal State systems
• number of advanced placement courses offered by subject
• the Academic Performance Index
• contact info for organized opportunities for parental involvement

View SARCs for OUSD schools online at www.ousd.k12.ca.us/SARC. Parents can receive a copy of a SARC upon request at the school site.

The Application Process

Under the School Options open enrollment program, all entering kindergarten, middle, and high-school students must submit an application to attend a school in the fall, even if it’s the school in their neighborhood. The open enrollment period begins in December and usually ends in mid-January (check www.ousd.k12.ca.us/enroll for specific dates). Requests for transfer to other OUSD schools in the fall are also accepted during the open enrollment period. Students already enrolled at a school do not need to reapply each year to continue attending there.

Kindergarten, Middle, and High School Enrollment

During open enrollment, applications for kindergarten can be picked up from any elementary school or from the Student Assignment Center and returned to either location with the required documents (see page 11). Fifth and eighth graders who attended OUSD schools for the previous year will be given personalized applications for selecting their middle and high schools, respectively. They should return the completed forms to their current schools.

Early Childhood Education

The OUSD Early Childhood Department provides high quality early education programs for preschool children ages three through five at 31 various school-site locations throughout the city of Oakland, 19 of which are co-located at elementary schools. The Early Childhood Department also provides a dynamic afterschool program for children in kindergarten through third grade across the city. In addition to the preschool and afterschool programs, OUSD has introduced a new Transitional Kindergarten grade level, now
WHAT TO CONSIDER WHEN CHOOSING A SCHOOL

• How far away is it from your home and how will your child get there? Will the commute take a large portion of his or her day? Will it be dark when your child arrives home?
• Is the size of the school appropriate for your child?
• What electives or academies are offered? What about extracurricular sports, student clubs, or community service opportunities?
• What kinds of access do students have to library and technology resources?
• How are the arts integrated into learning?
• What is the school’s philosophy and practice around discipline?
• How is student progress monitored and communicated to parents?
• How does the school help students who are struggling academically or socially? Who are not fluent in English? Who have special needs?
• Do students seem engaged in their classes? How are teachers managing their classrooms? Are they enthusiastic and knowledgeable?
• How do students behave in the hallways and outside?
• Are the buildings and grounds clean, safe, and pleasant-looking? Is student work displayed in the classrooms?
• What are the opportunities for parent involvement at the school? Is there an active parent-teacher group?
• How is information about school events and activities communicated to parents?
• At elementary schools, is on-site daycare available before and/or after school? Are afterschool programs available?
• At middle and high schools, are afterschool programs available?
• At middle and high schools, are counselors available to help students make decisions about classes and/or college planning?
• Does the school promote college goal-setting/preparation?
• What does the school offer in the way of honors or advanced placement classes?
• Where do students go after they are promoted/graduate? How many attend four-year colleges?

operating for children born in the fall (September-December).

All of our Early Childhood Education programs are designed to meet the educational, social, emotional, and health and wellness needs of each child and family that we serve. Currently we serve over 1,900 preschool children at 31 sites, and 800 school-age children in afterschool programs at 22 sites adjacent to OUSD elementary schools. The Transitional Kindergarten grade level will begin serving 190 students in the 2012-13 school year.

In addition to promoting excellent early learning opportunities for future student success, our early education program provide high-quality, caring environments open before and after traditional school hours so that Oakland have an opportunity to pursue their careers and their own education or job training.

OUSD’s half-day and full-day preschool programs are designed to support a seamless transition from preschool to kindergarten for children, families, and staff, by utilizing and implementing the latest research relevant to the earliest years of children’s lives. Our early literacy and mathematics programs are aligned with the current K–3 curriculum materials, as are the state preschool standards (foundations) aligned with the California State K-12 core standards used in curriculum planning; all of which serves to provide children in our programs with the critical skills and experiences that enable them to become successful as they prepare for college and career. It is our goal for children to be ready to approach mastery of the kindergarten standards when they are promoted from preschool and Transitional Kindergarten, and to cultivate a life-long love of learning throughout their educational career and beyond.

Our school age children receive engaging, hands-on experiences that are presented in a structured and nurturing afterschool environment, with the intention of complementing the traditional hours of their school-day instruction. Our afterschool program helps children gain self-confidence and improve their success in school by providing a supportive, complementary learning environment. We strive to increase academic achievement by aligning standards, curriculum, instruction, and assessment to meet the District’s goal for all children to read, write, communicate, and compute on grade level by the end of third grade.

Please contact any of our sites individually for more information (see the contact information listed on page 46). You can also call our Enrollment Center at 434-7915 if you would like to learn more about our programs or our enrollment process.

Preschool and Afterschool Care

The OUSD Early Childhood Department offers full-day and half-day preschool programs for income-eligible families. We also offer afterschool care year round for elementary students whose families meet the income eligibility and need requirements. Please contact 434-7915 or 434-7752 for more information.

OUSD also offers comprehensive afterschool programs at a majority of elementary, middle, and high schools throughout the District. These programs are funded by state and federal afterschool grants, and are free or low-cost. Local community organizations partner with schools to provide afterschool homework assistance, tutoring, enrichment activities, and physical activities until 6 p.m. daily. Each program serves a limited number of students. Students are selected to participate based on enrollment priorities detailed in a school’s Afterschool Enrollment Policy. For more information, please contact the Afterschool Programs Office at 568-1022.

New Enrollees and Transfer Students

The Student Assignment Center can help you through the entire enrollment process, whether your child is brand new to OUSD; returning to OUSD from a charter school, private school, or school in another city; or transitioning from another OUSD school. This office is at 746 Grand Avenue. Placement counselors are available from 8 a.m. to 2 p.m. Monday through Friday, or by appointment. Language testing for students whose primary language is not English is also provided. For more information or to make an appointment, contact the office at 434-7752 or email enroll@ousd.k12.ca.us.

Parents of new enrollees and students from charter, private, or out-of-District schools should bring the following when enrolling their students:

• driver’s license or California ID card
• three documents verifying their current Oakland address, including any of the following:
  – utility bills within last 30 days
  – automobile registration accompanied by automobile insurance
  – a homeowner’s/renter’s insurance policy accompanying a lease or rental agreement
  – a property tax statement
  – an official letter from a government/social service agency
• birth certificate is required for age and guardianship verification (other documentation may be required in cases of guardianship such as foster or group home care)
• student’s immunization records
• student’s transcript or most recent report card (for grades 2–12 only)

The District reserves the right to request any additional proofs of residency as necessary.

Transfers from school to school within OUSD during the school year are limited to documented health and safety concerns and to families who move
a significant distance from their current school assignment. At the middle and high school level, transfers due to a change of address are highly limited, and typically only permitted at the semester break. EDUCATION CODE SECTIONS 48980 (H), 48980 (I); ADMINISTRATIVE REGULATION 5111.1, 5116.1; BOARD POLICY 5116.1, BP 5117. SEE THE APPENDIX ON PAGE 46 FOR THE FULL TEXT OF THESE POLICIES.

Interdistrict Transfers
State law requires students first be released by their home school district before they can apply to be admitted to another city’s public school district. Transfers are generally permitted due to employment (K–6), childcare (K–6), or continuing in same school even though the student does not live in that school’s city (K–12). Families wishing to exit OUSD for another school district must bring documentation supporting their request (for example, a pay stub for an employment-based request or a report card for continuing students) to the Student Assignment Center. Families wishing to enter OUSD should bring their approved transfer permit from their district of residence along with documentation supporting their request. Non-Oakland families are admitted to Oakland schools after we are sure that we can accommodate all of our Oakland families.

Admissions and Appeals
Students are admitted to the schools of their choice if space is available. If there are more applicants than spaces, a series of priorities based on OUSD Board of Education policy and state and federal laws is used to determine admissions. The Board reviews this policy yearly—please check www.ousd.k12.ca.us/enroll for updated criteria.

Late applications are processed in the order received, and students are assigned on a space-available basis after consideration of space, grade level, siblings, and residence. If we are unable to accommodate your child at any of your school choices, or if you don’t submit an application for your child, he or she will be assigned to the school closest to home that has space. Assignment decisions may be appealed to the Student Assignment Center. We try our best to accommodate preferences and will work with you to find the best possible match for your child within the available possibilities.

Please contact the Student Assignment Center at 434-7752 if you have any questions about admissions policies. The office is located at 746 Grand Avenue. BOARD POLICIES 5116.1, 5117

Registration
You must register your student at the assigned school to retain his or her placement. All students should bring their assignment letter to registration. New students should also bring a birth certificate, a recent report card (for grades 2-12), and immunization records. Most kindergarten registrations are in April or May. Middle and high schools usually hold registrations in August, however students must confirm their placements in April/May. Contact your school to find out when and where your registration will be held.

PARTNERING FOR SUCCESS
Research shows that students do better in school—and schools perform better overall—when families are engaged in their children’s education. By being actively involved, you can have a positive influence on your own child’s learning and also help your school increase the academic achievement of all students.

Parent involvement takes many forms, ranging from understanding what your child is learning so you can help at home, to volunteering at the school, to collaborating with school or District personnel on large-scale improvements. It has the greatest effect on raising achievement when it is focused on student learning, though other forms of involvement are invaluable for creating positive school climate, greater efficiency in the school office, and many other benefits. Ultimately, we want parents and other caregivers to have co-ownership of our schools so that together we can help all the children become successful and healthy adults.

CHARTER SCHOOLS
Charter schools were established under California law in 1992 as public schools of choice. Compared with other public schools, they enjoy greater autonomy in their operation in exchange for greater accountability for their outcomes. Parents who reside in California may choose to enroll their children at any charter school in California if there is space available, or may withdraw if dissatisfied, regardless of what city they live in.

Like all public schools, charter schools may not charge tuition, teach a religious curriculum, or violate anyone’s civil rights in their operations. Each charter school that OUSD authorizes has an agreement (charter) with the District that describes what grades it will offer, how the school will provide learning opportunities to its students, and how the District will measure its success. The charter school principal or director makes most daily decisions at a charter school, in consultation with teachers and parents. But the charter school’s governing board is ultimately responsible for what happens at the school.

Over 9,000 students attend the 40 charter schools located in Oakland. No two are the same. If you are considering a charter school, try to visit while school is in session; interview school leaders, parents, and students; and review the charter document. Decide whether the school is a good fit for you and your child. For more information about oversight of charter schools, please contact the Office of Charter Schools at 336-7572.

Support Your Child’s Learning
Being involved starts with knowing what your child is supposed to learn. When you understand what’s expected and are in regular contact with the teacher, you can help monitor and support your child’s progress—and seek additional help if it’s needed. Parent- and child-friendly K-5 content standards in math and English Language Arts are available online in English and Spanish at http://tinyurl.com/K-Scontentstandards. The California Department of Education has content standards for all grade levels at www.cde.ca.gov/be/st/ss/.

Attend Back-to-School Night
Each school has at least one Back-to-School Night early in the school year for parents to meet their child’s teachers and classmates’ parents, learn about the curriculum and classroom expectations, and hear how parents can help. This is a great opportunity for parents to visit the school, get teacher contact information, and receive information about the grade-level standards that your child is expected to achieve in each subject.

Participate in Parent-Teacher Conferences
Take advantage of the regularly scheduled parent-teacher conferences during the school year to review your child’s work; discuss his or her academic achievement, individual needs, and personal goals for the year; and talk about how to support your child’s learning at home. For more on parent-teacher conferences, see the box below.

Talk to the Teacher Regularly
You don’t have to wait for a parent-teacher conference or until a report card comes out before talking to a teacher. Staying in frequent contact can alert you to potential problem areas before they grow. Anytime your child’s grades drop, ask for a meeting to discuss possible reasons and ways that you, your child, and the teacher can work together to raise the grades. Teachers often can also recommend books your child might enjoy reading or additional study aids.
IMPORTANT SKILLS TO ENCOURAGE IN YOUR CHILD

You can build a strong foundation for academic success by sharing these six key skills:

1. Manage your time. Buy or make a calendar and help your child write down important dates for assignments and tests. Select one that’s small enough to fit in the pocket of a binder or make your own month-to-month calendar and keep it in a homework place or on your refrigerator. When large projects come up, help your child break them down into smaller, more manageable pieces.

2. Keep organized. Many students have a hard time finding the right papers when they want to review notes and quizzes before exams. Filing school papers in a single binder divided by subject makes it easy to keep track of them. Binders with pockets are handy for storing tests and handouts.

3. Read! Reading can open minds to new places and perspectives, teach about history and how to do or make things, build spelling skills and vocabulary, and entertain. Make your home a place where reading is part of everyday life: Read to your child or have your child read to you, in English and/or your primary language. Let your child see you reading. Be with your child when he or she is reading independently, while you read something that you enjoy.

4. Look it up. Teach your child how to find out what he or she doesn’t know. Have a dictionary at hand for your child to use when studying or reading. Visit the library to use a computer or reference books for an assignment.

5. Get a study buddy. Ask your child’s teacher to find a classmate to work with your child as a “study buddy”—another student he or she can call for the homework assignment or to double-check understanding. This kind of practice helps develop children’s responsibility for their own learning as well as their collaboration skills.

6. Aim high. It’s never too early to set high expectations of academic success for your child—like going to college. Find out what courses are required for high school graduation and college admission (see page 19) and support those at home.

HOMEWORK TIPS

• Provide a quiet place for your child to complete homework every day.

• Establish a routine by setting a specific time each day for homework. Check in while he or she works.

• Have someone check your child’s work with him or her: a parent, another adult, an older brother or sister, etc.

• Make notes about homework problems your child is struggling with so you can talk about them with the teacher and find ways to provide additional help.

Participate in Home Visits

At some schools, teachers make visits to students’ homes to develop connections and relationships of trust with families. If you are interested, contact your principal about participating in your school’s program or about creating one. (See “Creating Family-friendly Schools”)

Talk to Your Child Regularly

Show that you value learning by making a habit of talking about school: Ask what your child is doing in school, what he or she is learning, what’s difficult, and what your child likes and doesn’t like.

CREATING FAMILY-FRIENDLY SCHOOLS

Not all families feel comfortable in schools, for a variety of reasons. But because family engagement is so crucial to student success, many schools are working to be more family-friendly. They are proactively attempting to create partnerships with all families—not just those who are already visible in the school—so that all students can achieve at their highest potential.

What distinguishes a family-friendly school?

• a welcoming environment where parents’ concerns and contributions are honored

• programs and activities to help parents understand grade level standards

• trusting, collaborative relationships between teachers and families

• workshops to develop parent leadership and participation

• professional development for families and staff on family engagement

• programs and activities for parents to share parenting successes and challenges

• opportunities for parents to organize cultural events and activities for the children

If you believe your school could be more family-friendly, advocate for change with your principal. Become a parent leader who works with school leaders, family engagement staff, teachers, and other parents to make some improvements. Call 434-7752 to learn more. Project INSPIRE, (www.alameda-coe.k12.ca.us/aceo/EdServices/ProgramsandServices/ParentFamily/ProjectInspire or 510-670-7728), and the California Parent Center (http://parent.sdsu.edu or 619-594-4756), also provide excellent trainings for staff and families in this area. For information about home visits, contact the Parent-Teacher Home Visit Project (www.pthvp.org or 916-448-5290).

Visit the School

We encourage parents to visit the school to get a better idea of their child’s learning experience. To ensure the safety of our students, all visitors—including parents—must first obtain a visitor’s pass from the principal’s office. Visitors are welcome as long as they don’t disrupt the school environment. A principal or designee may direct a visitor to leave the school and not return for seven days or more if it is determined that the visitor has interfered with the good order or peaceful conduct of the school.

Read your School’s Newsletter

Many schools now have websites, in addition to newsletters, with information about upcoming events, volunteer opportunities, District deadlines, and other information. Each school has its own approach. Check with your principal or your school’s parent-teacher group for details.

Automated Phone Messages from OUSD

The District uses SchoolMessenger, a recorded telephone message system, to contact families about events in individual school communities and across the entire District. SchoolMessenger will also be used, on occasion, to provide emergency response notification to parents and caregivers.

From time-to-time during the school year, you will receive pre-recorded phone messages at the number listed on your child’s enrollment forms. Depending on the phone, voicemail, or answering service which receives the call, you may need to press the “one” (1) key on your device to play the message.

Please listen carefully when you receive one of these calls, as they include important information about your child’s education. If you have questions
Each school is encouraged to have a GATE Advisory Committee (GAC). Some schools have a Special Education Advisory Committee (SPEAC). Some schools have PCADs—Parents of Children of African Descent. School Site Council (SSC). This group of parents and staff reviews and revises the school's Community Schools Strategic Site Plan—from instructional focus to family engagement strategies—and determines how funds should be spent at the school. Contact your principal to get involved with your school’s SSC.

- Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), or other parent-teacher group: Activities vary from group to group, but at schools where these groups are active they generally organize volunteer efforts and raise money for projects of schoolwide benefit. Some also publish newsletters, offer adult education opportunities, fund school enrichment classes, and more. If you’re interested in forming a PTA at your school, contact Peralta District PTA at 670-4109 or www.peraltdistrictpta.org. It oversees all PTAs and PTSA’s in Alameda County.

- Parent Leadership Team (PLT). Some schools have PLTs comprising parent representatives from each classroom who collectively give voice to parent concerns and issues. If your school does not currently have a PLT and you would like to start one, talk to your principal.

- School Site Council (SSC). This group of parents and staff reviews and revises the school’s Community Schools Strategic Site Plan—from instructional focus to family engagement strategies—and determines how funds should be spent at the school. Contact your principal to get involved with your school’s SSC.

- English Learner’s Advisory Council (ELAC). The ELAC is primarily responsible for advising the principal and staff on educational programs and resources for English Language Learner (ELL) students and for advising the SSC on the school’s Single Plan for Student Achievement. For more on ELAC, see page 25.

- Parents of Children of African Descent (PCAD). Some schools have PCADs that organize parents to work on issues such as educational equity. If your school does not currently have a PCAD and you would like to start one, talk to your principal.

- Special Education Advisory Committee (SPEAC). Some schools have SPEACs composed of parents, guardians, and teachers that provide support to the special education community. This committee also advises the School Site Counsel on special education issues. If your school does not currently have a SPEAC and you would like to start one, talk to your principal.

- GATE Advisory Committee (GAC). Each school is encouraged to have a Gifted and Talented Education (GATE) Advisory Committee composed of parents, guardians, teachers and administrators who provide support for the GATE program at the site level. This committee also advises the School Site Council regarding GATE concerns. If your school does not currently have a GAC and you would like to start one, contact your principal. For information about GATE and the District GATE Advisory Committee, please call 336-7567.

### District Committees

Just as broad parent involvement in leadership is important at a school, it is also important across the District to ensure the interests of different school communities are represented and that parent input is included in District decisions. Both the SSC/SAC and ELAC have District-level committees—the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC)—made up of representatives from the school-site committees. Parent leaders are also on the District Gifted And Talented Education (GATE) Advisory Committee and the Community Advisory Committee (CAC) for Special Education. To learn more about DAC and DELAC, contact the State and Federal Department at 434-7760, ext. 237. For CAC, email cac Oakland@gmail.com or call 879-2708; and for GATE please call 879-8477. DAC meetings are generally held on the third Thursday of each month at 6:30 p.m. in Hunter Hall, 1025 Second Ave. These meetings are held from September to May. Please check the District’s website calendar each month for meeting updates. DELAC meetings are held on the third Tuesday of each month at 6:00 p.m. in Hunter Hall, 1025 Second Ave.

The Nutrition Advisory Committee (NAC) helps to determine the meal program improvement plans implemented by Nutrition Services. The work is guided by the District’s Wellness Policy. Nutrition Services invites parents, students, teachers, principals, community organizations, and all other interested parties to participate in these meetings. If interested, please contact Nutrition Services at 434-3335 for more details.

### Community Organizing Groups

Many parents participate in community organizing with non-OUSD groups that work on a variety of school improvement issues; for example, funding for public schools, adequacy of school facilities and buildings, and safety and quality of schools in specific neighborhoods. Some local education organizing groups include Oakland Community Organizations, Parent Leadership Action Network, East Bay Asian Youth Center, and West Oakland Educational Task Force. For more information about working with these groups, contact 434-7766.

### OAKLAND COMMUNITY RESOURCE DIRECTORY

OUSD works in partnership with many community-based organizations and social service agencies to provide students and families with the resources they need to be successful. To find services and support for your child and/or family, please access our new web-based resource directory. It can be found on the OUSD website under “For Our Community” at www.ousd.k12.ca.us/communityresourcesdirectory.

