School Accountability Report Card
Reported Using Data from the
2019–2020 School Year
California Department of Education

Oakland Hills Academy - Avalon

Address: 3800 Coolidge Avenue, Oakland CA 94602   **Phone:** 510-482-2244
Principal: Karen Mates   **Grade Span: 6 – 12**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

➢ For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
➢ For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
➢ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Oakland Unified School District
Phone Number	510-879-8200
Superintendent	Dr. Kyla Johnson-Trammell
Email Address	superintendent@ousd.org
Website	https://www.ousd.org/ousd

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Oakland Hills Academy - Avalon
Street	3800 Coolidge Avenue
City, State, Zip	Oakland, CA 94602
Phone Number	510-482-2244
Principal	Karen Mates
Email Address	karenmates@fredfinch.org
Website	www.fredfinch.org/avalon-non-public-school
County-District-School (CDS) Code	01-61259-6909832

School Description and Mission Statement (School Year 2020–2021)

Mission Statement

To provide innovative effective services supporting children, youth, young adults and families to heal from trauma and lead healthier, productive lives.

About This School

Primary disabling conditions of the students served: Emotional Disturbance, Intellectual Disability-Mild/Moderate, Other Health Impairment, Specific Learning Disability, Multiple Disabilities and Autism.

Specific services to be provided to students with exceptional needs: Special Education, Behavior Intervention including development and modification, implementation of behavior modification plans, counseling and guidance services. Fred Finch Mental Health staff also integrate mental health services throughout the school day. On-site behaviorist provides guidance and implementation of behavior plans. School district is responsible for provision of Speech and Language services and Occupational therapy services.

Educational focus of the program (i.e. core academic, functional skills): The students at Oakland Hills Academy-Avalon have Individualized Education Programs (IEP) developed by the IEP team. The development of the IEP is only one step in a multi-faceted process which determines an individual's need for special education services. This process includes referral, assessment, planning, developing goals, placement, implementation and review. Oakland Hills Academy curriculum is based on the California State Framework. Students receive individual and group instruction based on academic functional levels and IEP goals.

Accommodations and modifications are utilized according to individual needs as determined by the IEP team. The IEP team determines if a student will be on track to receive a high school diploma, or a certificate of completion.

Entrance and exit criteria: The entrance criteria for a student at Oakland Hills Academy are that the student must be in grade 6-12, have one of the primary handicapping conditions that Oakland Hills Academy serves, and the student must be referred by a school district special education case manager/director/program specialist through the IEP process as a student requiring the additional aides and supports of an NPS. The exit criteria includes the student showing significant progress towards IEP goals, being safe for a significant amount of time, thus no longer requiring the additional aids and supports of an NPS. When the student is ready for transition to a less restrictive environment, the IEP team will determine when and how that will occur.

Teachers and staff: During the entire school there was a student enrollment of 20 students served by two classroom teachers. Both teachers are fully credentialed as mild/moderate special education teachers. Our Instructional Aides and Mental Health Resource Specialists all have Bachelor's Degrees or higher. Our social workers and behavior analyst all have Master's Degrees and are appropriately licensed.

Parental Involvement: The parents of FFYC students are highly encouraged to be involved with our school and actively participate in the treatment and learning of our youth. From admission to transition planning, parent and family input is valued and integrated into our student treatment plans and Individual Education Programs.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A
Grade 4	N/A
Grade 5	N/A
Grade 6	3
Grade 7	2
Grade 8	4
Ungraded Elementary	N/A
Grade 9	4
Grade 10	2
Grade 11	3
Grade 12	2
Ungraded Secondary	N/A
Total Enrollment	20

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	50%
American Indian or Alaska Native	0
Asian	0
Filipino	1
Hispanic or Latino	2
Native Hawaiian or Pacific Islander	0
White	9
Two or More Races	.05%
Socioeconomically Disadvantaged	60%
English Learners	0
Students with Disabilities	100%
Foster Youth	3
Homeless	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	2	2	2	DPL
Without Full Credential	n/a	n/a	n/a	DPL
Teaching Outside Subject Area of Competence (with full credential)	n/a	n/a	n/a	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

*Year and month in which the data were collected:*_____1/20_____

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2019	yes	0
Mathematics	2019	yes	0
Science	2019	yes	0
History-Social Science	2019	yes	0
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Oakland Hills Academy/Avalon is located within the Oakland Unified School District. Oakland Hills Academy/Avalon is located on the Fred Finch Youth Center Campus at 3800 Coolidge Avenue, Oakland CA 94602. The facilities are in good condition and maintained by Fred Finch Youth Center's Facilities Department.