### SPEAK TO THE BOARD

The Oakland Board of Education, the elected policy-making body of OUSD, meets twice a month to hear and rule on issues ranging from school attendance boundaries to District food policies. Meetings are open to the public. For the schedule and other information about the Board, see the Directory beginning on page 38 or visit the OUSD website. All regular Board meetings are broadcast live on OUSD-operated KDOL (Comcast cable channel 27, UVerse cable channel 99) and rebroadcast twice a week—typically Fridays at 6 p.m. and Sundays at 4 p.m. KDOL also broadcasts a variety of student produced programs including In the Know, Youth Focus, and Muse, along with other educational programs including the KDOL Spotlight and the OUSD Community Bulletin Board which has important District announcements, events, and deadlines. You can check programming schedules for KDOL online at www.ousd.k12.ca.us/KDOLschedule.
Volunteer

Many people say that educating children takes a village. With California currently ranking 47th in the nation in education spending, the contributions of parents and community members are vital in supporting student academic achievement. Not only do volunteers help school staff meet students’ needs better and more efficiently, but the presence of volunteers tells children that adults in their community care about them and the quality of their learning experience. Some companies give their employees paid time off to volunteer in a school; check with your employer’s human resources department to see if your company provides this benefit.

All volunteers need to provide a negative TB test, and unsupervised volunteers who will be interacting with students need to complete the pre-volunteer clearance process (requiring fingerprinting for both the California Department of Justice and the FBI). TB test results are good for four years and fingerprinting results are good for three years.

You can pick up a volunteer application at your school or complete the online volunteer application at www.ousd.k12.ca.us/volunteer. For more information email volunteers@ousd.k12.ca.us or call 434-7752.

School-based Opportunities

Contact your principal or PTA about volunteer opportunities in your child’s school such as driving or chaperoning on field trips, serving as a room parent, assisting in the office, serving in a school’s cafeteria, or helping with fundraisers or other special projects or events.

District-wide Opportunities

OUSD also welcomes community volunteers and parents in a variety of roles throughout the District: as classroom volunteers, literacy tutors, library or garden volunteers, testing or registration volunteers, and guest speakers. For more information, call 434-7752.

The Family Literacy Program

The OUSD Family Literacy Program empowers parents and guardians to:

- Support their children’s academic progress.
- Develop family engagement and leadership skills in full-service community schools.

The OUSD Family Literacy Program provides English as a Second Language (ESL) and Computer Literacy instruction to parents at their child’s school. In the ESL Family Literacy classes, parents improve their English speaking, listening, reading and writing skills to better interact and be active at the school. In the Computer Literacy classes, parents learn to use the Internet to communicate with school staff, access parent portals, and to use homework help websites. For more information, please call the Family Literacy Program at 336-7578.

Mentoring Programs

The vision for OUSD’s mentoring partnership programs is to provide OUSD students with supportive adult role models who can help to improve students’ academic performance, attitude toward school, and peer relationships.

The mentoring program partners with organizations to centralize the recruitment, placement, and recognition of mentors. Mentors complete a screening and training process through the organization with which they request to volunteer. Partner organizations include Be a Mentor, BUILD, Big Brothers Big Sisters, CORO Exploring Leadership Program, EBayC, Girls Inc., East Bay College Fund, Friends for Youth, and Bay Area Mentoring. A complete list of the mentorship programs that OUSD partners with can be found at www.ousd.k12.ca.us/mentoringpartners. If you are interested in participating as a mentor for your child or another OUSD student, please call 434-7752 or email volunteers@ousd.k12.ca.us.

WHAT SHOULD I DO IF MY CHILD IS HAVING TROUBLE IN SCHOOL?

- Talk with your child. There is usually a reason why a student is not succeeding academically. Engage your child in conversation, be observant of him or her at home, and involve trusted family members and friends as allies to find out what’s going on.
- Meet with your child’s teacher(s). Don’t wait for teachers to call you—take the initiative to set up meetings to review your child’s academic progress. Ask teachers what they view as the academic priorities for your child and to share how they’re addressing these areas in class and through homework. Ask for specific recommendations about what you can do at home to help your child strengthen particular academic skills.
- Check with your family physician. A doctor’s visit may help rule out health issues that can interfere with learning, such as hearing or vision problems or other concerns.
- Ask for a Student Success Team (SST) meeting. Parents or teachers can request a meeting where the student, parents, and educators work together to review the student’s progress and recommend ways to improve learning. Talk to your principal to set one up.
- Explore the need for special education, a Section 504 plan, alternative education, or other supports. If students have physical or mental disabilities that substantially interfere with their ability to learn, they are entitled to special education testing and services. Some students will learn better in an alternative education setting with fewer students or more structured, flexible, or customized learning conditions. See the teacher, school counselor, or principal for assistance. You can also contact the Programs for Exceptional Children (Special Education) Office at 874-3700.

The Office of School Transformation

The Office of School Transformation is leading the transformation of the District’s most challenged schools into high quality learning centers by realizing and understanding past failures, maximizing internal capacity, developing and executing coordinated programmatic strategies, developing embedded relationships within the communities served, and establishing funding and “think” partners within the nonprofit and corporate communities. The Office of School Transformation collaborates with the Quality Community Schools Development Group (QCSD), a central OUSD department that develops, monitors, and evaluates standards for school quality. An alignment between the school quality standards created by QCSD and the redesign plans will ensure that schools do not simply carry out improvement efforts in isolation, but rather that they gain from the District-wide movement toward innovative and powerful reform aimed at high quality schools. The Office of School Transformation will work to ensure that the redesign plans of individual schools are aligned to OUSD’s Community Schools, Thriving Students Strategic Plan.

For more information about the Office of School Transformation, contact Matthew Duffy at matthew.duffy@ousd.k12.ca.us.

REPORT CARDS, TESTS, AND PROMOTION/GRADUATION

When we set our sights on preparing students to graduate from high school with the courses and grades required to enter college, we need to make sure we’re building a foundation along the way that will help them successfully finish college. Report cards and standardized assessments and tests are measures of the sturdiness of that foundation. This section explains what grades and test results are necessary for students to advance to the next grade level, as well as what’s required for high school graduation and college eligibility.
SUMMER LEARNING

OUSD recognizes the importance of summer as a time for students to continue their learning, whether it involves academics, sports, art, music, or enrichment activities. To help support students during the summer, OUSD provides a diverse offering of Summer Programs for students of all ages, which are funded through a variety of sources, ranging from school site funds to outside grants and city funding. Summer activities include such programs as High School Academic Recovery for high school students in need of recouping credit, Transition Programs for students entering kindergarten, middle school and high school, Summer Prep Programs for students performing below benchmark, Enrichment Programs, as well as the Oakland Fine Arts Summer School funded by Measure G.

Please visit www.ousd.k12.ca.us/summerlearning to see specific offerings, or contact your child’s school for additional information.

Report Cards

All OUSD students receive report cards evaluating their schoolwork. Students in grades K–5 get standards-based report cards rather than letter grades. Middle and high school students receive letter grades at the end of each semester and also have more “marking periods,” or grading intervals, during the year.

Elementary School Report Cards

In grades K–5, students receive report cards three times a year, usually in conjunction with a parent-teacher conference. Report cards for each grade level are preprinted with the state-mandated standards that students are expected to meet by the end of the year. Each trimester, the teacher will indicate your child’s mastery of the standards using a scale of 1 to 5 (1 = far below basic, 2 = below basic, 3 = approaching grade level, 4 = proficient, and 5 = advanced). You’ll also see plusses, checks, and minuses indicating your child’s performance in specific math and language skills, other subjects, work habits, and social skills. Additionally, you will see the number of tardies or absences.

These report cards show exactly what skills and knowledge your child is supposed to master over the course of the year, which ones he or she has learned, and where improvement is needed. Generally speaking, elementary students who are “approaching grade level” or above in math and English Language Arts, as indicated on their report cards and standardized tests, will progress to the next grade level.

Middle and High School Report Cards

Your child will receive letter grades for each class in middle and high school. Grades for the three marking periods in each semester determine semester grades, and only those become part of a student’s permanent record, called a transcript. Each of the six report cards also shows tardies, absences, and work habits, as well as the number of academic credits earned in each course. Your child should strive to achieve a “C” grade or better in each academic course (math, English, science, social studies), as this grade will provide your child with a GPA of 2.0 or above and make him/her eligible for a California State University and/or University of California. Furthermore, it is important to note that students earn credits in high school when they pass a class and your child must earn approximately 60 credits per year in order to reach the necessary total for graduation (230) in four years of high school. If that is not the case, we strongly encourage you to contact your student’s counselor or principal.

The District offers workshops to help parents understand report cards and transcripts. If you are interested, please ask your principal for more information, call 434-7752, or check www.ousd.k12.ca.us.

PARENT-TEACHER CONFERENCES

Usually around report card time, parent-teacher conferences are scheduled to review students’ work and set specific goals to help children continue to learn and develop skills. It is not uncommon for parents to feel protective, defensive, or anxious when speaking with someone who is in a position to evaluate their child’s performance. Try to keep in mind that the purpose of the conference is the same for you and your child’s teacher: to help your child learn and be academically successful. Your child is best served when you and the teacher are working as a team. Enter the conversation intent on being in partnership with the teacher to support your child’s learning and find solutions to any problems your child may be experiencing.

Before the conference, talk to your child about how school is going. In what subjects is he or she doing well? What subjects are challenging? Is there anything your child would like you to discuss with the teacher? Make sure your child knows that you and the teacher are working together to help him or her succeed in school.

Jot down some notes about things you’d like to discuss in the conference so you don’t forget them in the moment. You may want to share personal information about your child that would help the teacher understand his or her learning style. You may have questions about the school’s programs, what skills and knowledge your child will be expected to master this year, or his or her achievement and progress.

Here are some examples of questions you may want to ask:

• What are my child’s best and worst subjects?
• Does my child participate in class?
• Are there any attendance or tardiness issues I may not be aware of?
• Has my child turned in all the assignments?
• How is my child’s academic performance assessed? What kinds of tests are being given and what do the tests say about my child’s learning?
• Are there areas where my child needs extra support?
• Is my child performing at the level he or she is capable of?
• Who are my child’s friends? Are they good influences on each other?
• How can I help my child at home?

If during the conference you and your child’s teacher make some decisions about an action plan to support your child’s learning, be sure to agree on follow-up steps. Also agree to stay in regular communication, and decide when you will next contact one another.

If the parent-teacher conference was not effective in establishing an action plan and you feel there continue to be unresolved problems, contact your principal for additional support.

If parent-teacher conferences make you nervous, would it help to learn how to get the most out of them? Want to know how to be a better advocate for your child’s learning or a more effective parent leader? Perhaps you’d like a better understanding of what your child is supposed to learn in each grade, or how your child can prepare for college. The resources on these pages are a good starting point, and your child’s principal, teacher, or the family engagement staff at your school can help, too.

Standardized Assessments

In combination with grades, schools use various assessments to measure student learning, determine placement in English and math classes, and make promotion and graduation decisions. The state also uses test results to determine each school’s Academic Performance Index (API), which blends the results of all students into a single score. The API score is one measure of the
The STAR tests are administered in April or May, and most parents receive student information on their child's progress. A social studies, writing, and physical fitness. All students must take the tests, including students learning English and students in special education. A score of 4 or 5 indicates proficiency. It is very important to speak with teachers or the principal if your child’s score does not improve from one year to the next.

### District Assessments

Students take District assessments in math and English Language Arts several times a year to measure their progress toward grade-level mastery. Work with your child’s teacher to review assessment results and identify the highest-priority skills and concepts to work on with your child at home.

### State Assessments of Students in Grades 2–11

Each spring, the state requires students in grades 2 through 11 to take the California Standards Tests (CSTs) as part of the Standardized Testing and Reporting (STAR) program to assess grade-level mastery in math and English Language Arts. At some grade levels, students are also tested in science, social studies, writing, and physical fitness. All students must take the tests, including students learning English and students in special education. A student may be excused from taking the CSTs by parent request.

The STAR tests are administered in April or May, and most parents receive the results (“The STAR Student Report”) in the mail in August or September. The report shows the results of the CSTs within a range of performance levels: far below basic, below basic, basic, proficient, and advanced. A change in performance level from one year to the next may be more significant than changes within the same level. Consider these scores along with student work and grades when you talk with your child’s teacher about his or her strengths and areas that need improvement.

The STAR report also includes your child’s California Reading List number, which you can use to access a list of books appropriate for his or her reading level as determined by your child’s score on the CST in English Language Arts. If you have more questions about the CSTs or the STAR program, visit the California Department of Education website at [www.cde.ca.gov/tg/sr/](http://www.cde.ca.gov/tg/sr/).

English Language Learners also take the California English Language Development Test (CELDT) each year, to assess their progress in mastering English. A score of 4 or 5 indicates proficiency. It is very important to speak with teachers or the principal if your child’s score does not improve from one year to the next.

### California High School Exit Exam

All tenth grade students are required by state law to take the California High School Exit Exam (CAHSEE). This test assesses student achievement in English Language Arts (ELA) and mathematics. All students, including those with disabilities, are required to pass both the ELA and the math tests in order to graduate from high school. When provided for in their Individualized Education Plan (IEP) or 504 plan, disabled students will be given appropriate accommodations and/or modifications as determined by the IEP or 504 team.

The ELA section of the test includes multiple-choice questions and a writing task. It covers vocabulary, informational reading, literary reading, writing strategies, writing applications, and writing conventions. The mathematics portion consists of multiple-choice questions covering statistics, data analysis, probability, number sense, measurement, geometry, algebra, functions, and mathematical reasoning. The report includes your child’s scores, the scores required to pass, and your child’s pass/fail status. It also includes a breakdown of how he or she performed in specific areas of ELA and math.

All students have additional opportunities to take this test in grades 11 and 12 if they do not pass either or both sections of the test in grade 10. If your child needs to retake the test, speak with your child’s counselor and teachers to understand the skills and concepts he or she most needs to improve in order to pass. Check [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/) for additional information on CAHSEE, including test questions and study guides, or with your child’s teacher, counselor, or principal. **EDUCATION CODE SECTIONS 48980 (E), 60851; BOARD POLICY 6162.52; ADMINISTRATIVE REGULATION 6162.52**

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**2012-13 CAHSEE ADMINISTRATION DATES**

<table>
<thead>
<tr>
<th>ENGLISH LANGUAGE ARTS</th>
<th>MATHEMATICS</th>
<th>WHO SHOULD BE TESTED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 24, 2012</td>
<td>July 25, 2012</td>
<td>RETEST for 12th graders Adult Ed students needing to pass any part of the CAHSEE; ELA on 7/24 and Math on 7/25</td>
</tr>
<tr>
<td>October 2, 2012</td>
<td>October 3, 2012</td>
<td>RETEST on ELA on 10/2 and Math on 10/3 for 11th, 12th and post-12th graders</td>
</tr>
<tr>
<td>December 8, 2012 (Saturday administration)</td>
<td>December 15, 2012 (Saturday administration)</td>
<td>12th and post-12th graders</td>
</tr>
<tr>
<td>February 5, 2013</td>
<td>February 6, 2013</td>
<td>INITIAL for 10th graders; RETEST for 12th and post-12th graders; ELA on 2/5 and Math on 2/6</td>
</tr>
<tr>
<td>March 12, 2013</td>
<td>March 13, 2013</td>
<td>MAKE-UP for 10th graders absent during the February administration; INITIAL for new 10th grade enrollees; RETEST for 11th, 12th and post-12th graders; ELA on 3/12 and Math on 3/13</td>
</tr>
</tbody>
</table>
**Ready for College & Career?**

**OUSD GOAL: ALL STUDENTS GRADUATE PREPARED TO SUCCEED IN COLLEGE AND THE WORKPLACE.**

<table>
<thead>
<tr>
<th>OUSD GRADUATION REQUIREMENTS – THROUGH JUNE 2014</th>
<th>OUSD GRADUATION REQUIREMENTS – 2015 AND BEYOND (INCLUDES “a-g” REQUIREMENTS FOR UC/CSU ADMISSION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HISTORY / SOCIAL SCIENCE:</strong> 30 credits (3 years): 1 year U.S. History, 1 year world cultures, ½ year American Government, ½ year Economics.</td>
<td><strong>HISTORY / SOCIAL SCIENCE:</strong> 30 credits (3 years): 1 year U.S. History, 1 year world cultures, ½ year American Government, ½ year Economics.</td>
</tr>
<tr>
<td><strong>ENGLISH:</strong> 40 credits (4 years).</td>
<td><strong>ENGLISH:</strong> 40 credits (4 years) of college-prep English (English 1, 2, 3, &amp; 4). May include ELD 5 for 10 credits</td>
</tr>
<tr>
<td><strong>MATHEMATICS:</strong> 30 credits (3 years): including Algebra, Geometry, and Advanced Algebra, or a higher course.</td>
<td><strong>MATHEMATICS:</strong> 30 credits (3 years): including Algebra, Geometry, and Advanced Algebra, or a higher course.</td>
</tr>
<tr>
<td><strong>LABORATORY SCIENCE:</strong> 30 credits (3 years), including 10 credits of a biological science, 10 credits of Physics OR Chemistry, plus 10 credits of an additional science course.</td>
<td><strong>LABORATORY SCIENCE:</strong> 30 credits (3 years), including 10 credits of a biological science, 10 credits of Physics OR Chemistry, plus 10 credits of an additional science course.</td>
</tr>
<tr>
<td><strong>LANGUAGE OTHER THAN ENGLISH:</strong> 10 credits (1 year).</td>
<td><strong>LANGUAGE OTHER THAN ENGLISH:</strong> 20 credits (2 years) of the same language.</td>
</tr>
<tr>
<td><strong>VISUAL AND PERFORMING ARTS:</strong> 10 credits (1 year).</td>
<td><strong>VISUAL AND PERFORMING ARTS (VPA):</strong> 10 credits (1 year) of a year-long course</td>
</tr>
<tr>
<td><strong>ELECTIVES:</strong> 60 credits</td>
<td><strong>ELECTIVES:</strong> 50 credits, including 10 credits of “g” college-prep elective</td>
</tr>
</tbody>
</table>

**PHYSICAL EDUCATION:** 20 credits (2 years): P.E. or JROTC except where nonparticipation is authorized by the Education Code or Board of Education.

**PHYSICAL EDUCATION:** 20 credits (2 years): P.E. or JROTC except where nonparticipation is authorized by the Education Code or Board of Education.

OUSD Graduates must also pass the California High School Exit Exam (CAHSEE), earn a 2.0 Grade Point Average (GPA), and complete a Senior Project.

**MAKE SURE YOU’RE ON TRACK!**

**TALK TO AN ADULT AT YOUR SCHOOL.**
Promotion and Graduation Requirements

Students in Oakland are promoted to the next grade only if they can demonstrate that they are ready to learn what will be taught. This determination is based on performance in four areas: the math and English Language Arts CSTs and the math and English Language Arts portions of the report card.

Check www.ousd.k12.ca.us for updated Board policy on elementary and middle school promotion and retention requirements.

High School Promotion and Graduation

High school students must meet the following four minimum requirements in order to graduate:

- 230 credits in required subjects
  (semester course = 5 credits, year course = 10 credits)
- Grade Point Average (GPA) of 2.0
- Completion of a senior project
- Passage of the California High School Exit Exam (CAHSEE) in both math and English Language Arts

A chart showing the courses required for high school graduation is on page 19.

Students who fail core course work are expected to attend after school programs, summer school, or an alternate option to make up course credits (limit of two courses or ten credits per summer school session). There is no formal retention at the high school level. Students who earn a failing grade (F) in a course will not earn credit for that course and will be referred to a mandatory credit recovery program. Though credit deficient students are promoted annually, students shall not graduate until they have met all graduation requirements.

Most four-year colleges require additional course work beyond OUSD graduation requirements. To be eligible for application to any University of California (UC) or California State University (CSU) college, a student must complete the “a–g” requirements by earning a grade of C or better in a specific set of courses (see the chart below). It is very important to monitor your child’s progress in fulfilling the “a–g” requirements for college eligibility. Beginning with the incoming ninth grade class of 2011-12, all students will be required to enroll in these courses and complete them for graduation (along with additional requirements).

Students may enroll in Advanced Placement (AP) classes and take the national AP exams. Students who earn a 3, 4, or 5 on the AP exam can earn advance college credits. For those who demonstrate financial need, state funds are available to cover the costs of AP examination fees.

WEB RESOURCES FOR UNIVERSITY OF CALIFORNIA (UC) AND CALIFORNIA STATE UNIVERSITY (CSU) ADMISSIONS REQUIREMENTS

- [http://tinyurl.com/agcertifiedcourses](http://tinyurl.com/agcertifiedcourses)
  You can search for your student’s school, and this site lists all the courses offered by OUSD that have been certified to meet one of the “a–g” requirements.

- [http://www.universityofcalifornia.edu/admissions/freshman/requirements/index.html](http://www.universityofcalifornia.edu/admissions/freshman/requirements/index.html)
  This is a “one-stop shop” for everything you need to know about UC admissions requirements for incoming freshmen.

- [http://www.calstate.edu/admission/](http://www.calstate.edu/admission/)
  This site provides all CSU admissions requirements for incoming freshmen.

- [http://www.csumentor.edu/planning/high_school/](http://www.csumentor.edu/planning/high_school/)
  CSUMentor is an online student ‘portal’ designed help students plan for college while they’re in high school.
SUPPOMTS TO HELP STUDENTS GRADUATE

**OUSD’s Adult and Career Education** provides GED programs and services. GED certification is an alternative to earning a high school diploma for students who are extremely deficient in high school credits. Classes are offered in multiple locations throughout Oakland. GED assessment and testing services are provided at McClymonds High School. For more information, call 273-2310.

**Summer Credit Recovery programs** are offered to high school students who have received a D or F in a core course. These courses can be used for academic credit to help students graduate on time. Please visit [www.ousd.k12.ca.us/summerlearning](http://www.ousd.k12.ca.us/summerlearning) for more information.

**Independent Study** is a voluntary educational option in which seventh through twelfth grade students work independently under the general supervision of a credentialed teacher. While Independent Study students follow District-adopted curriculum and meet the District graduation requirements, Independent Study offers flexibility to meet individual interests and styles of learning. For more information please call Sojourner Truth Independent Study at 729-4308.

**Cyber High** is a computer-based program that allows students to earn credits toward graduation by receiving instruction and taking tests through the Internet at school. Please speak with the principal or counselor at your high school for more information.

**Alternative Schools of Choice** are voluntary programs that adapt educational programs tailored to meet students’ individual needs. Alternative Schools provide a vehicle for new methods of teaching and new ways of learning in our changing society. See Appendix F.

- **MetWest High School** offers a rigorous academic college prep program featuring project-based learning and student internships. Students also take classes at Laney College. For more information call 451-5902.
- **Emiliano Zapata Street Academy** offers a highly personalized college preparatory program that specifically targets students who have not previously done well in school. For more information call 874-3632.
- **Oakland International High School** provides an English language immersion program for immigrant and refugee students. For more information call 597-4287.

Continuation Education programs are designed to meet the needs of students 17-19 years of age who are at risk of not graduating. Continuation Schools provide an opportunity for students to earn a high school diploma and/or prepare for advancement to community college and career options.

- **Dewey High School**, 874-3660
- **Rudsdale High School**, 636-7992
- **Ralph J. Bunche High School**, 874-3300

**Community Day Schools** serve expelled and court or probation-referred students, as well as students who are at risk for expulsion. This program features very small class sizes, case management and counseling services, and behavior modification structures. For more information call 531-6800.

**Barack Obama Academy** is a program of Community Day School that serves seventh and eighth grade students at risk for expulsion. This program offers a counseling enriched instructional program with Seneca Center mental health services. For more information call 729-7713.

**Home and Hospital Instruction** is designed to meet the needs of students who are medically incapable of attending traditional schools or alternative programs such as Independent Study. Upon authorization from a supervising physician, a credentialed teacher is assigned to work with the student either in the family’s home or in a regional hospital or other medical facility. For more information please visit [www.ousd.k12.ca.us/home&hospital](http://www.ousd.k12.ca.us/home&hospital), or call 597-4294.

**Gateway to College** at Laney College is a program offered on the campus of Laney College that supports 16-20 year old students who have dropped out of high school. The program provides dual enrollment for students who wish to pursue a high school diploma while concurrently working on an AA degree. For more information, please call 986-6941.
Rights and Responsibilities

The District is committed to creating and maintaining safe, positive learning communities that nurture and inspire every child to achieve academic excellence. To ensure that both adults and children are treated with respect and dignity, we have rules and regulations to help us work together. Following are some of those rules and regulations. Where required by law, the specific sections of the state Education Code, Oakland Board of Education policies, or other government regulations are either cited or printed in full.

Throughout the Parent Guide, “parents” refers to both parents and guardians.

ATTENDANCE, CHRONIC ABSENCE, AND TRUANCY

Students who are alert and ready to learn in school each day make the most of the learning opportunities offered. Regular attendance is important to student success in school and beyond.

Student attendance also contributes to school resources, because each school’s budget is based on its average daily attendance from the previous year.

Chronic Absenteeism describes a student who is absent 10% or more during the school year. Chronic absence includes both excused and unexcused absences. Our attendance goals as a Full-Service Community School District are as follows:

1. Reduce chronic absence to 5% of students at a school.
2. 85% of OUSD students will attend school for 95% of school days annually.
3. Schools reach an Average Daily Attendance (ADA) rate of 98%.

A student is considered truant if he or she has three or more days of unexcused absence and/or three days of tardiness greater than 30 minutes.

Parents’ Legal Responsibility for Attendance

Parents are legally responsible for ensuring that each child between 6 and 18 years old attends school during the entire school year. Anyone age 16 or 17 may be permitted to enroll in continuation classes (see page 21 for a listing of Alternative Education programs.) Parents of truant students may be held civilly and criminally accountable for their children’s truancy. EDUCATION CODE SECTION 48200

Attendance Communication

When a child is absent from school, his or her parent must call the school each day to validate the absence. In addition, at the start of school or during middle or high school registration, parents who have not already enrolled in the automated calling system should select a Personal Identification Number (PIN) that allows them access to the system. Each evening, the system calls parents of students who were absent that day. Parents enter student information for a security match, listen to a menu of excuses, and then enter the appropriate number. The messages are offered in English, Spanish, Cantonese, Vietnamese, Arabic, and Cambodian.

Absences

Absences from school are excused only in cases of illness, quarantine, medical appointments, funeral services of an immediate family member, jury duty, spending time with an immediate family member who is an active duty service member, and certain justifiable personal reasons. For the full text of the absence policy in EDUCATION CODE SECTION 48205, including rights to make up assignments and tests, see Appendix G. EDUCATION CODE SECTIONS 46014, 48205, 49800.

Students in grades 7–12 may be excused from school to obtain confidential medical services without the consent of their parent. EDUCATION CODE SECTION 46010.1

Unexcused absences may affect a student’s academic standing and may result in no credit being earned for a course in middle or high school. EDUCATION CODE SECTION 49067

Late Students

Students who arrive in class after the bell has rung are considered tardy. Tardy students, especially at the secondary level, may be required to attend afterschool or weekend detention. Students who are 30 minutes late without a valid excuse three or more times are considered truant. Students who regularly arrive late to school may be excluded from extracurricular activities, including proms, athletics, and graduation ceremonies. Parents will also receive a Notification of Truancy (NOT) letter in the mail from the District alerting them of their child’s truancy.

Truancy Consequences

A student who receives a NOT letter in the mail may also be invited to a Student Attendance Review Team (SART) meeting, to be held at the school site with school personnel. An attendance contract is signed at that meeting. If the contract is subsequently broken, the school may refer the student to the School Attendance Review Board (SARB) for a hearing. If attendance still does not improve, SARB may refer the student and/or parent to the district attorney and/or probation department or to court for prosecution and/or disposition of the matter. EDUCATION CODE SECTIONS 48263, 48263.5

Dollars are lost when students are absent. School funding is based on the average daily attendance of students from the prior school year. Even when an absence is excused, the school will still lose money.

Truancy Retrieval

Students who are out of school during school hours without a valid pass or permit may be transported by any peace officer to their school. Those students picked up more than once will appear before the School Attendance Review Board (SARB) for a hearing. If attendance still does not improve, the SARB may refer the student to juvenile court or the district attorney. Truancy is a serious offense and may result in a criminal complaint against a parent who fails to comply with the state attendance requirement. EDUCATION CODE SECTIONS 48260, BOARD POLICY 5113.1

Daily School Schedule

Each school has its own daily schedule. Check with your child’s teacher or the main office for the schedule so that you know when school begins and ends.

Minimum Days

On minimum days students are released an hour or so earlier than usual so that teachers may plan together or hold parent conferences. Minimum
days are often held on Wednesdays, but dates and times vary from school to school. Be sure to find out your school’s minimum-day schedule. It is especially important for parents of elementary students to make arrangements for early pickup of their children. School staff members are not available to provide supervision. BOARD POLICY 6111

**Closed vs. Open Campus During Lunch**

The following high schools have closed campuses during lunch, that is students stay on campus for lunch: Castlemont, Fremont, McClymonds, Dewey, Bunche, Oakland High, Oakland International, Life, CCPA, Skyline, and Rudsdale.

Oakland Tech and MetWest permit students to leave the school grounds during the lunch period. All students who leave the school are required to return by the end of lunch. Neither the school district nor any officer or employee of the District will be liable for the conduct or safety of any student who has left the school grounds for the open lunch period. Please contact your child’s high school for its lunch policy and/or www.ousd.k12.ca.us for the updated Board policy. EDUCATION CODE SECTION 44808.5

**EQUITY AND NONDISCRIMINATION**

Our goal is to create a supportive and nurturing learning environment in every school, where all students, parents, teachers, principals, and other staff are treated with respect and dignity.

**Nondiscrimination Policy**

OUSD prohibits unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title IX, including actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any District program or activity that received or benefited from state financial assistance, including athletic programs. Complaint forms are available at school sites and at the Office of the Ombudsperson, located in the District’s Paul Robeson Administrative Building, 1025 Second Avenue, Room 316. For further information, call 273-3243. The District’s 504 Coordinator is Barbara Parker, located at 2850 West Street. For more information, call 874-3750. BOARD POLICY 0410, 4030, 5145.3

**Freedom of Expression**

All students have the right to freedom of speech and press within the school environment, including but not limited to the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, or other insignia; and the right of expression in official publications, whether or not these publications are supported financially by the school or by use of school facilities. Prohibited expression is that which is obscene, libelous, or slanderous; or that which incites students to commit unlawful acts on school premises or violate lawful school regulations, including nondiscrimination policies, or substantially disrupt the orderly operation of the school. EDUCATION CODE SECTION 48907

**Sexual Harassment**

Sexual harassment is prohibited by federal and state law and District policy. Sexual harassment is unwanted sexual advances, requests for sexual favors, or other verbal or physical contact of a sexual nature that is made a condition of learning or that seriously interferes with a student’s ability to learn or creates an offensive, hostile, or intimidating learning or work environment. Students who feel that they have been sexually harassed by students or District employees should report the incident to their principal or other adult authority. Parents should report incidents to the principal and the executive officer assigned to the student’s school. Complaint forms are available at school sites and the Office of the Ombudsperson. Students found to have sexually harassed a student or an employee may be suspended and/or expelled from school. BOARD POLICY 5145.7, ADMINISTRATIVE REGULATION 5145.7, EDUCATION CODE SECTIONS 3211.5, 49880 (g).

Please refer to the Appendix for the full text of the first two policies. For policies addressing the sexual harassment of employees, see BOARD POLICIES 4139.11, 4219.11, 4319.11; AND ADMINISTRATIVE REGULATIONS 4139.11, 4219.11, 4319.11.

**Free/Reduced-Price Meals**

Children from families whose income is at or below levels specified on the California Eligibility Scale are eligible for free and reduced price meals. Requirements and an application are available at all schools. For more information, call Nutrition Services at 434-3334. EDUCATION CODE SECTIONS 49510–49520, BOARD POLICY 3553, ADMINISTRATIVE REGULATION 3553

Meal applications are important to schools and families because through the application process:

1. Students can qualify for free or reduced nutritious meals.
2. Students can qualify for reduced price AP (Advanced Placement) and SAT testing.
3. Students can qualify for free afterschool programs.
4. Teachers may have their student loans waived when they work for a school serving students receiving free and reduced-price meals.
5. The District and sites will qualify for millions of dollars in funding like Title I and eRate which enhance the education experience for students.

Parents don’t need to have a Social Security number to apply and the information provided on the application is kept confidential. Families can also apply online at www.ousd.k12.ca.us/free-reducedmeals.

**Foster Youth Program**

The District offers services for foster youth (including youth who are...

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**OAKLAND EATS GARDEN FRESH**

Nutrition Services is focusing on increasing the amount of fresh fruit and vegetables served and consumed in the cafeterias. Part of the effort is Oakland Eats Garden Fresh, a joint venture of OUSD Nutrition Services and Alameda County Public Health Department, which connects the classroom to the cafeteria, linking nutrition education with the produce served at school to maximize impact. To learn more please visit us at www.ousd.k12.ca.us/gardenfresh.

**OAKLAND FRESH**

Oakland Fresh is a network of 22 school produce markets throughout Oakland Unified School District (OUSD) that sell fresh, mostly locally grown and pesticide-free fruits, vegetables, eggs, nuts, honey and other healthy foods at public schools. Produce is purchased from local family farmers and produce distributors, and sold by parents and students during after-school hours every week at each school site. Oakland Fresh School Produce Markets are open to parents, students, staff and community residents, and also accept EBT food stamps. All school produce markets offer monthly cooking demonstrations and tastings, a Student Buyer Card program, and a Market-to-Classroom Lesson Toolkit for teachers. Please visit www.ousd.k12.ca.us/markets for information about specific locations.

**STUDENT MEAL MENUS**

Meal menus for all schools are available online at www.ousd.k12.ca.us/mealmenus. The menus are updated monthly. For more information, please email rebecca.hopkins@ousd.k12.ca.us.
supervised by a county probation agency) such as assistance with enrollment, transfers, and educational advocacy. These services are provided by Transitional Students and Families specialists. Students involved in the foster care system may receive tutoring, case management, connections with county agencies, and supplemental educational materials. To speak with a specialist please call the Foster Youth Program at 434-7752. The office is part of the Transitional Students & Families Unit at 746 Grand Avenue. EDUCATION CODE SECTION 42920, BOARD POLICY 6173.1

McKinney-Vento/Homeless Students and Families Program

The McKinney-Vento Program, which is part of the Transitional Students & Families Unit, supports the transition and success of students in the District with unstable/uncertain housing. The District offers services as mandated through the McKinney-Vento Law to students (ages 3-22) who lack a fixed, regular, and adequate nighttime residence. These persons may be temporarily sharing housing with more than one family due to eviction or economic hardship, living in emergency or transitional shelters, hotels or motels, trailer parks, camping grounds, or places not designed for sleeping such as garages, attics, cars, or parks, etc. The McKinney-Vento law also includes unaccompanied youth who are not in the physical custody of a parent or guardian. Services available may include tutoring, transportation assistance, school supplies, enrollment assistance, and referrals to community programs and parent/student workshops. For more information, speak with a Transitional Students and Families specialist at 434-7752. The office located at 746 Grand Avenue. ADMINISTRATIVE REGULATION 5111.13

Migrant Education

Migrant Education Program, which is a part of the Transitional Students & Families Unit, supports the transition and success of migrants students in OUSD. The program provides supplemental support services to eligible migrant children ages between 3- 21 who have not yet graduated from high school and whose parents work in temporary or seasonal jobs, including jobs in agriculture (picking, cutting, packing), fishing, food processing (canneries, meat, and dairy processing), or related industries. Services available through the Migrant Education program may include enrollment assistance, educational materials, academic support, family literacy, case management, and referrals to community programs and summer programs. Migrant Education also provides supplemental service for preschool, elementary, secondary, and out-of-school youth, as well as parent education. For more information contact or visit the Transitional Students & Families Specialist, at 434-7752, ext. 219. Our office is at 746 Grand Avenue.

Refugee and Asylee Student Assistance Program

The OUSD Refugee & Asylee Student Assistance Program, which is part of the Transitional Students & Families Unit, supports the transition and success of refugee and asylee students into OUSD. The program provides supplementary educational programs, services, and materials; enrollment assistance and orientation to the U.S. school system; and educational advocacy and support for refugee and asylee students, their families, and their teachers. For more information, please call 434-7775 or visit the Transitional Students & Families Unit at 746 Grand Avenue.

Pregnant and Parenting Students

Pregnant students may choose to remain in their current school or transfer to the District’s Independent Study program or the Alameda County Cal-SAFE program, which offers parenting classes in addition to the regular curriculum. For information about transferring to either of these programs, please call Betty McGee at 434-7775, ext. 216.

Excuse from Dissection of Animals

A student who morally objects to dissecting or otherwise harming or destroying animals may be excused provided the objection is substantiated by a note from his or her parent. The teacher may work with the student to develop and agree on an alternative project. The student will not be discriminated against based on this decision. EDUCATION CODE SECTION 32255–32255.6, BOARD POLICY 5145.B, ADMINISTRATIVE REGULATION 5145.B

Parent Notification for Title III (LEP)

Within 30 days of the beginning of each school year, parents must be notified of a child’s assessment as Limited English Proficient (LEP), the reasons for that assessment, the method of instruction to be used, how this method will help the child learn English and meet academic standards, procedures for exiting the program, the student’s expected rate of transition to English, and his or her expected rate of secondary school graduation. To the extent possible, all notifications must be provided in a language parents can understand. BOARD POLICY 6174 Some English Language Learner (ELL) students are designated as LEP.

Education for English Language Learners Translations

When 15 percent or more of the students in any school speak a single primary language other than English, all documents sent to parents in a

TIMELINE FOR ENGLISH LANGUAGE LEARNERS

Upon entry to the District, any student who lists a language other than English on the home language survey will be given two assessments to determine language proficiency: an initial California English Language Development Test (CELDT) and primary language testing. These assessments will be administered within 30 days of the student’s first day of school, either at the school site or at the Student Assignment Center.

Based on the results, the District will mail home a Parent Notification Letter recommending one of the following programs, subject to parent approval:

• sheltered English immersion instruction
• mainstream English instruction
• bilingual instruction

Students who already have been classified as English Language Learners will take the CELDT every year at the school site between the first day of school and October 30 for reassessment. Parents will receive updated Parent Notification Letters in April or May for the following school year.

To be reclassified as English proficient, students must meet the following criteria:

• CELDT scores: 4 overall, 3 or higher in each area
• California Standards Test (CST) results in English Language Arts: 324 or higher
• Grades: C- or higher in core subjects (English, math, science, social studies)

Students’ records are reviewed for reclassification twice a year—one in October and again in February. Parents of students reclassified as proficient will be notified by mail in October—November and/ or February—March. For more information, contact the Student Assignment Center at 434-7752. The office is located at 746 Grand Avenue.
Language and Information Programs

The District offers each student identified as an English Language Learner (ELL) English language development and instruction to provide him or her with equal access to the core curriculum, in accordance with the Oakland School Master Plan for English Learners, federal and state regulations, and legal mandates. Parents will be notified, in English and in their primary language, of their child’s test scores and instructional options, including the parents’ right to participate in school advisory councils and to request a waiver for their children from the program, if they so wish. Parents may request primary language instruction for their child. For further information or assistance, contact your principal or the Student Assignment Center, located at 746 Grand Avenue, phone 434-7752.

English Learner Advisory Committee (ELAC) / District English Learner Advisory Committee (DELAC)

Schools that have 21 or more students identified as English Language Learners (ELL) in attendance, regardless of language, are required to maintain a functioning English Learner Advisory Committee (ELAC). The ELAC is primarily responsible for advising the principal and staff on educational programs and services for ELL students and for advising the School Site Council on the school’s Single Plan for Student Achievement. Meeting notices should be translated and interpreters should be available for ELAC meetings. A parent representative is elected to serve on the District English Language Learner Advisory Committee (DELAC), which serves as a parent advisory committee to the school district. DELAC meets the third Tuesday of the month at 6 p.m. in Hunter Hall, the Paul Robeson Administration Building, 1025 Second Avenue. The ELAC and DELAC advise the District on the spending of Economic Impact Aid–Limited English Proficient (EIA-LEP) funds, as well as federal Title III funds. The ELAC may assign its responsibilities to the School Site Council to avoid duplication of effort. While only those officially elected to ELAC and DELAC may vote, meetings are open to the public. For more information, contact your principal or the Department of State and Federal Programs at 434-7760, ext. 237.

Uniform Complaint Procedures

The Governing Board encourages the early, informal resolution of complaints at the site level whenever possible. Please contact your Principal or Regional Executive Officer if you have a concern.

The District shall follow Uniform Complaint Procedures (UCP) when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 1135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any program or activity that receives or benefits from state financial assistance. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or participating in a complaint investigation. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

Uniform Complaint Procedures shall be followed when addressing complaints alleging failure to comply with state or federal laws in adult basic education, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child-care and development programs, child nutrition programs, and special education programs.

Gabriel Valenzuela, Ombudsperson, is responsible for the intake and monitoring of all formal District complaints. Additionally, the Ombudsperson will investigate complaints concerning discrimination, the program for English Language Learners (ELL), and retaliation for or interference with ELL program advocacy. If a complainant is unable to put a complaint in writing due to illiteracy or other disabilities, District staff shall help him or her file the complaint.

All complaints must be filed with the District no later than six months from the alleged occurrence or, in cases alleging unlawful discrimination, six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination. A review of the complaint shall be completed within 60 calendar days from the date of the receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

Complainants have the right to appeal the District’s decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the District’s decision. The appeal to the CDE must include a copy of the complaint filed with the District and a copy of the District’s decision.

A complainant may pursue available civil law remedies (e.g. action in a court of law) outside the District’s complaint procedures and may seek assistance from mediation centers or public or private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies.