Gas, sewer, mechanical and electrical systems, and their components appear safe and in operable, functional order, free of any breakage, power failure, leaks, etc.

Floors, carpeting, ceilings, walls, and windows are safe, in appropriate working order, and free of hazards. Facilities and grounds bare no evidence of pest or vermin infestation.

Interior and exterior areas are equipped with adequate, functional lighting in working order. School grounds, building, rooms, food prep and common areas are routinely cleaned by Fred Finch Youth Center staff.

Restrooms are open during school hours, cleaned regularly and fully operational, stocked with soap and paper goods. Interior and exterior sinks, faucets and water fountains are in working order and accessible with adequate water pressure, free of moss, mold, or stain.

No structural damage is evident that has/can contribute to hazardous conditions. Roofing appears to be safe and in functioning order, with drains and gutters free of damage or blockage. Designated play areas and grounds are clean, functional, and safe.

All windows, doors, gates and fencing are fully functional, safe, secure and intact, free of any cracks or damage. All facility fire and emergency equipment (i.e. extinguishers, sprinkler heads, alert systems, pull stations, etc.) is in place, inspected and fully functional.

Hazardous chemicals or materials are properly stored to ensure no threat is posed to students or staff. Surfaces appear to be clean, free of odor, mildew, or stain.

Our Oakland Hills Academy/Avalon staff conduct a monthly safety/facility inspection to additionally ensure all areas regarding the facility's continued safety and functionality are addressed and reported to our Facilities Department in a timely manner. Staff also have full access to Fred Finch Youth Center's electronic ticketing system to report any/all facility-related issues to the Facilities Department for further action.

There are no building improvements planned for Oakland Hills Academy/Avalon at this time.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report:_____12/2020___

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

*Year and month of the most recent FIT report:_____12/2020_*

Overall Rating

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts/Literacy (grades 3-8 and 11)	DPC	N/A	DPC	N/A	--	N/A
Mathematics (grades 3-8 and 11)	DPC	N/A	DPC	N/A	--	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8 and high school)	DPC	--	DPC	N/A	--	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

Narrative provided by the LEA
Use this space to provide information about Career Technical Education (CTE) programs as follows:
• *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
• *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
• *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

The parents of FFYC students are highly encouraged to be involved with our school and actively participate in the treatment and learning of our youth. Parent and family input are valued and integrated into our student treatment plans and Individualized Education Programs from admission to transition. Parents are also invited to participate in school and extra curricular activities (i.e. plays, presentations, art shows, carnivals, seasonal celebrations, etc.) continually throughout the year. Please contact Karen Mates at 510-529-9478 for more information.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0	0			3.5	0.3
Expulsions	0	0			0.1	N/A

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	2	DPC	DPC
Expulsions	0	DPC	DPC

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Mass panic can be one of the greatest dangers to the staff and students in an emergency. Staff should remember that in times of stress, children will look for leadership in those who are normally in an authoritative position. Remaining calm, evaluating the situation and take appropriate action based on known facts are the best course of action.

In addition to the assignment of staff to emergency duties, (handling first aid, transporting youth, etc.) the following guide contains emergency telephone numbers to be used by personnel in an emergency and procedures to be taken for the following emergencies.

AUTHORITY DURING AN EMERGENCY:

I.   *Civil Authority:*

1. *In the event of a local, regional or national disaster, designated civil authorities will direct the rescue, evacuation and control operations.*
2. *Stay tuned to radio and/or television reports*

II.   *Fred Finch Administrative Authority:*

1. *In the event of an emergency requiring the evacuation of the facility and/or the relocation of the students, the authority to make such a decision and direct the operation follows the chain of command in the organizational chart.*
2. *In the event of a local, regional or national emergency, all staff not on duty should contact Fred Finch as soon as possible to see if their assistance is required. Staff residing close by should come to the facility if this is possible, to assist and/or relieve the staff on duty.*

CALLING THE POLICE

1. *When a student is behaving in such a way that the police may need to be notified, the student's Social Worker, Clinical On-Call, or designee must be consulted with first. When the police are called, they have the discretion to take the student to Juvenile Hall or the hospital.*
2. *At times, calling the police is the most appropriate course of action in dealing with a student; however Juvenile Hall is not to serve as an enforcer of our rules. Violence is not tolerated. If physically assaulted by a student, staff should check with the Social Worker, Clinical On-Call, or designee to determine the appropriate course of action.*