The California Department of Education may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists, including cases in which the District has not taken action within sixty days from the date the complaint was filed by the District.

The Office of the Ombudperson is located in the Paul Robeson Administration Building, 1025 Second Avenue, Room 316, Oakland, CA 94606. For more information, please call 273-3243 or send a fax to 273-3251. BOARD POLICY 1312.3

Williams Uniform Complaint Procedures (UCP)

The District shall follow the Williams Uniform Complaint Procedures for complaints related to sufficiency of textbooks or instructional materials; emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff; unclean, unmaintained and/or or unopen restrooms during school hours; and teacher vacancies or misassignments. Williams Uniform Complaint Procedures will also be followed for complaints related to pupils who have not passed the CAHSEE (California High School Exit Exam) by the end of grade 12, who were not provided with the opportunity to receive intensive instruction pursuant to Education Code 37523 (g)(4) and (5) after the completion of grade 12.

The Williams Uniform Complaint Procedure (UCP), is available at www.ousd.k12.ca.us and is posted in the main office of each school. In addition, the Notice of Complaint Rights for Parents/Guardians/Pupils and Teachers must be posted in every classroom of every school. Contact the Office of the Ombudperson, located in the Paul Robeson Administration Building, 1025 Second Avenue, Room 316, Oakland, CA 94606; phone 273-3243, fax 273-3251. ADMINISTRATIVE REGULATION 1312.4

Students with Physical or Mental Disabilities

Individuals with Disabilities

OUSD prohibits discrimination and harassment in any program or activity on the basis of mental or physical disability. Parents or students who have questions or complaints regarding eligibility, program modifications, or accommodations for individuals with mental or physical disabilities should...
**Reasonable Accommodation/ Section 504 Services**

Section 504 is a civil rights law that requires the District to provide students with disabilities equal educational opportunities. To meet the criteria for Section 504 protections, a child must:

- have a physical or mental impairment that substantially limits one or more major life activities;
- have a record of such impairment; or
- be regarded as having such impairment.

Under Section 504, a plan may be developed to assist students with disabilities that require accommodations in order to access the general education program.

**Frequently asked questions about Section 504**

**HOW DO I REQUEST ACCOMMODATION FOR MY CHILD?**

Any student may be referred by a parent/guardian, teacher, other school employee, student success team, or community agency for consideration of eligibility as a disabled student under Section 504. This referral may be made to the principal or 504 Coordinator. Upon receipt of a referral for eligibility, the principal or 504 Coordinator shall consider the referral and determine whether an evaluation is appropriate.

**WHO DECIDES IF A STUDENT MEETS THE CRITERIA UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973?**

The school’s Section 504 team conducts an evaluation to determine if the student meets the criteria as disabled under federal law. The team determines if the student’s disability/physical or mental impairment substantially limits a major life activity.

**WHAT IS A “MAJOR LIFE ACTIVITY?”**

Major life activities include but are not limited to walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

**WHAT ARE SOME EXAMPLES OF DISABILITIES THAT MIGHT SUBSTANTIALLY LIMIT A MAJOR LIFE ACTIVITY?**

- Attention Deficit Disorder
- Cancer
- Chronic Asthma
- Cystic Fibrosis
- Diabetes
- Physical disabilities
- Seizure Disorder
- Severe Allergies
- Sickle Cell Anemia
- Temporary disabilities

**WHAT ARE EXAMPLES OF ASSISTANCE THAT CAN BE PROVIDED IN A SECTION 504 PLAN?**

- Seating in the front of the class
- Creating a behavior support plan
- Testing accommodations
- Alternative formats of classroom materials
- Providing additional time for homework assignments

**WHAT RIGHTS DO PARENTS/GUARDIANS HAVE UNDER SECTION 504 OF THE REHABILITATION ACT?**

Parents/guardians have the right to:

- written notification of any decisions concerning the identification, evaluation, and/or accommodations
- information needed to appeal any such decisions
- examination of relevant records
- file a complaint with the District
- have an impartial hearing with an opportunity for participation by the parents/guardians
- have a review procedure

**HOW IS A SECTION 504 COMPLAINT MADE?**

Local school site resolutions are encouraged. However, if the complaint cannot be resolved, a written complaint may be filed with the District 504 Coordinator or the District Ombudsperson. Please note that discrimination/harassment complaints generally must be filed with the Ombudsperson within six months from the date of the incident. Complaint forms are available at school sites, the District’s webpage under Departments, Office of the Ombudsperson. The Office of the Ombudsperson is located at 1025 Second Avenue, Room 316, Oakland, CA 94606. The telephone number is (510) 273-3243, fax (510) 273-3251, and you can email the Ombudsperson at: gabriel.valenzuela@ousd.k12.ca.us.

**WHERE CAN I OBTAIN FURTHER INFORMATION OR ASSISTANCE?**

Ask for more information at your child’s school site, or contact: Barbara Parker, Health Services Coordinator/District 504 Coordinator, 2850 West Street, Oakland, CA 94608. Email: 504@ousd.k12.ca.us, phone 874-3750.

**Special Education**

The District provides free and appropriate public education to children who qualify for Special Education and related services.

**Identification Process**

Students are eligible for Special Education when testing determines the student has a disability that adversely affects academic performance and that cannot be corrected without special education or related services. Students may be referred for testing by a parent, teacher, other school staff, or agency personnel to the following teams, based on students’ ages:

- birth to 5 years—Infant/Preschool Diagnostic Team, 729-7762
- school-age students attending Oakland Public Schools—Resource Specialist at the school of attendance

Special education assessments are conducted by qualified District staff within 60 days of receiving the parents’ written consent to a formal assessment plan. A written report of the testing results is shared with the parents at an Individualized Education Plan (IEP) meeting. The assessments must identify any suspected disability, any adverse effects on the student’s achievement (e.g., low performance), and any areas of need. Using this information, the IEP team determines eligibility, goals, and objectives for the educational program and an appropriate special education program or service for the student.

**Programs and Services**

Every public school in Oakland has a Resource Specialist Program (RSP). A resource specialist is a case manager for referrals and provides services for students who need less than half a day of special education support. For students requiring very specialized instruction (hearing impaired, visually impaired, autistic, etc.), the District offers Special Day Class (SDC) and Emotionally Disturbed (ED) programs at all grade levels throughout the District. Many students who received special education require related services in one or more areas in order to benefit from their educational program. Some of these services are speech and language, orientation and...
services and on-campus health clinics for students. Contact your principal to find out about services at or coming to your school.

**Wellness Policy**
The OUSD Wellness Policy identifies several areas of health as contributing to student success, both in and out of the classroom, including: access to healthy food and nutrition education, physical education and physical activity, school gardens, indoor air quality and asthma prevention, and student and staff wellness. There are many programs and activities at the community, District, and school level that provide opportunities for support and involvement. For more information, please contact the Program Manager of Coordinated School Health at 639-3334. BOARD POLICY 5030

**Meals for Students with Special Needs**
All sponsors of child nutrition programs are required to offer meals to children with disabilities and children with special dietary needs whenever meals are served.

**Children with Disabilities Requiring Special Meals**
Whenever a child with disabilities is unable to eat or drink one or more meal components, we must have a medical statement signed by a physician.

A medical statement must identify the following:

- The handicap and an explanation of why the handicap restricts the child’s diet
- The major life activity affected by the disability
- The food or choice of foods that must be omitted or substituted

**Children with Special Dietary Needs**
For participants with food allergies or food intolerances that are supported by a statement signed by a recognized medical authority, we will make substitutions.

For non-disabled participants the supporting statement must include:

- An identification of the medical or other special dietary needs, which restrict the child’s diet
- The food or foods to be omitted from the participant’s diet and the food or choice of foods that may be substituted

Copies of the required form is available from the Nutrition Services Office or online at [www.ousd.k12.ca.us/specialmealsform](http://www.ousd.k12.ca.us/specialmealsform).

Send completed and signed Medical Statements to Amy Glodde, Menu Planner in Nutrition Services Office at 900 High St., Oakland, CA 94601. Menus that meet the child’s dietary prescription and/or texture modification will be developed. Nutrition Services staff will be trained on how to prepare these special meals.

For your convenience, Nutrition Services has also developed the Allergen Tool which can be accessed at [www.ousd.k12.ca.us/allergentool](http://www.ousd.k12.ca.us/allergentool). This tool will help to determine the allergens in different menu items. This information is subject to change and is updated periodically.

**Emergency Card**
This card contains vital information should we need to contact you in an emergency or disaster. At the start of school each fall, parents are legally required to complete the card. Please be sure to update the information during the school year if your place of work, phone number, or home address changes. You can pick up a card in your school office.
Physical Examination

Proof of a health checkup is required for enrollment in kindergarten and first grade. This exam must be completed 12 months or less before entry into kindergarten. Entering first graders must have an exam no earlier than 18 months before entry into first grade and no later than 90 days after entry. The Report of Health Examination for School Entry form is available at all elementary schools. It is included in the kindergarten registration packet. If parents wish their child to be exempt from the requirement for a checkup, they must sign a waiver. For information on how to obtain free health examinations for entry into school, call the Alameda County Public Health Department’s Clearinghouse at 888-604-4636. CALIFORNIA HEALTH AND SAFETY CODES 124085, 124040, EDUCATION CODE SECTION 49451; BOARD POLICY 5141.3

Dental Examination

An examination by a dentist is required 12 months or less before entering kindergarten or first grade or by May 31 of the first year in school, using the form provided by the school. To find a dental provider who accepts Medi-Cal/Denti-Cal insurance, call 800-322-6384; for Healthy Families, call 800-880-5305. If your child is not insured, call the Alameda County Public Health Department Clearinghouse at 888-604-4636. EDUCATION CODE SECTION 49452.

Screenings

Vision and hearing screenings are conducted upon first entry into a California school and every three years thereafter until the child has completed tenth grade. EDUCATION CODE SECTIONS 49452, 49455

Medication

If your child requires medication during the school day, as prescribed by a licensed medical provider, school staff can assist a student only when a completed and signed Medication Orders form is on file with the school. The medication must be in the original container. Parents wishing their children to carry and self-administer inhaled asthma medication or prescription auto-injectable epinephrine (Epi-Pen) must provide a completed Permission to Carry and Self-Medicate form and a completed Medication Orders form. The medication orders must be completed annually and when there is any change in the medication orders. These forms can be found online at www.ousd.k12.ca.us/healthforms, or at each school. Parents of any student on a continuing medication regimen must provide this information on the emergency card and notify the school nurse or designated school personnel of the medication taken, current dosage, and the name of the child’s medical provider. EDUCATION CODE SECTIONS 49423, 49480; BOARD POLICY 5141.21

Students with Chronic Health Problems

Parents of students with chronic health conditions are encouraged to notify the school site. A health care plan will be developed by a school nurse or designated school personnel in conjunction with the family and the medical provider.

In order to help us better support your child, please provide written medical updates to the school regarding your child’s health status, your child’s medications, and your pediatrician’s contact information. We encourage you to notify your child’s school whenever you have a change of address, phone numbers or emergency contact persons. In addition, we recommend the following in case of emergency:

• Provide a three-day supply of medication to your child’s school as prescribed by your child’s medical provider using the Authorization for Medication form (available at each school).

• Provide a three-day medical equipment supply for your child’s medical procedure (nebulizer, catherization tubing, GT feeding).

• Provide a three-day supply of special dietary foods for your child.

Please send the current medical orders, medication, supplies and/or food to the school office within one week. If you have any questions regarding emergency preparedness measures for your child, please contact your child’s school.

Consent for Medical Services

California state law allows students to have access to the following health services with or without parental consent:

• diagnosis and treatment of sexually transmitted diseases or infectious, contagious or communicable diseases required to be reported to local health officials (12 years or older)

• pregnancy testing, contraceptives, and referral for pregnancy options counseling and prenatal care (minors of any age)

• mental health and substance abuse counseling (12 years or older) consent but parents must be notified under most circumstances)

• alcohol and substance abuse counseling diagnosis and treatment (12 years or older)

CALIFORNIA FAMILY CODES 6920-6929

Minors using the District’s school-based clinics or nurse’s offices will be offered confidential services as permitted by state law. While parent involvement is preferred, the minor’s preference is respected except in the following instances:

• emergency situations when danger to life is imminent

• threat of suicide

• threat of homicide

• issues of physical, sexual, emotional, or other child abuse

TIPS FOR HEALTHY SNACKS AND CELEBRATIONS

The District’s Wellness Policy calls for all food at school, including food served at celebrations, events, and fundraisers, to follow healthy guidelines. Please advise school staff if your child has peanut or other food allergies. Here are some suggestions for healthy snacks to bring to celebrations and school events:

• Water or 100% fruit or vegetable juice (NO SODA)

• Fresh fruit or vegetables

• Pita bread and hummus

• Whole grain crackers or pretzels with peanut butter or cheese

• Veggie pizza with whole grain crusts

• Dried fruits/fruit leather

• Low sugar yogurt products

• Low sodium jerky

• Mixed nuts and seeds or trail mix

• Salads/coleslaw

• Sandwiches with whole grain bread

• Corn tortillas/sopas

• Fruit smoothies

• Hominy

• Rice or soba noodles

The following are popular unhealthy snacks to avoid serving on a school campus:

• cookies, doughnuts, cake and other baked goods and pastries

• candy (i.e. chocolate, lollipops, gummy bears/ worms, sugary gum)

• pizza (unless served on whole grain crust and with low-fat cheese)

• chips, Cheetos, Doritos, pork rinds and nachos

• soda, fruit drinks, coffee drinks and sweet teas

Interested in the most current updates about what’s happening inside OUSD schools? Follow us on Facebook or Twitter!

www.tinyurl.com/OUSDfacebook | www.twitter.com/OUSDNews
Did you know there are fourteen School-Based Health Centers on campuses in Oakland. School-Based Health Centers are open to all of the students at the schools where they are located. The services they provide come at no cost to the students. Some even serve family members or other students who live in the nearby community but attend other schools. These health centers provide basic medical services, counseling, and many other important services that help keep students healthy and ready to learn.

**Current sites with School-Based Health Centers:**
- Calvin Simmons Campus (United for Success and Life Academy)
- Castlemont High School
- Elmhurst Campus (serving Elmhurst Community Prep and Alliance Academy)
- Fremont High School
- Frick Middle School
- Havenscourt Campus (serving Coliseum College Prep Academy and ROOTS International Academy)
- Madison Middle School
- McClymonds High School
- Oakland High School
- Oakland Technical High School
- Roosevelt Middle School
- Skyline High School
- Urban Promise Academy Middle School
- West Oakland Middle School

**Planned sites for School-Based Health Centers:**
- Downtown/La Escuelita Educational Complex (serving Dewey Academy, MetWest High School, La Escuelita Elementary, Yuk Yau Child Development Center, and Centro Infantil Child Development Center)

For more information about our School-Based Health Centers, please contact Mara Larsen-Fleming, Program Manager for School-Based Health Centers, at mara.larsen-fleming@ousd.k12.ca.us or 684-6549.

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**SCHOOL-BASED HEALTH CENTERS IN OUSD**

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**Medi-Cal and Healthy Families Health Care Programs**

Medi-Cal and Healthy Families offer comprehensive health, dental, and vision coverage to children who do not have insurance. Both you and your child may be eligible for no-cost health coverage under Medi-Cal. For more information, please call Alameda County Social Services at 800-698-1118 or visit www.alamedasocialservices.org. Healthy Families is low-cost health insurance for children age 18 and under who are not eligible for Medi-Cal. For more information, please call 800-880-5305 or visit www.healthfamilies.org.

**Head Lice**

Students will not be excluded from school if they have nits or head lice, as head lice are not a disease and do not carry any disease; nor should students with head lice stay home from school. Unnecessary absences can negatively impact students’ ability to learn and succeed in school. Head lice are contagious, however, and as they most readily spread by direct head-to-head contact, students should avoid such contact when doing group work or playing games. Schools are not a common place for the spreading of head lice, and head lice cannot fly, jump, or swim. Hats and helmets alone have not been found to transfer head lice or nits, and they are not usually spread by shared combs or hair accessories.

Studies show that screening for lice in schools does not decrease the incidence of head lice, so screening is no longer done in OUSD. If a parent or staff member believes a student has head lice, he or she may contact Health Services. A student who has nits or lice will be sent home at the end of the day with information to the parent on how to manage lice and a referral to the student’s health care provider for assistance. Staff shall maintain the privacy of students identified as having head lice. For more information on head lice or its treatment, please contact the school office or call Health Services at 874-3750. BOARD POLICY 5141.33, ADMINISTRATIVE REGULATION 5141.33

**Dismissal from School Due to Illness**

Students may be sent home if they are believed to be suffering from a recognized infectious or contagious disease. Parents, guardians, or those authorized to be called in case of emergency will be contacted to take an ill student home. HEALTH & SAFETY CODE SECTIONS 120335, 120365; EDUCATION CODE SECTION 49451

**Exclusions**

The superintendent may exclude from school attendance children who have not been immunized properly, who are suffering from contagious or infectious diseases, and/or those who constitute a clear and present danger to the life, safety, or health of a student or school personnel. ADMINISTRATIVE REGULATION 5112.2

**Home/Hospital Instruction for Temporarily Disabled Students**

Once the appropriate physician has certified that a student will be unable to attend regular school or alternative classes due to a temporary disability, parents may request home/hospital instruction by filing a written request with the student’s principal. For more information call 597-4294. EDUCATION CODE SECTION 48206.3, ADMINISTRATIVE REGULATION 6183

If your child is hospitalized outside Oakland and you are an Oakland resident, he or she is entitled to a public education from the district in which the facility is located. EDUCATION CODE SECTION 48207, ADMINISTRATIVE REGULATION 6183

If this is the case, parents are responsible for notifying and requesting services from the school district in which the hospital or other residential treatment health facility is located. EDUCATION CODE SECTION 48208, ADMINISTRATIVE REGULATION 6183

**Tobacco-Free District**

All tobacco products are prohibited on District property and in District vehicles. This prohibition applies to all employees, students, visitors, and other persons at any school or school-sponsored activity or athletic event and on any property owned, leased, or rented by or from the District.

**Asbestos in schools**

The District developed its Operations and Management plan to eliminate potentially harmful asbestos exposures to students, teachers, employees, other workers, and visitors to our school sites. You may review a site’s Operations and Management plan, located in the principal’s office, during regular school hours. Call the Risk Management Office at 879-8588 if you have further questions.

**Annual Pesticide Use Notification**

The District has adopted an Integrated Pest Management (IPM) policy, Board Policy No. 3511.2, which provides stricter restraints on the use of pesticides. The policy includes notifying parent/guardians and staff of pesticide use.
During the school year, it may be necessary to apply pesticides at various school sites, including the school your child attends. Staff will not spray during school hours. Spraying will be completed during holidays or breaks in the school year.

Signs will be posted 72 hours before pesticide application at each affected school site. Parent/guardians or employees may also request prior notification of individual applications at the school site. Those persons listed on the school’s registry will be notified at least 72 hours before pesticides are applied. Even if you have registered in the previous school year, please complete the Request for Notification of Individual Pesticide Application form available in the back of this guide, or online at www.ousd.k12.ca.us/pesticideform. Completed forms should be submitted to your school’s main office if you wish to be notified when a pesticide will be applied at your school site.

On the prior page is a list of pesticides that has been approved for possible use at District sites this school year. You can find more information regarding these pesticides and pesticide use at the California Department of Pesticide Regulation’s Web site at www.cdpr.ca.gov.

California Healthy Kids Survey

The California Healthy Kids Survey (CHKS), along with the California School Climate Survey for staff and the California School Parent Survey, are the annual OUSD surveys of the health and wellness of our students and our schools. Together, these three surveys help schools and the District to identify areas of student and school strengths and weaknesses. The survey results guide improvement of school climate and learning supports, as well as student and parent engagement. They help to improve the quality of health and wellness, prevention, and youth development programs in our emerging Full-Service Community Schools.

As stated in the CHKS website:

At the heart of the CHKS is a broad range of key learning and health-related indicators that are used to collect student data on attitudes, behaviors, and experiences related to school and learning. School connectedness, developmental supports and opportunities, safety, violence and harassment, substance use, and physical and mental health are some of the key areas assessed by the survey.

All students in grades 5, 7, and 11 take the California Healthy Kids Survey in February. Parent permission is required for children under the age of 12. Before the survey is given, parents will receive written notice with an offer to review the survey questions.

Parents will take the California School Parent Survey and principals, teachers, and other school staff take the California School Climate Survey. These replace the Use Your Voice surveys of the past, and are more closely aligned to the District vision of Community Schools, Thriving Students.

California School Parent Survey

The California School Parent Survey collects information directly from parents that will be used to promote positive learning environments, parent engagement, as well as student achievement, health, and well-being. This short, 34-item survey aligns with the content of the student and staff surveys for comparison.

The parent survey is available in many languages: English, Spanish, Tagalog, Vietnamese, Chinese, Arabic, Hmong, Khmer (Cambodian), Korean, Lao, Russian, Ukrainian, Farsi (Persian) German, Hebrew, Hindi, Korean, Japanese, Punjabi, Samoan, Somali, Urdu, Western Armenian, Eastern Armenian, Continental Portuguese, and Brazilian Portuguese.

We hope that all Oakland public school parents will make their voices heard by participating in this survey, and influence school and district-level programs, policies, and practices by sharing their observations and experiences.

For more information about these surveys, call (510) 879-5373 or go to www.ousd.k12.ca.us/chksurvey or
• http://chs.wested.org/ (students)
• http://cpsw.wested.org/ (parents)
• http://cssc.wested.org/ (school staff)

Health Education

Drug Education

In accordance with state law, all students in elementary and secondary schools receive instruction on the effects of the use of tobacco, alcohol, narcotics, dangerous drugs, and other damaging substances, appropriate to the students’ grade level. EDUCATION CODE SECTION 51260 OUSD has adopted the state-approved Too Good for Drugs curriculum, which is taught in fourth grade. Project Alert is taught in the seventh grade, and Project Towards No Drug Abuse is taught in high school. Secondary students also receive classroom presentations from Intervention Counselors. Call 482-7125 for information, or visit www.ousd.k12.ca.us/drugeducation.

Violence Prevention Education

In accordance with state and federal requirements to implement evidence-based programs, and through our partnership with the City of Oakland’s Measure Y Violence Prevention Voter Initiative, the District has committed to ensuring that students learn alternatives to violence. OUSD preschools implement the Second Step program, which takes a social skills curriculum approach to violence prevention. OUSD elementary schools have adopted

<table>
<thead>
<tr>
<th>Name of Pesticide</th>
<th>Active Ingredient</th>
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<tbody>
<tr>
<td>ACTIVE GRANULAR ANT BAIT FIRM 1</td>
<td>ABAMECTIN B1</td>
</tr>
<tr>
<td>BOROX</td>
<td>ORTHOROBIC ACID</td>
</tr>
<tr>
<td>DELTADUST INSECTICIDE</td>
<td>DELTAMETHRIN</td>
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<tr>
<td>EMPO 20 WP POWER PAK</td>
<td>CYFLUTHRIN</td>
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<tr>
<td>GOPHER GETTER TYPE I</td>
<td>STRYCHNINE</td>
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<td>MAXFORCE</td>
<td>HYDRAJETHYLNON</td>
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<tr>
<td>PRECORDER 2000 PREMISE SPRAY II</td>
<td>METHOPRENE/PERMETHRIN</td>
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<tr>
<td>ROUND UP</td>
<td>GLYPHOSATE, ISOPROPYLAMINE SALTS</td>
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<tr>
<td>STINGER WASP</td>
<td>PYRETHRINS/Piperonyl Butoxide/Carraryl</td>
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<tr>
<td>TALSA,C GRANULAR</td>
<td>BIFENTHRIN</td>
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<tr>
<td>TEMPO 20 WP</td>
<td>CYFLUTHRIN</td>
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</tbody>
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Chemical Name | Chemical Class
--- | ---
BIO-WEED CORN GLUTEN MEAL | NOT AVAILABLE
CASTOR OIL | OIL – VEGETABLE
CEDAR LEAF OIL | OIL – ESSENTIAL
CINNAMON | BOTANICAL
CINNAMON OIL | OIL – ESSENTIAL
CITRIC ACID | NOT AVAILABLE
CLOVE OIL | OIL – ESSENTIAL
CLOVES, CRUSHED | BOTANICAL
CORN GLUTEN MEAL | OIL – VEGETABLE
CORN OIL | OIL – VEGETABLE
COTTONSEED OIL | OIL – VEGETABLE
DRAX ANTI KILL GEL BORIC ACID | NOT AVAILABLE
DRIED BLOOD | ANIMAL DERIVED
EUGENOL | BOTANICAL
GARLIC | BOTANICAL
GERANIL | BOTANICAL
GROUND SESAME PLANT | BOTANICAL
LAURYL SULFATE SALTS | SOAP
LINED OIL, BOILED | OIL – VEGETABLE
MALIC ACID | UNCLASSIFIED
MINT HERBS | BOTANICAL
MOSQUITO DUNKS BACILLUS THURINGIENSIS | NOT AVAILABLE
NEU 115MM SLUG AND SNAIL BAIT IRON PHOSPHATE | NOT AVAILABLE
OIL OF CEDARWOOD | BOTANICAL
OIL OF CITRONELLA | OIL – ESSENTIAL
OIL OF GERANIUM | OIL – ESSENTIAL
OIL OF LEMONGRASS | OIL – ESSENTIAL
OIL OF LINSEED | OIL – VEGETABLE
OIL OF PEPPERMINT | OIL – ESSENTIAL
OIL OF ROSEMARY | OIL – ESSENTIAL
OIL OF THYME | OIL – ESSENTIAL
OILS, CEDARWOOD, TEXAS | BOTANICAL
PEPPERMINT | BOTANICAL
PHENYLETHYL PROPIONATE | BOTANICAL
POTASSIUM LAURYL SULFATE | SOAP
POTASSIUM SORBATE | NOT AVAILABLE
POTASSIUM LAURYL SULFATE | SOAP
PUTRESCENT WHOLE EGG SOLIDS | ANIMAL DERIVED
RED CEDAR CHIPS | NOT AVAILABLE
RED EMBRACE | BOTANICAL
ROSEMARY | BOTANICAL
SODIUM CHLORIDE | INORGANIC
SODIUM LAURYL SULFATE | SOAP
SOYBEAN OIL | OIL – VEGETABLE
SUNFLOWER OIL | ORANGE EXTRACT
THYME | BOTANICAL
WHITE PEPPER | BOTANICAL

Interested in the most current updates about what’s happening inside OUSD schools? Follow us on Facebook or Twitter!
the Second Step program and Caring School Community, while middle schools have adopted the Second Step program or Too Good for Drugs and Violence. OUSD middle schools also have the opportunity for an active conflict resolution program where students are trained to facilitate peer-led mediations. For more information on these programs, call 879-2861 or visit www.ousd.k12.ca.us/violenceprevention.

Second Step Parent Education

Second Step is a Social Emotional Learning curriculum that teaches students the skills of empathy, emotion management, and problem solving – tools that students need both inside and outside the classroom. Second Step Parent Education provides an opportunity for parents/caregivers to learn more about the program and how it can be extended and supported at home. Parent Education workshops are available in both English and Spanish. For more information email mary.hurley@ousd.k12.ca.us or call 434-7752, ext. 218.

Sexual Health and HIV/AIDS Prevention Education

Upon written request of a parent, students may be excused from any part of instruction in sex education or health education that conflicts with religious training and beliefs. Parents are notified in writing whether District personnel or outside consultants will be providing the instruction and may request a copy of EDUCATION CODE CHAPTER 5.6, which explains their rights under the law. Parents will be offered the opportunity to inspect and review the instructional materials. They may request in writing that their child not attend the class. Such requests may be withdrawn at any time. EDUCATION CODE SECTIONS 51938, 51939, 51240; BOARD POLICY 6141.2; ADMINISTRATIVE REGULATION 6142.1

All students in seventh grade Life Science classes and high school Biology classes receive HIV/AIDS prevention instruction appropriate to their grade, unless there is a request in writing from a parent asking that the student be excused from instruction. EDUCATION CODE SECTION 51934, BOARD POLICY 6141.2, 6142.1, ADMINISTRATIVE REGULATION 6141.2, 6142.1

For more information contact your principal or science teacher.

Safety

Parent Responsibility for Dropping Off and Picking up Children at School

Parents are responsible for their children’s safe arrival to school and return home. Parents are responsible for arranging before- and afterschool child care for their children. Dropping off your child at school before staff supervision officially begins or leaving your child at school after the school day ends may be considered neglect and can result in a referral to Child Protective Services or the Oakland Police Department. Refer to the Directory for schools with child-care programs.

Child Custody Court Orders/Restraining Orders

District staff will comply with child custody and restraining orders as long as they do not conflict with state or federal Education Code requirements or other statutory duties imposed on the District. Please submit or mail complete copies of the orders to the school sites and/or child-care centers of each child named in the court order; and Oakland Unified School District, Office of the General Counsel, 1025 Second Avenue, Room 406, Oakland, CA 94606. Parents should confirm receipt by staff at the school site by checking in with their child’s teacher or principal.

Accidents, Injuries, Medical and Hospital Services, Insurance

If an accident occurs at school, first aid for minor injuries will be provided and parents notified. In cases requiring an ambulance, effort will be made first to contact the parent named on your child’s emergency card. The District typically does not provide medical or hospital services or insurance for accidents or injuries to students injured at school or during school-sponsored trips or activities. We encourage parents to purchase optional student accident insurance. EDUCATION CODE SECTION 49472, BOARD POLICY 5143

Disaster Plan

If a disaster occurs during school hours, school will not be dismissed without the express approval of the Superintendent or his designee. Students will remain under the supervision of school authorities until released to parents or their pre-authorized representative. Check with the principal for details about your school’s disaster plan. Please become familiar with the plan and discuss with your child how you will connect after a major earthquake or other disaster.

Parents are also asked to complete the annual Emergency Card and Student Earthquake/Disaster Form. Children will be released only to individuals listed on the Emergency Card and/or the Student Earthquake/Disaster Form. It is absolutely imperative that the Emergency Card and Earthquake/Disaster Form at school be kept current and accurate. Please be sure to update the information during the school year if your place of work, phone number, or home address changes. You can pick up a card in your school office.

Fire and Earthquake Safety

Telephone systems quickly become overloaded in an emergency, so please do not try to phone the school in the case of an emergency. Instead, come to school or send a person listed on your Emergency Card to pick up your child. Check your local radio and television stations for information during local disasters and emergencies.

Fire and earthquake drills are held regularly by all schools. Please encourage your child to practice these drills responsibly and to follow all procedures required by school officials.

Special Needs Students

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

Visually impaired or blind students should have an extra cane at school even if they have a Seeing Eye Dog.

Sex Offender Notification

Parents can locate registered sex offenders by visiting www.meganslaw.ca.gov to search their geographic areas of interest, or contact your local law enforcement agencies directly for additional information. Parents may also call the District’s Police Services at 874-7777.

INFORMATION AND PRIVACY

Access to personal information, media rights and responsibilities, and students’ use of the Internet are subject to the following regulations.

Parents’ Rights Concerning Student Records

The Family Educational Rights and Privacy Act of 1974 (20 USC SECTION 1232G) and CALIFORNIA EDUCATION CODE SECTION 49063 require the District to inform parents that they and other persons authorized by law have the right to inspect and review any and all official records, files, and data concerning pupils. The District does not allow access to those records to those not so authorized. Refer to ADMINISTRATIVE REGULATIONS 5125S, 5125.1 for additional information.

• Parents have the right to inspect and review any and all school records, files, and data related to their minor child. The school will make these documents available for inspection no later than five school days following the date of request. EDUCATION CODE SECTION 49069
• Parents may obtain up to two copies of their child’s academic transcripts at no cost. EDUCATION CODE SECTION 49065
• Following inspection and review, parents with legal custody of their child may challenge the content of pupil records. See Administrative Regulation 5125.3 for additional information.
• Parents who have legal custody of their child may consent in writing to the release of their child’s records to any person or institution. EDUCATION CODE SECTION 49061

Release of Personal Information
OUSD uses contractors, consultants, volunteers, etc. as agents to provide certain institutional services and functions. To that end, we occasionally disclose education records to outside service providers (FERPA notification).

Under the federal No Child Left Behind Act, the District is required to release the Military Recruitment Office the names, addresses, and telephone numbers of students age 16 or older. Parents can opt out of this requirement by completing the form on the Emergency Card and returning it to the school immediately. You can pick up an Emergency Card to complete in your school office.

Directory information may also be provided to qualified employers, college recruiters, and school-based parent-teacher-student committees unless parents provide their objection in writing to the principal. Refer to ADMINISTRATIVE REGULATION 5125.3 for additional information. EDUCATION CODE SECTIONS 49061, 49073

Tests on Personal Beliefs
Students will not be questioned on surveys or examinations about their or their parent’s personal beliefs or practice in sex, family life, morality, or religion unless the parent is notified first in writing and gives written permission for the student to answer such questions. EDUCATION CODE SECTION 51513

Internet Use
All students and parents must read and sign our Acceptable Internet Use Policy. The form is distributed at registration and must be completed and submitted to the school site. You can view it online through the link provided at www.ousd.k12.ca.us/InternetAUP. OUSD may provide student email accounts to supplement academic programs.

The Internet and other online resources, including student email accounts, provided by the District are revocable privileges intended to support the instructional program and further student learning. Students must not access, post, submit, publish, or display harmful matter or material that is threatening, obscene, disruptive, or sexually explicit or that could be construed as harassment or disparagement of others as prohibited by the District’s nondiscrimination policy. Bullying, including bullying committed by students or school employees, is threatening, obscene, disruptive, or sexually explicit or that could be construed as harassment or disparagement of others as prohibited by the District’s nondiscrimination policy. Bullying, including bullying committed by means of electronic communication (“cyberbullying”), will not be tolerated and is grounds for disciplinary action up to and including suspension or expulsion.

Harmful matter includes that which to the average person depicts or describes in a patently offensive way sexual conduct and lacks serious literary, artistic, political, or scientific value for minors. The principal will decide whether a user of Internet resources has violated any of these policies. The principal may revoke or suspend a student’s access to the Internet at the school site at any time. The decision of the principal or his or her designee will be final. BOARD POLICY 6163.4

Press Coverage
As a policy, the District tries to facilitate requests for press coverage of school activities without jeopardizing either the learning process or student and employee privacy. All media requests should be coordinated through the Communications Office or the school site, reporters, photographers, and all other visitors must check in at the front office upon entering a school site.

Parental permission for reporters to interview or photograph students is not required, but parents may complete a Media Opt-Out Form if they wish for their child not to be photographed or filmed. The opt-out form in the back of this Parent Guide is also available online at www.ousd.k12.ca.us/mediaoptoutform. Whenever possible, teachers and principals will inform parents in advance of scheduled interviews. BOARD POLICY 1112

Distribution of Material at School Sites
Distribution of fliers and other materials to students or staff through the schools must first be approved by the Communications Office at 1025 Second Avenue. According to the District’s distribution policy, all such material should support the education of students and not be of a religious, political, or commercial nature. Approved material will contain a stamp noting that it has met the District’s policy requirements. For details, call 879-8242 or go to www.ousd.k12.ca.us/flyerdistribution. Publications of official parent-teacher organizations are exempt from this policy.

School Photos
The principal at your child’s school site is responsible for arranging professional photography for your child’s class as well as individual student pictures. Please contact the principal for additional information.

Requests for District Records
The public may request access to existing non-confidential District records. Requests must be made in writing and emailed, mailed, or faxed, or hand-delivered to the Communications Department, located in Room 319 at 1025 Second Avenue, Oakland, CA 94606. Emailed requests are preferred. Please email requests to rebecca.hopkins@ousd.k12.ca.us. If you send your records request via other means, please confirm receipt with Rebecca Hopkins at rebecca.hopkins@ousd.k12.ca.us. The District will respond within 10 working days acknowledging receipt of your request, asking for clarifications if necessary, and giving you a time frame in which it will produce the information if it is not readily available. You will be asked to cover the cost of copying records. Before you make a request, check first on the District’s website at www.ousd.k12.ca.us or call the Communications Department at 273-3205 to see if the information is readily available.

PERSONAL APPEARANCE AND PROPERTY
Consistent with the District’s goal of providing safe and respectful school communities, students are to dress and conduct themselves in a manner that demonstrates the seriousness appropriate in a learning environment.

Dress and Grooming
In accordance with BOARD POLICY 5132, OUSD students must follow guidelines for dress and grooming at all regular school activities. Current guidelines apply to shoes; writing, pictures, and insignia on all personal items; and hats and head coverings. For school-site policies on uniforms and or restrictions on gang-related apparel, talk to the principal.

Personal Property
Students are discouraged from wearing expensive clothing or jewelry and from bringing expensive personal items to school. The District is not responsible for the loss of students’ personal property.

Cell Phones and Other Electronic Equipment
Use of cell phones, pagers, and other electronic equipment is prohibited during class. Prohibited equipment may be confiscated from a student and held until the end of the class period, school day, or activity. BOARD POLICY 5131
School Climate and Discipline

Every student has the right to learn in a safe and secure school environment. The principal or his or her designee has the legal authority to determine whether anyone has interfered with the good order or peaceful conduct of the school and may invoke consequences, including police arrest, if appropriate. Copies of policies and procedures for student conduct and discipline are available in the Appendix. BOARD POLICIES 5144, 5144.1; ADMINISTRATIVE REGULATIONS 5144, 5144.1, 5144.2

SCHOOL CLIMATE AND DISCIPLINE

Every student has the right to learn in a safe and secure school environment. The principal or his or her designee has the legal authority to determine whether anyone has interfered with the good order or peaceful conduct of the school and may invoke consequences, including police arrest, if appropriate. Copies of policies and procedures for student conduct and discipline are available in the Appendix. BOARD POLICIES 5144, 5144.1; ADMINISTRATIVE REGULATIONS 5144, 5144.1, 5144.2

Positive School Climate and Anti-Bullying Policies

The Positive School Climate Policy promotes a caring community through the development of mutually respectful relationships, high expectations for all students, and opportunities for meaningful participation. A positive school climate helps to build student attachment to school, which research links closely with academic success, reducing risky behaviors, and increasing healthy decision-making. OUSD is committed to developing discipline and classroom management strategies that promote youth development, equity, and personal and social responsibility. BOARD POLICY 5137

Bullying affects all children—whether they are victims, bullies, or bystanders:

Bullying is defined as the use of aggression, intimidation and/or cruelty with the deliberate intent of hurting another person verbally, physically or emotionally. Bullying usually involves an abuse or imbalance of power, and results in pain and stress to the victim. Individuals or groups may be involved, and there is typically a repeated pattern of negative behavior. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media (including but not limited to Facebook and MySpace), or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Any student engaging in bullying, including cyberbullying, on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, may be subject to discipline.

The Student Bullying Policy more fully defines bullying behaviors and gives guidelines for prevention and intervention. If you believe your child may be the target of harassment or bullying, including cyberbullying, you are encouraged to report your concerns directly to an administrator or staff person at your child’s school. For additional information on the Positive School Climate and Anti-Bullying policies, please call 434-7752. BOARD POLICY 5170

Parents can help protect children from bullying by talking about the problem. Begin by asking, how things are going at school and what they think of the other kids in their classes. Simply asking your child if anyone gets picked on or bullied at school can help protect children.

Call 639-3340 for more information. BOARD POLICIES 5137, 5170, & ADMINISTRATIVE REGULATION 5170.

Conflict Resolution/ Peer Mediation Programs

At many OUSD school sites, student Conflict Managers are selected and trained to resolve nonphysical conflicts among their peers. The OUSD Conflict Resolution program provides an opportunity for a representative group of students to use communication skills to manage and resolve interpersonal conflicts through mediation and/or restorative justice practices. This program enables students, parents, and staff to engage in peacemaking processes to resolve conflicts that might otherwise result in harm and interfere with learning throughout the school day. The conflict resolution program is at many of the OUSD middle school sites; peer mediation programs are being implemented at an increasing number of high school sites as well. For information about the curriculum or setting up a Conflict Resolution program, call 639-3340 or the Violence Prevention program specialist at 879-2861 or visit www.ousd.k12.ca.us/violenceprevention. BOARD POLICIES 5138.

Restorative Justice

Restorative Justice is a set of principles and practices employed in Oakland Unified Schools to respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. Restorative practices are used in the classroom to help create a caring and supportive environment with a focus on relationship building. Restorative Justice is also used to re-enter students into school after suspension, expulsion or incarceration. Learn more about our Restorative Justice program by contacting David Yusem, Program Manager for Restorative Justice, at david.yusem@ousd.k12.ca.us or call at 639-3340.

Grounds for Disciplinary Action

The following acts—whether occurring on school grounds, during lunch on or off campus, while going to or from school, at a school function, or off campus if it is likely to cause a substantial disruption of school activity—may result in disciplinary action:

- causing, attempting to cause, or threatening to cause physical injury to another person
- willfully using force or violence upon another person, except in self-defense
- possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object
- unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind
- unlawfully offering, arranging, or negotiating to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then either selling, delivering, or otherwise furnishing that substance to another person, or selling, delivering, or otherwise furnishing to a person another substance or material and representing it to be a controlled substance, alcoholic beverage, or intoxicant
- committing or attempting to commit robbery or extortion
- causing or attempting to cause damage to school property or private property
- stealing or attempting to steal school property or private property
- possessing or using tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, unless by prescription
- committing an obscene act or engaging in habitual profanity or vulgarity
- unlawfully possessing or offering, arranging, or negotiating to sell any drug paraphernalia
- disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school
personnel engaged in the performance of their duties

- knowingly receiving stolen school property or private property
- possessing an imitation firearm (something that would lead a reasonable person to conclude that the replica was a firearm)
- committing or attempting to commit sexual assault or committing sexual battery
- harassing, threatening, or intimidating a student who is a complaining witness or a witness in a student disciplinary proceeding, for the purpose of preventing the student from being a witness, retaliating against the student for being a witness, or both
- for students in grades 4 to 12, committing sexual harassment
- for students in grades 4 to 12, participating in, causing, attempting, or threatening to cause hate violence
- for students in grades 4 to 12, intentionally engaging in harassment, threats, or intimidation against school district personnel or another student that is severe enough to disrupt the other student’s class work, creates substantial disorder, or invades the rights of a student or students by creating an intimidating or hostile educational environment
- engaging in, or attempting to engage in hazing
- making terrorist threats against school officials or school property
- unlawfully offering or arranging to sell, negotiating to sell, or having sold the prescription drug Soma
- aiding and abetting, as defined by Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person
- releasing a dangerous substance, as defined by Section 11175 of the Penal Code
- engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

EDUCATION CODE SECTIONS 48900, 48900.2–48900.4, 48900.7, 48915

Due Process Rights

All school staff members are expected to treat all students in a consistent, fair, and equitable manner and to assure due process for all students. Parents and students have the right to:

- be informed of the policies and rules governing student conduct and discipline
- be informed of charges of misconduct and the evidence used as a basis for the charges
- present their version of the facts and any supporting evidence or testimony to the appropriate school administrator prior to disciplinary action being taken, unless the administrator deems it an emergency situation
- have a conference with school staff
- be notified in advance of any disciplinary hearing
- subpoena witnesses, and appear and be represented in disciplinary hearings
- appeal expulsion decisions to the Alameda County Board of Education within 30 days

EDUCATION CODE SECTION 48910

Disciplinary Actions

Students found to have committed any act of misconduct listed as “grounds for disciplinary action” (preceding) may be suspended, involuntarily transferred to an opportunity or continuation school (see Alternative Education programs in the Directory), or expelled from school following a hearing. This includes students enrolled in special education programs or receiving educational services pursuant to Section 504.

Five actions will result in immediate suspension and recommendation for expulsion if a student commits any of them at school or at a school activity:

1. possessing, selling, or otherwise furnishing a firearm
2. brandishing a knife at another person
3. selling a controlled substance
4. committing or attempting to commit sexual assault or battery
5. possessing explosives

EDUCATION CODE SECTION 48915

For other actions, OUSD supports alternatives to suspension and expulsion. Such solutions can address possible causes of the behavior, including misdirected goals and unmet needs on the part of the student. In some cases, these alternatives may include making restitution to those affected or harmed by the behavior. Some alternatives used by OUSD schools include the following:

- restorative justice practices, such as circles of support and accountability
- Saturday school
- opportunity transfers
- peer accountability systems, such as McCullum Youth Court
- conflict resolution programs
- community service activities
- behavioral contracts
- home visits and/or conferences with family members
- on-campus suspension
- loss of privilege (such as recess)
- changes in schedule

If you have further questions about discipline, please contact your school site or the office of the Pupil Discipline Hearing Panel at 879-2702.

Contacting the Police

When students are alleged to have broken the law, school officials are obligated to contact and report the incident to the police. Situations that require contacting the police include physical attacks upon students or staff; students or others in possession of firearms or other weapons; threats of violence by anyone; and the possession or selling of drugs. Once a situation is reported, it is the responsibility of the police department to decide whether to investigate.

Defiance

Students who disrupt school activities or otherwise defy the valid authority of supervisors, teachers, administrators, school officials, or other school staff
personnel engaged in the performance of their duties will be subject to
disciplinary action. Whenever possible, alternatives to suspension will be
used with students who defy adults or disrupt school activities. If these
alternatives fail to correct the behavior, students may be suspended
depending on the severity of the behavior.

**Police Interviews with Students**

Police officers may question a student at school in connection with their
investigation of a school-related matter or an incident of suspected child
abuse or molestation, or in an emergency situation. School officials will
summon the student to the office for the interview. BOARD POLICY 5145.11

**Suspension**

A student may be removed from regular school activities for up to five
school days at a time and not more than 20 school days in any school year.
If a student enrolls in or is transferred to another comprehensive school, an
opportunity school or class, or a continuation school or class, the student
may not be removed from school for more than 30 days in any school year.
Parents must be notified in writing in their primary language of the reasons
for suspension. EDUCATION CODE SECTION 48903

Suspended students may not be present on any school property or attend
any school activity, whether at a public or private facility, during the entire
time period of suspension. Students are required to complete all assignments
and tests missed during the period of suspension. Except in emergencies,
before students are suspended they will meet with a site administrator
to discuss the misconduct and present their version of the incident and
evidence in their defense. Suspension and the length of the suspension shall
be determined on a case-by-case basis with the administrator imposing the
suspension, taking into account any mitigating or aggravating circumstances.

**Involuntary Transfer**

If it is determined that a student has committed any act of misconduct
listed under the “grounds for disciplinary action” in BOARD POLICY 5144.1 (see
the Appendix), or that the student has been habitually truant or irregular
in attendance, the student may be involuntarily transferred for adjustment
purposes to another comprehensive school or to an opportunity or
continuation school (please see the information about our Alternative
Education Programs on page 21). EDUCATION CODE SECTION 48432.5

**Mandatory Expulsion Recommendation**

The principal or the superintendent shall recommend a student’s expulsion
for violation of EDUCATION CODE SECTIONS 48900 (A)–(E), unless the principal or
superintendent finds, and so reports in writing to the Pupil Disciplinary
Hearing Panel (PDHP), that expulsion is inappropriate due to the
particular circumstances of the incident. Once a student is referred for an
expulsion hearing, the PDHP meets to hear the matter and determine if a
recommendation for expulsion to the superintendent is appropriate. The
student and parents are notified of their due process rights. The findings
and recommendations of the PDHP are submitted to the superintendent,
who makes the final decision. Any student who is expelled has the right to an
education and may be referred to the Alameda County Office of Education
for that service.

**Mandatory Expulsion**

In cases where the principal or superintendent determines that a student
has committed any of the following actions on school grounds or at a
school activity off school grounds, the student must be suspended and
recommended for expulsion: (1) possessed, sold, or furnished a firearm; (2)
brandished a knife or other weapon at another person; (3) unlawfully sold a
controlled substance; (4) committed or attempted to commit a sexual assault
or committed a sexual battery, as defined in EDUCATION CODE SECTION 48900 (N); OR
(5) possessed explosives.

**Liability for Damages and Losses**

Parents are legally liable for all the damages caused by the willful misconduct
of their minor children that result in death or injury to other students,
members of the school staff or school volunteers, or that result in damage to
school property. Such liability shall not exceed an adjusted limit of $10,000.
They are also liable for the following:

- any reward posted by the District for the apprehension and successful
  prosecution of any unemancipated minor for the offenses stated above (not
to exceed the adjusted limit of $10,000)

- all textbooks, musical instruments, or other school property loaned to the
  student and not returned. The District may withhold from the student and
  parents the grades, diplomas, or transcripts of the student responsible until
damages are paid or the property returned, or until completion of a voluntary
work program in lieu of payment of monetary damages. EDUCATION CODE SECTION
48904
APPENDIX
In the following texts, “Board” and “Governing Board” refer to the Oakland Board of Education. All Board policies and administrative regulations can be viewed online at www.oUSD.k12.ca.us.

ENROLLMENT & REGISTRATION (See page 11). Appendices A–D

Appendix A: Administrative Regulation 5116.1 — Intradistrict Residency

Criteria for Residency
Prior to admission in district schools, students shall provide proof of residency.

(cf. 1111 - Admission)

A student shall be deemed to have complied with residency requirements if he/she meets any of the following criteria:

1. The student’s parents/guardians reside within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed childcare institution, a licensed foster home or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student has been through the district’s interdistrict attendance program. (Education Code 48204)

(cf. 1117 - Interdistrict Attendance)

4. The student is an emancipated minor residing within district boundaries (Education Code 48204)
5. The student lives with a care giving adult within district boundaries. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204)

(cf. 6183 - Home and Hospital Instruction)

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 53137)

Proof of Residency

The Superintendent or designee shall retain a copy of the document or written verification offered as proof of residency. In addition, the Superintendent or designee shall annually verify the student’s residency and retain a copy of the document or written statement offered as verification. (5 SCC 432)

When presented with a substitute address designated by the Secretary of State for victims of domestic violence or stalking residing within district boundaries, the Superintendent or designee shall accept and use the substitute address for all future communication and correspondence and in all public records. (Government Code 6207)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

If any district employee reasonably believes that the parent/guardian of a student has provided false or unreliable evidence of residency, the Superintendent or designee shall maintain reasonable efforts to determine whether the student meets legal residency requirements.

Legal Reference:

EDUCATION CODE

35351 Assignment of students to particular schools
48050–48053 Nonresidents

48200–48204 Persons included (compulsory education law)
48204.6 Evidence of residency
48206.3–48028 Students with temporary disability
48980 Notification of parent or guardian
52317 Admission of persons including nonresidents to attendance area

FAMILY CODE

6550–6552 Caregivers

GOVERNMENT CODE

6205–6211 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Varieties of student records

CODE OF REGULATIONS, TITLE 22

87001 Definitions

Management Resources:

CDF LEGAL ADVISORY

0303.95 Verification of residency, LO: 1-95
1115.88 Application of residency requirements for homeless children and youth, LOS: 88

SECRETARY OF STATE

Letter re: California Confidential Address Program Implementation ($8 489)

WEB SITES

California Secretary of State: www.ss.ca.gov

7/14/04

Appendix B: Administrative Regulation 5116.1 — Intradistrict Open Enrollment

AR 5116.1 — Intradistrict Open Enrollment

Enrollment under the No Child Left Behind Act

The Intradistrict Open Enrollment window allows all students in program improvement, corrective action or restructuring schools an opportunity to transfer to another OUSD school. The application for Intradistrict Open Enrollment allows for specific mention of this provision.

School Grounds that becomes dangerous for a student

Within a reasonable amount of time, not to exceed 10 days after notification that a student becomes the victim of a violent criminal offense while on school grounds, the student’s parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. The Superintendent or designee shall consider the student’s needs and parent/guardian preferences in making the school assignment. If the student’s parents/guardians choose to transfer their child, the transfer shall be completed as soon as practicable.

After learning that a school has been designated as “persistently dangerous,” within a reasonable amount of time, the Superintendent or designee shall notify parents/guardians of the school’s designation and of their option to transfer.

(cf. 0450 - Comprehensive Safety Plan)

The Superintendent or designee shall consider the number of transfers of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian’s preference if the assignment is not feasible due to space constraints or other considerations. Upon assignment, the transfer shall be completed as soon as possible. If parents/guardians decline the assigned school, the student may remain in his/her current school.

This temporary transfer shall remain in effect as long as the student’s school of origin is identified as “persistently dangerous.”

Siblings

Pursuant to district policy, all siblings have the priority to attend the school that their sibling is currently attending in order to keep families together. Pre-K, 5th grade and 8th grade families must participate in the Intradistrict Open Enrollment process for the following year by completing an application for their neighborhood schools within the open enrollment window. Upon assignment, they must confirm their enrollment at the school site by the May confirmation date or forfeit their assignment. Priority is given first to students who already have a sibling attending the school. Second priority is given to neighborhood residents. Any schools that have available space after these priorities can receive additional students from outside of the neighborhood through the Intradistrict Open Enrollment process.

Intradistrict Open Enrollment priorities will be considered after the siblings of the school’s existing students, residents without siblings or residents who reside within an elementary school’s mega boundary as defined by Board policy or who have been re-directed from their overcrowded neighborhood school.

Other Intradistrict Open Enrollment

To implement Intradistrict Open Enrollment pursuant to Education Code 35160.5:

1. Pre-K, 5th grade, 8th grade students/families and those who wish to change schools complete applications during the Intradistrict Open Enrollment Window. Our process emphasizes siblings first.

2. The Superintendent or designee shall identify those schools, which may have space available for additional students for the following school year. A list of these schools and open enrollment applications shall be available online and at the Student Assignment Center during the Intradistrict Open Enrollment Window period.

3. Students of parents/guardians who submit applications to the district shall be considered for admission to their school of choice the following school year under the district’s open enrollment policy.

4. If the number of applicants exceeds the number of available spaces, a lottery process from the eligible applicant shall determine enrollment in a school of choice. The lottery will prioritize neighborhood and non-neighborhood siblings first, neighborhood students without siblings second, students residing within the elementary school’s mega boundary as defined by Board policy who have been re-directed from their overcrowded neighborhood school, PI status of the student’s neighborhood school and random lottery for remaining applicants.

5. The Superintendent or designee shall inform applicants by mail their assignments from the lottery. The Student Assignment Center will manage the appeal process. Students who are placed on a waitlist by appealing after the lottery, students will only be placed on a waitlist if he/ she resides in the neighborhood, has a sibling at the school, or has other extenuating circumstances that will be handled on a case by case basis. Those who appeal will be informed of their approval, denial or waitlisted status within three weeks. After the enrollment confirmations occur in May at the school sites, students on a waitlist will be placed at their desired school as space becomes available.

6. Late applications, including transfer requests after the open enrollment window, for the following year will be treated within the appeal process. Transfer requests for documented safety reasons, family relocation, or PI status during the coming school year will be handled by the Student Assignment & Bilingual Testing Office pursuant to Board Policy. All other transfer requests will be determined by the school’s supervising Network Executive Officer.

7. Assigned applicants must confirm their enrollment by registering at their assigned school within the open enrollment window. Failure to do so will forfeit their assignment and allow placement of those active on the waitlist.

Once enrolled, a student shall not be required to apply for readmission. Any complaints regarding the selection process shall be submitted to the Superintendent or designee.

(cf. 1312 - Complaints Concerning the Schools)

12/6/07, 12/19/07A, 6/25/08A

Appendix C: Board Policy 5116.1 — Intradistrict Open Enrollment

BP 5116.1

Students

Intradistrict Open Enrollment

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students with limited enrollment capacity. The Superintendent or designee shall establish procedures for the selection and transfer of students in accordance with law, Board policy and administrative regulations.

(cf. 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district.

(Education Code 35160.5)

(cf. 5111.1 - District Residency)

(cf. 5111.2 - Residency Based on Parent/Guardian Employment)

(cf. 5111.3 - Residency for Homeless Children)

The Board shall annually review this policy.

(Education Code 35160.5, 48980)

Enrollment Priorities

Priority for attendance outside a student’s attendance area shall be given as follows:

1. In recognition of the Governing Board’s stated policy goal of keeping families and siblings together, siblings of students who are enrolled in the school and who will be enrolled in the school concurrently with their sibling in the same school the following year, shall have first priority.

(Education Code 35160.5)

2. Elementary school students who are unable to attend the school of choice due to overpopulation of their neighborhood school, shall have priority to attend an elementary school within their middle school boundary as set forth in Board Policy 5116.6 School Attendance Boundaries.

Middle or high school students who are unable to attend the school within their attendance boundary due to overcrowding of their neighborhood school, shall have priority to attend the next closest school based on available space.

3. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school. (20 USC 6316)

(cf. 0420.4 - Charter Schools)

(cf. 0502.2 - Title I Program Improvement Schools)

(cf. 6171 - Title I Programs)

4. Beginning in the 2003-04 school year, while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school or charter school. (20 USC 7912; 5 CCR 11992)

(cf. 0450 - Comprehensive Safety Plan)

5. The Superintendent or designee may approve a student’s transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of harassment or threats to the emotional stability of the student.

To grant priority under these circumstances, the Superintendent or designee must have received either:

(Education Code 35160.5)

(a) A written statement from a representative of an appropriate state or local agency, including

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Oakland Unified School District

Parent Guide 2012-2013
but not limited to a law enforcement official or social worker; or a property licensed or registered professional, including, but not limited to, a psychiatrist, psychologist or marriage and family therapist.

b. A court order, including a temporary restraining order and injunction

6. Priority shall be given to students whose parent/guardian is assigned to that school as his/her primary place of employment.

For all other applications for enrollment outside a school’s attendance area, a Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted. Exception is made where a school accepts enrollment requests that are in excess of the school’s capacity.

Appendix D: Board Policy 5117 – Interdistrict Attendance

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons. The Board desires to communicate with parents/guardians and students regarding the educational programs and services that are available.

(11) 5116.1 – Intradistrict Open Enrollment

(11) 5117.1 – Interdistrict Attendance Agreements

(11) 5117.2 – Alternative Interdistrict Attendance Program

(11) 5145.6 – Parental Notifications

Legal Reference: EDUCATION CODE

46600-46611 Interdistrict attendance agreements

48209-48209.17 Student attendance alternatives

49915 Expulsion; particular circumstances

49915.1 Expelled individuals: enrollment in another district

49918 Rules governing expulsion procedures

49980 Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

11992-11994 Definition of persistently dangerous schools

EDUCATION CODE

48204 Residency requirements for school attendance

48209-48209.17 Student attendance alternatives

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

49918 Rules governing expulsion procedures

49980 Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

6316 Transfers from program improvement schools

7912 Transfers from persistently dangerous schools

11992-11994 Definition of persistently dangerous schools

DEPARTMENT OF EDUCATION GUIDANCE

5/30/01, 5/30/01

7/10/01

1. The district will take the following actions to involve parents in the development of its district wide parental involvement plan under section 1112 of the ESEA:

• Engage with parents on the District Advisory Council in the evaluation of the district wide parental involvement plan, and in any necessary revisions or additions to the plan.

• Engage with parents on the District English Learner Advisory Committees, PTAs, Parent Leadership Teams, family centers, and other parent leaders.

• Engage with parent leaders of community based organizations that have parent constituencies.

• Engage with parents about the effectiveness of family engagement practices in schools, at meetings organized by Principals, Family Engagement Coordinators, School Site Councils, English Learner Advisory Committees, PTAs, Parent Leadership Teams, family centers, and other parent leaders.

• Engage with parents about the effectiveness of family engagement practices in schools, at meetings organized by Principals, Family Engagement Coordinators, School Site Councils, English Learner Advisory Committees, PTAs, Parent Leadership Teams, family centers, etc. Provide translation services, as appropriate, at parent/ community meetings.

• Participate in the Annual Evaluation of the district Parent Involvement Policy, coordinate the collection and reporting of all district advisory group evaluations by the District Advisory Council (DAC) for compensatory education programs.

• Participate in the revision of the district Parent Involvement Policy, as needed, according to evaluation results.

• Conduct District Advisory Council (DAC) review of programs in the Consolidated Application with input for budget consideration.

6. The district will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved.
PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS:

The District recognizes that in the context of the rich diversity of our city, families from all racial, ethnic, cultural, economic, and educational backgrounds share common ground in being interested in their children’s learning, and in wanting their children to succeed in school and in life. Families can and do have a positive influence on their children’s learning. Families can and do influence achievement by holding schools and school districts accountable for high performance. To achieve academic success for all students, we must tap the power of the family.

1. The District and the schools within the District will provide families across the grades levels, from pre-K through grade 12, with a broad range of opportunities for involvement, including advocacy roles, leadership roles, and in learning.

2. In the School Community: Families attend broad school events and lend a helping hand.

3. In the School Community: Families attend broad school events and lend a helping hand.

4. In the School Community: Families attend broad school events and lend a helping hand.

5. The district and the schools within the district will be guided by the Community Plan for Accountability in Schools (ComPASS) standards in planning, implementing, and assessing Family Engagement programs and activities.

ComPASS Standards:

1. We will ensure that every student has learning opportunities that promote cultural responsiveness and security.

2. We will ensure that every student and family is informed and can choose the educational programs that meet their needs.

3. We will ensure that every student and family has timely access to data about performance and satisfaction and provides input into key school and district priorities and decisions used to make improvements in their school community.

4. We will ensure that students participate actively in multidimensional learning communities and have in their lives adults who pursue individual development and continued learning opportunities.

5. We will ensure that every student has a rigorous, personalized and fulfilling academic experience.

6. We will ensure that every student learns in an environment that builds resiliency, where there are high expectations and creating a climate conducive to productive dialogue.

7. We will ensure that there is clear, direct and timely communication and space for members of the community to engage in meaningful and productive dialogue.

8. We will ensure that every student has access to nutritious meals, clean learning environments, mental and physical health support, physical education and adults who support healthy lifestyles.

9. We will ensure that every student is safe at school and has safe passage to and from school and in the neighborhood surrounding the school.

In the end, our vision is that every parent and caregiver in Oakland has a voice and decision-making power in their child’s education; that families and teachers work together towards their child’s achievement; that families understand what their child is held accountable for and by when, and that we are holding families accountable for their role as they hold us to ours. Ultimately, we want parents and caregivers to truly have co-ownership of our schools so that together they can help our children become successful and healthy adults.

PART IV. ADOPTION

This District-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents, children participating in Title I, Part A programs, as evidenced by:

- Presentations and discussions at school sites.
The following policy addresses harassment of and/or by students. For the policy addressing the sexual harassment of employees, see 5/AR 4119.11/4219.11/4319.11 - Sexual Harassment. The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or others, at school, at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in a complaint process established pursuant to this policy and the administrative regulation.

**Definition**

Sexual harassment is unwelcome conduct of a sexual nature that deprives students of access to educational benefits or opportunities provided by the District and/or that has the purpose or effect of creating a hostile academic environment.

**Instruction/Information**

The Superintendent or designee will endeavor to provide all district students with age-appropriate instruction and information on sexual harassment. Such instruction and information will include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
2. A clear message that students are not expected to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even when the victim of the harassment has not complained; and,
4. Information about the person(s) to whom a report of sexual harassment should be made.

(See pages 5-17 for full policy)

**EQUITY & NONDISCRIMINATION**

Appendix H, I

Appendix H: Board Policy 5145.7 — Sexual Harassment

The following policy addresses harassment of and/or by students. For the policy addressing the sexual harassment of employees, see 5/AR 4119.11/4219.11/4319.11 - Sexual Harassment. The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or others, at school, at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in a complaint process established pursuant to this policy and the administrative regulation.

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2. A clear message that students are not expected to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even when the victim of the harassment has not complained; and,
4. Information about the person(s) to whom a report of sexual harassment should be made.

(See pages 5-17 for full policy)
Within two weeks after receiving the complaint, the student shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:

a. The Superintendent or designee
b. The parent/guardian of the student who complained
c. If the alleged harasser is a student, his/her parent/guardian
d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth

e. Child protective agencies responsible for investigating child abuse reports
f. Legal counsel for the District

4. When the student who alleged harassment and the alleged harasser so agree, the principal or designee may issue a cease and desist order for the time of the initial complaint. The principal or designee shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. In reaching a decision about the complaint, the principal or designee may take into account:

a. Statements made by the persons identified above
b. The details and consistency of each person’s account
c. Evidence of how the student alleged harassment reacted to the incident
d. Evidence of any past instances of harassment by the alleged harasser
e. Evidence of any past harassment complaints that were found to be untrue

6. To judge the severity of the harassment, the principal or designee may take into consideration:

a. How the misconduct affected one or more students’ education
b. The type, frequency and duration of the misconduct
c. The number of persons involved
d. The age and gender of the person accused of harassment
e. The subject(s) of harassment
f. The place and situation where the incident occurred
g. Other incidents at the school, including incidents of harassment that were not related to gender

7. The principal or designee shall inform both the student who alleged harassment and the accused student of his/her findings, decision, and reasons for the decision. If possible, the findings, decisions, and reasons shall be provided within one week of the time of the initial complaint.

8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If possible, the written report shall be provided within two weeks of the initial complaint. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.

9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a copy of this information and shall continue this follow-up, as needed.

Enforcement
The Superintendent or designee shall take appropriate actions to enforce the District’s sexual harassment policy. As needed, these actions may include any of the following:

1. Notifying Child Protective Services
2. Notifying parents/guardians of the actions taken.
3. Providing staff inservice and student instruction or counseling.
4. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.
5. Removing vulgar or offending graffiti.

SCHOOL CLIMATE & DISCIPLINE (See pages 33-35).
Appendices J–L
Appendix J: Administrative Regulation 5144 — Discipline
Site-Level Rules
In developing site-level disciplinary rules, the school shall solicit the participation, views and advice of one representative selected by the following groups: (Education Code 35291.5)
1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For junior high and high schools, students enrolled in the school

The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school. Each school shall file a copy of its rules with the Superintendent or designee.

The rules shall be consistent with law, Governing Board policy and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

Each school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling
2. Disciplinary conference with parents/guardians
3. Recess restriction
4. Detention during and after school hours
5. Community service
6. Reassignment to an alternative educational environment
7. Suspension and expulsion
8. Corporal punishment

Corporal Punishment
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 48915)

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, student, another student or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 48901)

CAF 4158/4158.3 - Employee Security
CAF 51317.1 - Weapons and Dangerous Instruments

Recess Restriction
A teacher may restrict a student’s recess time when he/she believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee’s supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

Deterrence After School
Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school. (cf. 6176 - Weekend/Saturday Classes)

Community Service
As part of or instead of disciplinary action, the Board, Superintendent, principal or principal’s designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student’s parent/guardian off school grounds, during non-school hours or weekends. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, or for students whose punishment has been stayed. (Education Code 48915)

This report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.

Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a copy of this information and shall continue this follow-up, as needed.

Emergency
The Superintendent or designee shall take appropriate actions to enforce the District’s sexual harassment policy. As needed, these actions may include any of the following:

1. Notifying Child Protective Services
2. Notifying parents/guardians of the actions taken.
3. Providing staff inservice and student instruction or counseling.
4. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.
5. Removing vulgar or offending graffiti.

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. (cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion. (cf. 6145 - Extracurricular and Co-curricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other measures of correction fail to bring about proper conduct. (Education Code 48900.9)

Expulsion is an action taken by the Board for serious or prolonged violation of a school’s policy. 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 48915.1)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in an 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 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)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

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 whose no immediate danger or threat exists to 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 supervised suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parent/guardian and student as a method for student guidance; student study teams or other assessment-related teams; and/or referral to school support services. The use of such alternatives does not preclude off-campus suspensions.

Parental Attendance
The Board believes that parental involvement plays

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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 defined 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 49000.1)

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.

Legal Reference:

EDUCATION CODE
212.5 Sexual harassment
233 Hate violence reduction
1981 Enrollment of students
17292.5 Program for expelled students
35146 Closed sessions (re suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48660-48666 Community day schools
48900-48926 Suspension and expulsion
48950 Speech and other communication
49073-49079 Privacy of student records

CIVIL CODE
47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas; means of production

GOVERNMENT CODE
11455.20 Contempt
54950-54963 Ralph M. Brown Act (re closed sessions)

HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

In relationship to the behavior subject to the disciplinary action, the team shall also determine that the student’s disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his/her ability to control the behavior subject to the disciplinary action. (20 USC 1415(k)(4); 34 CFR 300.523)

If the team determines that the student’s behavior was not a manifestation of his/her disability, then the student may be disciplined in accordance with the procedures for students without disabilities, as long as the student continues to receive services to the extent necessary to provide that student a free and appropriate public education. (20 USC 1415(k)(4); 34 CFR 300.524)

If the team determines that the student’s behavior was a manifestation of his/her disability, then the student’s placement may be changed only via the IEP process. (20 USC 1415(k)(4))

Due Process Appeals

If the parent/guardian disagrees with a decision that the behavior was not a manifestation of the student’s disability or with any decision regarding placement, he/she has a right to appeal the decision. (20 USC 1415(k)(6); 34 CFR 300.525)

If the student’s parent/guardian initiates a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (34 CFR 300.526)

If school personnel maintain that it is dangerous for the student to be placed in the current educational setting or the manifestation determination review shall be made 10 school days after the date of the decision, a petition for a due process hearing must be filed within 10 school days from the date the petition was filed. (20 USC 1415(k)(4); 34 CFR 300.523)

Services During Expulsion

Expelled students shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student’s IEP. (20 USC 1415(k)(1)(A); 34 CFR 300.121, 300.520)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board’s criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification 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 shall also 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 also notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48906(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Legal Reference:

EDUCATION CODE

35146 Closed sessions (re suspensions)
35291 Rules (of governing board)
48900-48925 Suspension and expulsion
56000 Special education; legislative findings and declarations
56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individual education program teams
56505 State hearing
PENAL CODE

245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors or stun guns
UNITED STATES CODE, TITLE 18
930 Weapons
UNITED STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards
UNITED STATES CODE, TITLE 21
812(c) Controlled substances
UNITED STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.756 Assistance to states for the education of students with disabilities
COURT DECISIONS

Doe v. Maher, (1986) 679 F.2d 1470

Management Resources:

FEDERAL REGISTER

34 CFR 300a1 Attachment 1: Analysis of Comments and Changes
WEB SITES
CDE: www.cde.ca.gov
USDOE: www.ed.gov
8/25/04

Interested in the most current updates about what’s happening inside OUSD schools? Follow us on Facebook or Twitter!
Directory
This section contains information about OUSD’s policy makers as well as contact information for school board members, District offices, and schools. Maps showing all public K–12 schools in the District are on pages 48-51.

OUSD LEADERSHIP

Board of Education
The Board of Education is the elected policy-making body of the Oakland Unified School District. The Board’s primary responsibility is to ensure that every student served by the District is well educated and demonstrates high academic achievement.

Board meetings generally occur on the second and last Wednesday of each month on the first floor of the Paul Robeson Administration Building, 1025 Second Avenue, in Oakland. Meetings are open to the public in accordance with the Brown Act, and decisions are a matter of public record. You can obtain an agenda in advance of the meetings, as well as minutes of previous meetings, on the District website, www.ousd.k12.ca.us/boardmeetings. All regular meetings are broadcast on KDOL Channel 27 two times a week, typically Fridays at 6 p.m. and Sundays at 4 p.m., in addition to the live broadcast.

Directors
Elected members of the Board of Education represent the same seven districts as the Oakland City Council. They may be contacted by mail at 1025 Second Ave., Oakland, CA 94606 or by phone at 879-8199.

District 1: Jody London, President
e-mail: jody.london@ousd.k12.ca.us
Schools: Chabot Elementary, Claremont Middle, Emerson Elementary, Hillcrest Elementary, Kaiser Elementary, Oakland Technical High, Peralta Elementary, Piedmont Avenue Elementary, Sankofa Academy, TAP Center

District 2: David Kakishiba, Director
e-mail: david.kakishiba@ousd.k12.ca.us
Schools: Bella Vista Elementary, Cleveland Elementary, Crocker Highlands Elementary, Dewey Academy, Franklin Elementary, Garfield Elementary, La Escuelita Elementary, Life Academy, Lincoln Elementary, MetWest High, Oakland High, Roosevelt Middle

District 3: Jumoke Hinton Hodge, Vice President
e-mail: jumoke.hodge@ousd.k12.ca.us
Schools: Bunche Continuation, Hoover Elementary, McClymonds High School, M.L. King Jr. Elementary, Lafayette Elementary, PLACE, Street Academy, Westlake Middle, West Oakland Middle

District 4: Gary Yee, Director
e-mail: gary.yee@ousd.k12.ca.us
Schools: Allendale Elementary, Bret Harte Middle, Fruitvale Elementary, Horace Mann Elementary, Joaquin Miller Elementary, Laurel Elementary, Montera Middle, Montclair Elementary, Redwood Heights Elementary, Sequoia Elementary, Thornhill Elementary

District 5: Noel Gallo, Director
e-mail: noel.gallo@ousd.k12.ca.us
Schools: Ascend Elementary, Edna Brewer Middle, Fremont High School, Glenview Elementary, Global Family, International Community, Learning Without Limits Elementary, Manzanita Community, Manzanita SEED, Think College Now, United for Success Middle, Urban Promise Academy

Glenview Elementary, Global Family, International Community, Learning Without Limits Elementary, Manzanita Community, Manzanita SEED, Think College Now, United for Success Middle, Urban Promise Academy

District 6: Chris Dobbins, Director
e-mail: chris.dobbins@ousd.k12.ca.us
Schools: Burckhalter Elementary, Carl Munck Elementary, Coliseum College Prep Academy (CCPA), Community Day, Community United Elementary, East Oakland Pride Elementary, Frick Middle, Futures Elementary, Greenleaf Elementary, Markham Elementary, Melrose Leadership Academy, Parker Elementary, Roots International Middle, Skyline High

District 7: Alice Spearman, Director
e-mail: alice.spearman@ousd.k12.ca.us
Schools: Acorn Woodland Elementary, Alliance Academy, Barack Obama Academy, Brookfield Elementary, Castlemont High School, Emhurst Community Prep, EnCompass Academy, Esperanza Elementary, Fred T. Korematsu Discovery Academy, Grass Valley Elementary, Howard Elementary, Madison Middle, New Highland Academy, Reach Academy, Rise Community, Rudsdale Continuation, Sobrante Park Elementary, Sojourner Truth Independent Study

Superintendent Dr. Anthony Smith
Anthony “Tony” Smith, Ph.D., was named Superintendent of the Oakland Unified School District on May 22, 2009, when the seven-member Oakland Board of Education selected him by unanimous vote. An Oakland resident and parent of students in Oakland Public Schools, Smith is the District’s first permanent, locally-appointed Superintendent since 2003.

Smith is a veteran of the Bay Area education reform movement and a champion for equity in schools. Prior to joining the Oakland Unified School District, he served as Deputy Superintendent for the 56,000-student San Francisco Unified School District from November 2007 through June 2009, earning lavish praise from San Francisco Superintendent Carlos Garcia and the broader community for his work in the areas of innovation, instruction, and social justice. Smith’s time in San Francisco followed his days as Superintendent of the Emery Unified School District (EUSD) in Emeryville, California. Smith accepted the top post in Emeryville schools when the Board of Education regained control following State Administration in 2004. Prior to leading Emery Unified, Smith was Director of the Emeryville Citywide Initiative, with particular responsibility for the Math, Science, Technology Initiative (MSTI), a joint project of EUSD, the City of Emeryville, the Emery Ed Fund and the Bay Area Coalition for Equitable Schools (BayCES). In this role, Smith fostered the development of a local, state, and federal agenda promoting greater attention to parent, community, and teacher voices as well as the creation and support of high-quality, equitable, small autonomous schools.

From 1997 to 2001, Smith served as Director of the Academy for Excellence, Equity and Leadership in Teaching and as Director of the Transitions Project at BayCES, an educational non-profit that offers coaching and technical assistance to schools and districts as part of an effort to promote equity in education. In these roles, he was responsible for fundraising, management and human resources, curriculum development, training and facilitation, leadership development, and coaching and youth engagement for projects related to secondary school and English Learner literacy. He also developed strategies for district-wide interventions and managed relationships between UC Berkeley, six California high schools, BayCES, and the Hewlett Foundation.

Prior to joining BayCES, Smith worked as management consultant for Oakland-based Growers Produce and a program evaluator with An Alliance for Action, an effort to ally the National Collegiate Athletic Association (NCAA), major North American professional sports leagues, and community-
based organizations in a project aimed at aiding at-risk youth.

In 1992, Smith received his B.A. in English from the University of California, Berkeley, where he was captain of the football team and Graduate Assistant Strength and Conditioning Coach before going on to earn his Master’s and Doctorate Degrees in Division of Language and Literacy from Cal’s Graduate School of Education in 1993 and 2002, respectively.

Smith has led the OUSD community in the development and early implementation of the Community Schools, Thriving Students Strategic Plan, which was adopted unanimously by the Board of Education in June of 2011. Highlights of that work include closing the $40 million structural budget deficit and the creation of the Office of African-American Male Achievement. To read the Strategic Plan, or for current information about the work of building Full-Service Community Schools in Oakland, please visit www.thrivingstudents.org.

State Trustee

OUSD was administered by the California Department of Education for six years, beginning in 2003 when severe financial difficulties forced the District into state receivership in exchange for a sizable state loan. In July of 2008, after making great strides in operational and financial health, OUSD began operating with two governing boards responsible for policy—the state Department of Education and the locally elected Oakland Board of Education. The State Trustee, Carlene Naylor, is the state representative who represents the state’s financial interest in OUSD. The Trustee does not play a role in day-to-day operations of the District, but maintains veto authority over financial decisions that might imperil the stability of the OUSD. OUSD is required to host a State Trustee until the full amount of the loan is repaid, or the California Department of Education determines it is no longer necessary. For more information contact Carlene Naylor at 273-3267 or carlene.naylor@ousd.k12.ca.us.

KEY DISTRICT PHONE NUMBERS

Superintendent .......................................................... 273-3200
Board of Education .................................................. 879-8199
Deputy Superintendent of Instruction,
  Leadership and Equity-in-Action .................................. 273-3245
Deputy Superintendent of Business & Operations .......................... 273-3209
Regional Executive Officers, K-8 Schools .................................. 273-3475
Regional Executive Officer, High Schools .................................. 273-0436
Office of School Transformation ...................................... 336-7505/273-0437
Adult and Career Education (GED, credit recovery) ...................... 273-2300
Anonymous Crime/Safety Tip Line .................................... .874-7777
Alternative Education ................................................. 597-4294
Buildings & Grounds .................................................. 535-2717
Charter Schools ....................................................... 336-7572
College & Career Readiness (internships, work permits, etc.) ....... 273-2360
Communications Office .............................................. 273-3205
Complaints/Ombudsperson ........................................... 273-3242
District Advisory Council ............................................. 434-7752, ext. 237
District English Learner Advisory Committee .......................... 434-7752, ext. 237
Early Childhood Education .......................................... 639-3340
Special Education ..................................................... .874-3700
Foster & Juvenile Justice Youth Program ................................ 434-7752, ext. 223
Health Services ....................................................... 874-3750
Homeless Family Support .............................................. 434-7776
Independent Study .................................................... 729-4308
Legal Office ............................................................. 273-3282
Migrant Education ..................................................... 434-7752, ext. 219
Nutrition Services ..................................................... 434-3335
Police (dial 911 in an emergency) .................................... .874-7777
Discipline Hearing Panel (expulsions) ................................. 434-7752, ext. 253
Refugee & Asylee Program ........................................... 434-7775
School Security ......................................................... .874-7777
Student Assignment & Bilingual Testing / Enrollment ................. 434-7752, option 4
Student Attendance Review Board (SARB) ............................... 434-7931
Translation Services ................................................... 434-7927

At the time this Parent Guide was printed, OUSD was in the midst of a phone systems upgrade that has required many of our phone numbers to change. Work on our phone systems is continuous and phone numbers in some of our schools and departments frequently change. You can find the most current phone numbers on our website at www.ousd.k12.ca.us/phonenumbers.

SCHOOLS DIRECTORY

The following pages contain listings of contact information for all the elementary, middle, and high schools in Oakland Unified. Alternative and charter schools are on pages 46-47.

Elementary Schools

ACORN WOODLAND
1025 81st Avenue, 94621 / Phone: 639-3344 Fax: 639-3346

ALLENDALE
3670 Penniman Avenue, 94619 / Phone: 535-2812 Fax: 535-2815

ASCEND (K-8)
3709 East 12th Street, 94601 / Phone: 879-3140 Fax: 534-7377

BELLA VISTA
1025 East 28th Street, 94610 / Phone: 436-4900 Fax: 436-4925

BRIDGES ACADEMY @ MELROSE
1325 53rd Avenue, 94601 / Phone: 535-3876 Fax: 535-3875

BROOKFIELD
401 Jones Avenue, 94603 / Phone: 639-3310 Fax: 639-3313

BURCKHALTER
3994 Burckhalter Avenue, 94605 / Phone: 729-7700 Fax: 729-7703

CARL MUNCK
11900 Campus Drive, 94619 / Phone: 531-4900 Fax: 531-4920

CHABOT
668 Chabot Road, 94618 / Phone: 654-4884 Fax: 654-4135

CLEVELAND
745 Cleveland Street, 94606 / Phone: 874-3600 Fax: 874-3603

COMMUNITY UNITED
6701 International Boulevard, 94621 / Phone: 639-2850 Fax: 639-2853
## Oakland Unified School District

**Parent Guide 2012-2013**

- **CROCKER HIGHLANDS**
  525 Midcrest Road, 94610 / Phone: 451-5900 Fax: 451-5905

- **EAST OAKLAND PRIDE**
  8000 Birch Street, 94621 / Phone: 636-8217 Fax: 636-8220

- **EMERSON**
  4803 Lawton Avenue, 94609 / Phone: 654-7373 Fax: 654-7360

- **ENCOMPASS ACADEMY**
  1025 81st Avenue, 94621 / Phone: 639-3350 Fax: 639-3352

- **ESPERANZA**
  10315 E. Street, 94603 / Phone: 639-3367 Fax: 639-3370

- **FRANKLIN**
  915 Foothill Boulevard, 94606 / Phone: 874-3354 Fax: 874-3358

- **FRID T. KOREMATSU DISCOVERY ACADEMY**
  10315 E. Street, 94603 / Phone: 639-3377 Fax: 639-3380

- **FRUITVALE**
  3200 Boston Avenue, 94602 / Phone: 535-2840 Fax: 535-2843

- **FUTURIS**
  6701 International Boulevard, 94621 / Phone: 636-0520 Fax: 636-9075

- **GARFIELD**
  1640 22nd Avenue, 94606 / Phone: 535-2857 Fax: 535-2861

- **GLENVIEW**
  4215 La Cresta Avenue, 94602 / Phone: 531-6677 Fax: 531-6668

- **GLOBAL FAMILY**
  2035 40th Avenue, 94601 / Phone: 535-3862 Fax: 536-4470

- **GRASS VALLEY**
  4720 Dunkirk Avenue, 94605 / Phone: 636-4653 Fax: 636-4655

- **GREENLEAF**
  6328 East 17th Street, 94621 / Phone: 636-1400 Fax: 636-1411

- **HILLCREST (K-8)**
  30 Marguerite Drive, 94618 / Phone: 879-1270 Fax: 985-1043

- **HOOVER**
  890 Brockhurst Street, 94608 / Phone: 879-1700 Fax: 654-4816

- **HORACE MANN**
  5222 Ygnacio Avenue, 94601 / Phone: 879-1360 Fax: 535-1355

- **HOWARD**
  8755 Fontaine Street, 94605 / Phone: 639-3244 Fax: 639-3246

- **INTERNATIONAL COMMUNITY**
  2825 International Blvd, 94601 / Phone: 532-5400 Fax: 532-5464

- **JOAQUIN MILLER**
  5525 Ascot Drive, 94611 / Phone: 531-6688 Fax: 531-6667

- **KAISER**
  25 South Hill Court, 94618 / Phone: 549-4900 Fax: 549-4904

- **LA ESCUELA**
  1100 3rd Avenue, 94606 / Phone: 874-7762 Fax: 874-7764

- **LAFAYETTE**
  1700 Market Street, 94607 / Phone: 874-7774 Fax: 874-7742

- **LAUREL**
  3750 Brown Avenue, 94619 / Phone: 531-6868 Fax: 531-6725

- **LEARNING WITHOUT LIMITS**
  2035 40th Avenue, 94601 / Phone: 879-1282 Fax: 536-4470

- **LINCOLN**
  225 11th Street, 94607 / Phone: 874-3372 Fax: 874-3375

- **MANZANITA COMMUNITY SCHOOL**
  2409 East 27th Street, 94601 / Phone: 535-2822 Fax: 535-2825

- **MANZANITA SEED**
  2409 East 27th Street, 94601 / Phone: 535-2832 Fax: 535-2834

- **MARKHAM**
  7220 Krause Avenue, 94605 / Phone: 639-3202 Fax: 639-3206

- **MARTIN LUTHER KING, JR.**
  960 10th Street, 94607 / Phone: 874-3381 Fax: 874-3388

- **MELROSE LEADERSHIP ACADEMY (K-8)**
  5238 Brann Street 94619 / Phone 535-3832 Fax: 535-3834

- **MONTCLAIR**
  1757 Mountain Boulevard, 94611 / Phone 339-6100 Fax: 339-6105

- **NEW HIGHLAND ACADEMY**
  8521 A Street, 94621 / Phone: 729-7723 Fax: 729-7725

- **PARKER**
  7929 Ney Avenue, 94605 / Phone: 879-1440 Fax: 879-1449

- **PERALTA**
  460 63rd Street, 94609 / Phone: 654-7365 Fax: 654-7452

- **PIEDMONT AVENUE**
  4314 Piedmont Avenue, 94611 / Phone: 654-7377 Fax: 654-7309

- **PLACE @ PRESCOTT**
  920 Campbell Street, 94607 / Phone: 874-3333 Fax: 874-3337

- **REACH ACADEMY**
  9860 Sunnyvale Street, 94603 / Phone: 729-7775 Fax: 729-7779

- **REDWOOD HEIGHTS**
  4401 39th Avenue, 94619 / Phone: 531-6644 Fax: 531-6616

- **RISE**
  8521 A Street, 94621 / Phone: 729-7732 Fax: 729-7734

- **SANKOFA**
  581 61st Street, 94609 / Phone: 654-7787 Fax: 879-1619

- **SEQUOIA**
  3730 Lincoln Avenue, 94602 / Phone: 531-6696 Fax: 531-6611

- **SObRANTE PARK**
  470 El Paseo Drive, 94603 / Phone: 636-7919 Fax: 636-7920

- **THINK COLLEGE NOW**
  2825 International Boulevard, 94601 / Phone: 532-5500 Fax: 532-5551

- **THORNHILL**
  5880 Thornhill Drive, 94611 / Phone: 339-6800 Fax: 339-6801

### Middle Schools

- **ALLIANCE ACADEMY**
  1800 98th Avenue, 94603 / Phone: 639-2893 Fax: 639-3387

- **BRET HARTE**
  3700 Coolidge Avenue, 94602 / Phone: 531-6400 Fax: 482-7272

- **CLAREMONT**
  5750 College Avenue, 94618 Phone: 654-7337 Fax: 654-7341

- **COLISEUM COLLEGE PREP (6-12)**
  1390 66th Avenue, 94621 / Phone: 639-3201 Fax: 639-3214

- **EDNA BREWER**
  3748 13th Avenue, 94610 / Phone: 531-6600 Fax: 531-6626

- **ELMHURST COMMUNITY PREP**
  1800 98th Avenue, 94603 / Phone: 639-2888 Fax: 639-2891

- **FRICK**
  2845 64th Avenue, 94605 / Phone: 729-7736 Fax: 729-7739

- **MADISON**
  400 Capistrano Drive, 94603 / Phone: 636-2701 Fax: 636-2704

- **MONTERA**
  5555 Ascot Drive, 94611 / Phone: 531-6070 Fax: 531-6354

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[www.tinyurl.com/OUSSfacebook](http://www.tinyurl.com/OUSSfacebook)  |  [www.twitter.com/OUSSNews](http://www.twitter.com/OUSSNews)
ROOSEVELT
1926 19th Avenue, 94606 / Phone: 535-2877 Fax: 535-2883

ROOTS INTERNATIONAL
1390 66th Avenue, 94621 / Phone: 639-3226 Fax: 639-3214

UNITED FOR SUCCESS
2101 35th Avenue, 94601 / Phone: 535-3880 Fax: 535-7139

URBAN PROMISE ACADEMY
3031 East 18th Street, 94601 / Phone: 436-3636 Fax: 436-3638

WESTLAKE
2629 Harrison Street, 94612 / Phone: 879-2130 Fax: 835-7170

WEST OAKLAND MIDDLE SCHOOL
991 14th Street, 94607 / Phone: 874-6788 Fax: 874-6790

High Schools

CASTLEMONT HIGH SCHOOL
8610 MacArthur Boulevard, 94605 / Phone: 639-1466 Fax: 639-4271

FREMONT HIGH SCHOOL
4610 Foothill Boulevard, 94601 / Phone: 434-5257 Fax: 434-2018

LIFE ACADEMY
2101 35th Avenue, 94601 / Phone: 534-0282 Fax: 534-0283

MCCLYMONDS HIGH SCHOOL
2607 Myrtle Street, 94607 / Phone: 879-3033 Fax: 874-3796

OAKLAND HIGH
1023 MacArthur Boulevard, 94610 / Phone: 879-3033 Fax: 874-3675

OAKLAND TECHNICAL
4351 Broadway, 94611 / Phone: 450-5400 Fax: 450-5428

SKYLINE
12250 Skyline Boulevard, 94619 / Phone: 482-7109 Fax: 482-7296

Alternative Schools of Choice

METWEST
314 East 10th Street, 94606 / Phone: 451-5902 Fax: 451-5903

OAKLAND INTERNATIONAL HIGH
353 4521 Webster Street, 94609 / Phone: 597-4287 Fax: 597-4292

STREET ACADEMY
417 29th Street, 94609 / Phone: 874-3630 Fax: 874-3633

Early Childhood Education Centers

ACORN WOODLAND
1025 81st Avenue, 94621 / Phone: 635-1997 Fax: 879-0198

ALLENDALE
3670 Penniman Ave, Rm 1, 94619 / Phone: 535-2821 Fax: 535-2815

ALICE STREET
250 17th Street, 94612 / Phone: 874-7753 Fax: 874-7755

BELLA VISTA
2410 10th Avenue, 94606 / Phone: 535-2808 Fax: 535-2811

BRIDGES ACADEMY
1325 53rd Avenue 94601 / Phone: 535-3876 Fax: 535-3875

BROOKFIELD
401 Jones Avenue, 94603 / Phone: 639-3325 Fax: 879-2899

BURBANK
3550 64th Avenue, 94608 / Phone: 729-7771 Fax: 729-7773

CENTRO INFANTIL DE LA RAZA
2660 E 16th Street, 94601 / Phone: 535-2802 Fax: 535-2803

CUES @ LOCKWOOD
6701 International Boulevard, 94621 / Phone: 879-0827 Fax: 879-2617

EMERSON
4801 Lawton Avenue, 94609 / Phone: 654-7760 Fax: 654-7757

FRUITVALE
3200 Boston Avenue, 94602 / Phone: 535-2825 Fax: 535-2825

H.R. TUBMAN
800 33rd Street, 94608 / Phone: 654-7890 Fax: 654-7896

HIGHLAND
1322 86th Avenue, 94621 / Phone: 636-8214 Fax: 636-8216

HINTIL KUU CA
11850 Campus Drive, 94619 / Phone: 531-8400 Fax: 531-8405

HOWARD
8755 Fontaine Street, 94605 / Phone: 639-3262 Fax: 639-3262

INTERNATIONAL
2825 International Blvd., 94601 / Phone: 532-7267 Fax: 261-2024

JEFFERSON
1975 40th Avenue, 94601 / Phone: 535-3871 Fax: 535-3873

LAUREL
3825 California Street, 94619 / Phone: 531-6226 Fax: 531-6270

LOCKWOOD
1125 69th Avenue, 94607 / Phone: 639-2884 Fax: 639-2886

MANZANITA
2618 Grande Vista, 94601 / Phone: 535-2804 Fax: 535-2807

M.L. KING, JR.
960A 12th Street, 94607 / Phone: 874-3392 Fax: 874-3391

PIEDMONT AVENUE
86 Echo Avenue, 94611 / Phone: 654-7503 Fax: 654-7523

PLACE @ PRESCOTT
920 Campbell Street, 94607 / Phone: 874-3333 Fax: 874-3337

REACH ACADEMY PRESCHOOL
9860 Sunnyside Street, 94603 / Phone: 879-2816 Fax: 729-7791

SANKOFA
581 61st Street, 94609 / Phone: 654-7787 Fax: 654-7715

SEQUOIA
3730 Lincoln Avenue, 94602 / Phone: 482-7219 Fax: 531-5655

STONEHURST
901 105th Avenue, 94603 / Phone: 639-3382 Fax: 639-3385

WEBSTER ACADEMY
7980 Plymouth Street, 94621 / Phone: 879-0842 Fax: 879-2639

YUK YAU
291 10th Street, 94607 / Phone: 874-7759 Fax: 874-7761

Alternative Education

ALTERNATIVE EDUCATION OFFICE
4521 Webster, 94609 / Phone: 597-4294 Fax: 597-4296

BARACK OBAMA ACADEMY (6-8)
9736 Lawlor Street, 94605 / Phone: 729-7713 Fax: 729-7715

BUNCH CONTINUATION SCHOOL (11-12)
1240 18th Street, 94607 / Phone: 874-3300 Fax: 874-3305

COMMUNITY DAY SCHOOL (6-12)
4917 Mountain Boulevard, 94619 / Phone: 531-6800 Fax: 482-7144

DEWEY ACADEMY (9-12)
1111 Second Avenue, 94606 / Phone: 874-3660 Fax: 874-3661

HOME & HOSPITAL PROGRAM
4521 Webster Street, 94609 • Phone: 597-4294 • Fax: 597-4296

SOJOURNER TRUTH INDEPENDENT STUDY (K-12)
8251 Fontaine Street, 94605 / Phone: 729-4308 Fax: 636-4701

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RUSDALE CONTINUATION SCHOOL (9–12)
1180 70th Avenue, 94621 / Phone: 636-7992 Fax: 636-7996

STREET ACADEMY (9–12)
417 29th Street, 94609 / Phone: 874-3630 Fax: 874-3633

TEMPORARY ALTERNATIVE PLACEMENT (TAP) CENTER (6–12)
6097 Racine Street, 94609 / Phone: 597-4900 Fax: 597-4938

Programs for Exceptional Children (Special Education)

SPECIAL EDUCATION OFFICE
2850 West Street, 94608 / Phone: 874-3700 Fax: 874-3707

PRE-SCHOOL DIAGNOSTIC CENTER
2850 West Street, 94608 / Phone: 874-3722 Fax: 874-3725

CAREER TRANSITION SERVICES
2850 West Street, 94608 / Phone: 879-0131 Fax: 879-0133

BURBANK
3550 64th Avenue, 94608 / Phone: 729-7771 Fax: 729-7773

Adult Education

OAKLAND ADULT EDUCATION ADMINISTRATIVE OFFICES
2607 Myrtle Street, 94607 / Phone: 273-2300 Fax: 452-2077

Charter Schools

100 BLACK MEN OF THE BAY AREA COMMUNITY SCHOOL (K-1,4-6)
3400 Malcolm Avenue, 94605 / Phone: 763-3661 Fax: 763-1230

ACHIEVE ACADEMY (4-5)
1700 28th Avenue, 94601 / Phone: 904-6440 Fax: 904-6761

AMERICAN INDIAN PUBLIC CHARTER SCHOOL (6-8)
3637 Magee Avenue, 94619 / Phone: 482-6000 Fax: 482-6002

AMERICAN INDIAN PUBLIC CHARTER SCHOOL II (5-8)
171 12th Street, 94607 / Phone: 893-8701 ext. 7 Fax: 482-6002

AMERICAN INDIAN PUBLIC HIGH SCHOOL (9-12)
3626-3628 35th Avenue, 94602 / Phone: 482-6000 Fax: 482-6002
Second Location: 171 12th Street, 94607

ARISE HIGH SCHOOL (9-12)
3301 12th Street, Ste. 205, 94601 / Phone: 436-5487 Fax: 436-5493

ASCEND CHARTER SCHOOL (K-8)
3709 East 12th Street, 94601 / Phone: 879-3140 Fax: 534-7377

BAY AREA TECHNOLOGY SCHOOL (6-12) Relocating for 2012-2013
8251 Fontaine Street, 94605 / Phone: 645-9932 Fax: 645-9934

BERKLEY MAYNARD ACADEMY (K-8)
6200 San Pablo Avenue, 94608 / Phone: 658-2900 Fax: 658-1013

CIVICORPS ACADEMY (12/ADULTS)
101 Myrtle Street, 94607 / Phone: 992-7855 Fax: 992-7950

COVA CONSERVATORY OF VOCAL/INSTRUMENTAL ARTS (K-8)
3800 Mountain Boulevard, 94619 / Phone: 285-7511 Fax: 531-9434

EAST OAKLAND LEADERSHIP ACADEMY (K-8)
2614 Seminary Avenue, 94605 / Phone: 562-5238 Fax:562-5239

EAST OAKLAND LEADERSHIP ACADEMY HIGH (9-12)
2607 Seminary Avenue, 94605 / Phone: 878-2236 Fax: 878-2366

E.C. REEMS ACADEMY OF TECHNOLOGY & ART (K-8)
8425 MacArthur Boulevard, 94605 / Phone:729-6635 Fax: 562-9539

ERES ACADEMY (K-8)
1936 Courtland Avenue, 94601 / Phone: 436-9760 Fax: 436-9765

GOLDEN STATE COLLEGE PREPARATORY ACADEMY (6-12)
1009 66th Avenue, 94621 / Phone: 562-8030 Fax: 632-1569

KIPP BRIDGE CHARTER ACADEMY (5-8)
991 14th Street, 94607 / Phone: 879-2421 Fax: 879-3182

LEARNING WITHOUT LIMITS CHARTER SCHOOL (K-5)
2035 40th Avenue, 94601 / Phone: 879-1282 Fax: 536-4470

LIGHTHOUSE COMMUNITY CHARTER SCHOOL (9-12)
444 Hegenberger Road, 94621 / Phone: 562-8801 Fax: 562-8803

LIGHTHOUSE COMMUNITY CHARTER SCHOOL (K-8)
444 Hegenberger Road, 94621 / Phone: 562-8801 Fax: 562-8803

LIONEL WILSON COLLEGE PREPARATORY ACADEMY (9-12)
400 105th Avenue, 94603 / Phone: 635-7737 Fax: 635-7727

LPS COLLEGE PARK (9-12)
8601 MacArthur Boulevard, 94605 / Phone: 633-0750 Fax: 291-9783

LPS OAKLAND R & D (9TH GRADE ONLY)
8601 MacArthur Boulevard, 94605 / Phone: 633-0750 Fax: 291-9783

MILLSMONT ACADEMY (K-5)
3200 62nd Avenue, 94605 / Phone: 638-9445 Fax: 638-0744

MONARCH ACADEMY (K-5)
1445 101st Avenue, 94603 / Phone: 568-3101 Fax: 568-3521

NORTH OAKLAND COMMUNITY CHARTER SCHOOL (K-8)
1000 42nd Street, 94608 / Phone: 655-0540 Fax: 655-1222

OAKLAND CHARTER ACADEMY (6-8)
3001 International Boulevard, 94601 / Phone: 532-6751 Fax: 532-6753
Second Location: 345 12th Street, 94607

OAKLAND CHARTER HIGH SCHOOL (9-12)
345 12th Street, 94607 / Phone: 893-8700 ext. 00 Fax: 532-6753

OAKLAND MILITARY INSTITUTE, COLLEGE PREP. ACADEMY (6-12)
3877 Lusk Street, 94608 / Phone: 594-3900 Fax: 597-9886

OAKLAND SCHOOL FOR THE ARTS (6-12)
530 18th Street, 94612 / Phone: 873-8800 Fax: 873-8816

OAKLAND MILITARY INSTITUTE, COLLEGE PREP. ACADEMY (6-12)
3877 Lusk Street, 94608 / Phone: 594-3900 Fax: 597-9886

OAKLAND SCHOOL FOR THE ARTS (6-12)
530 18th Street, 94612 / Phone: 873-8800 Fax: 873-8816

VINCENT ACADEMY (K-1)
1911 Union Street, 94607 / Phone: 333-8399 Fax: 452-2101

WORLD ACADEMY (K-3)
1700 28th Avenue, 94601 / Phone: 904-6400 Fax: 904-6763

Oakland University School District
Parent Guide 2012-2013

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MEDIA OPT-OUT FORM

Please sign and return the attached form only if you DO NOT want your child to be photographed or filmed by the media outlets or other organizations for use in print, television, film or Internet publications.

Dear Parent or Guardian,

There are times when our school may be featured in various media. News reporters, photographers and/or film crews from TV, radio stations, newspapers or magazines may wish to photograph and/or film your child in relation to a story about our schools or students. Your child’s name, grade may be included in the report. Classrooms might also participate in video-conferencing on the Internet.

Our schools are also visited by community organizations or partners who are providing services to students. These organizations or partners may wish to photograph your child and may want to use the photograph and/or your child’s name and the name of the school in their publications and informational materials.

We will make every effort to honor your request, however, please be aware that there may be circumstances when your child may be photographed or filmed beyond our control. Please discuss your wishes with your child so that s/he knows if you do not want your child to be photographed or filmed.

PLEASE SIGN AND RETURN TO YOUR CHILD’S SCHOOL SITE only if you do not want your child to be photographed or filmed.

☐ I DO NOT want my child to be photographed or filmed by members of the media, organizations or agencies at school, for use in print or Internet publications, documentaries, films or video, to the extent that the school can prevent such contact.

Child’s Name

Print Name of Parent/Guardian

Date

Telephone Number of Parent/Guardian
REQUEST FOR NOTIFICATION OF
INDIVIDUAL PESTICIDE APPLICATION

☐ I would like to be notified before each pesticide application at this school. I understand that the notification will be sent home via e-mail or with my child, or provided to me as a school staff member, at least 72 hours before application.

Please print neatly:

School(s)

Name of Parent/Guardian or Staff member:

Student Name and Classroom or Homeroom Number:

Address:

Day Phone:          Evening Phone:

I would prefer to be contacted by E-mail at:

Signature:     Date:

Note to Site Administrator: Please file original in the main office and create your master site registry. Once you receive notice of any planned pesticide application, notify all persons on your registry at least 72 hours before application.

You can find more information regarding these pesticides and pesticide use at the California Department of Pesticide Regulation’s website at www.cdpr.ca.gov.
2012 – 2013
School Calendar

Report Card Periods (Ending Dates)
Individual student progress reports are sent to parents within one week of the following dates:

Elementary Schools
First ...........................................December 7
Second ........................................ March 8
Third .............................................June 13

Secondary Schools,
Fall Semester
First ...............................................October 11
Second ..........................................November 30
Third .............................................January 25

Secondary Schools,
Spring Semester
First ...............................................March 8
Second ..........................................April 26
Third .............................................June 13

Key Dates:
End of First Semester: January 25, 2013
Beginning of Second Semester: January 28, 2013

Note: Child Development Centers are open 12 months a year.
The testing calendar is available in September.