RUNAWAYS

When a student runs away, the following procedure is to be followed:

1. *Runaway reports may be given on the telephone by calling:*
   Oakland Police Department: 510-777-3333
2. *The report should contain the following:*
   a. *physical description of the student*
   b. *clothing description*
   c. *date of birth*
   d. *parent's/guardian's name and address*
   e. *what motivated the runaway*
   f. *indicate if the client has a propensity to be violent*
   g. *indicate any health or medical problems*
3. *Call the police immediately after the student runs away.*

4. *The student's probation worker or placing agency is called after one hour.*
5. *Family members are called immediately after the student runs away.*

DISASTERS

1. *Specific procedures are described for each disaster.*
2. *Warning of a disaster threat will, if at all possible, be given by local government. The different methods that could be used are radio, television, telephone, sound truck and house to house alert.*
3. *Have radios available for additional information.*
4. *Be mindful of students listening to anxiety producing information.*
5. *REMAIN CALM. Think through the consequences of any action you take and try to reassure others.*
6. *If necessary, all available staff will be called in for work*
7. *There will be one central location for extra supply of food, water, sanitation supplies, flashlights and other emergency and first aid supplies. These are kept separately from other first aid supplies and are to be used in disasters only.*
8. *Location of relief centers will be broadcast over radio, or TV.*
9. *Use extreme caution if you must drive or walk within the disaster area.*
10. *Do not tie up telephone lines. They will be needed for emergency operations.*
11. *Once the students are secure and safety is returned, you can call family and loved ones.*
12. *Each classroom's "captain" ensures the safety of staff and students who need assistance to exit.*

EVACUATION

1. *Total, partial, immediate or delayed evacuation of the building and/or campus may be necessitated by any of a variety of emergency events.*
2. *Evacuation of building or the campus will depend upon information received from the Civil Defense Agency by radio.*
3. *The School Director or their designee will make the decision in regard to the plan to be followed. If a decision is made to leave the building, staff and students will assemble at location points designated for fire emergencies and drills and will be notified as to the plan to be followed.*
4. *The School Director or their designee will be responsible to ensure the safe evacuation of persons with disabilities.*
5. *The School Director or designee will decide upon a destination for children to be taken based on information given by the Civil Defense Agency.*
6. *When evacuation is necessary, designated staff are to take emergency files with them.*
7. *When conditions are safe, a staff designee from each class will be responsible for driving school vans with children to specified destination.*
8. *When necessary, other agency vehicles and employee vehicles may be used to transport students and employees to safer locations.*
9. *The guardians of students will be notified as to their new location as soon as possible by the staff member designated.*

WARFARE

1. *In case of expected warfare attack, the Civil Defense Strategic Warning system - Yellow Alert - will give a warning that enemy initiated hostilities may be imminent. The warning time may vary from several hours to several days. Civil Defense Officials using every means available, including "Attack Warning Sirens" will give this warning. Sirens will sound the "ALERT" signal --- a three- minute steady tone that means turn on your radio for information and instructions.*
2. *A tactical Warning - Red Alert - is notification that an attack on the United States, its possessions or its allies, has been initiated. The time lapse prior to detonation of weapons may be 15 minutes or less for target areas. Sirens will sound a "Take Cover" Signal - a three-minute undulating tone or short blasts. "TAKE COVER" consists of taking shelter in a properly prepared shelter in or near the building.*
3. *Attack without warning - RED ALERT - If the point of detonation of enemy bombs is within 50 miles, the only warning will be a brilliant flash of light followed by a tremendous blast of sound. If the strike is not close enough for the above indications, warnings will be given as described above.*
4. *Shelter Areas: In case of bomb attacks in nearby areas, the safest place for staff and students at the school campus is indoors. Move students and staff quickly inside. Make them comfortable and keep all as calm as possible.*

FIRES

1. *If a fire breaks out in the school building, pull the nearest alarm box and follow fire escape plan.*
2. *A fire alarm must be manually pulled.*
3. *Follow escape plan: Know escape routes.*
4. *If smoke is intense, stay close to the ground where there will be more oxygen.*
5. *Feel doors for warmth and smell under them for smoke, prior to opening a door. If you smell smoke or doors are warm, use another exit (break out a window as a last resort).*
6. *Remove each student as quickly, quietly and safely as possible.*
7. *Close all doors when exiting from the room/building.*
8. *The assembly area for all classrooms is at the south side of the basketball courts-closest to the field.*
9. *Stay with your group so that an accurate head count is possible.*

EARTHQUAKE

DURING AN EARTHQUAKE:

1. *If you are indoors, DUCK or drop down to the floor. Take COVER under a sturdy desk, table or other furniture. HOLD on to it and be prepared to move with it. Hold the position until the ground stops shaking, and it is safe to move. Stay clear of windows, heavy furniture, electronics, or appliances. Don't rush outside. You may be injured by falling glass or building parts. Do not try using any stairs while a building is shaking or while there is danger of being hit by falling glass or debris.*

2. *If you are outside, get into the OPEN - away from buildings, power lines and trees.*

3. *If you are driving - STOP if it is safe - but stay inside. DO NOT stop on or under a bridge, overpass or tunnel. Move your car as far out of the normal traffic pattern as possible. DO NOT stop under trees, light posts, electrical power lines or signs.*

AFTER THE EARTHQUAKE:

1. *Check for injuries and administer first aid as necessary; take injured to hospital. Also check for bleeding, breathing and shock. (See 1st aid).*
2. *Immediately clean up any spilled medicines, drugs or other potentially harmful materials such as bleach, lye, gasoline or other petroleum products.*
3. *Safety check for potential risks:*
   a. *Fire or fire hazards.*

   b. *Gas leaks. Shut off the main gas valve (see Shut-Off Location Map and Procedures Manual for Utilities and Appliances) if a leak is suspected or identified by the odor of natural gas. Wait for the Gas Company to check it and turn it back on.*

   c. *Damaged electrical wiring: Shut off power at the main fuse box if there is any damage to wiring.*

   d. *Downed or damaged utility lines: Do not touch downed power lines.*

   e. *Downed or damaged chimneys: Approach chimneys with caution. They may be weakened and could topple during an aftershock.*

   f. *Beware of items tumbling off shelves and out of closets when you open the door.*

   g. *Check that each telephone is on its receiver. Phones that are off-hook tie up the telephone network unnecessarily.*

4. *Check your food and water supplies.*

   a. *DO NOT eat or drink anything from open containers near shattered glass.*

   b. *If power is off, plan meals to use up frozen foods that will spoil quickly.*

   c. *Use barbecues or camp stoves outdoors for emergency cooking.*

   d. *If water is off, you can use supplies from water heaters, toilet tanks, melted ice cubes and canned vegetables.*

DO NOT use lighters, candles or open-flame appliances until you are sure there are no gas leaks.

DO NOT operate electrical switches or appliances including telephones if you suspect a gas leak.

DO NOT use your telephone except in an emergency. You could tie up lines needed for emergency services.

BE PREPARED for aftershocks. Most of these are smaller than the main quake, but some may be large enough to do
additional damage.

EXPLOSION/BOMB THREAT

EXPLOSION

1. *Evacuate children and staff to safe area outside of buildings.*

2. *Administer first aid as necessary.*

3. *Notify Fire Department by calling 911.*

4. *Extinguish fires if small and not dangerous otherwise evacuate and follow fire protocol.*

5. *Notify utility companies of any break or suspected break in lines that might present an additional hazard (PG&E, and AT&T for telephone service). See emergency telephone list.*

6. *The Program Director or designee will direct further action as required.*

7. *Children and staff must not return to affected building(s) until Fire Department declares the area to be safe.*

BOMB THREAT

In case of a bomb threat, evacuate building and designate one staff member to call the Bomb Squad, Oakland Fire Department at 911, and Clinical On -Call (if after hours). Do not re-enter building until Bomb Squad personnel declare it safe to do so.

The person receiving the bomb threat telephone call must remain calm and alert. Information obtained by the person receiving the bomb threat may be of great importance to the law enforcement officials. The person receiving the bomb threat call should keep the caller on the line as long as possible to obtain information that will be needed by the Police Department. Delay the caller with such statements as, "I'm sorry, I didn't understand you. What did you say?"

Information that will be helpful to the Police includes the following:

1. *Exact time of call*

2. *Voice characteristics of the caller*

   a. *Approximate age - boy or girl, man or woman*

    b. *Accent or peculiar voice inflections*

3. *Background noises: music, laughter, traffic and others.*

Immediately after the contact with the caller has ended, the person receiving the call should
relay all the information to the Program Director or Clinical On-Call who will in turn, direct personnel to carry out the following:

1. *Sound the school fire alarm. This will automatically implement the ACTION to LEAVE the BUILDING and go to the fire drill area.*

2. *Notify the Police Department 911 and the Fire Department.*

3. *Call the Telephone Company and see if the call can be traced. Ask Operator.*

4. *Take a head count of all children and staff on campus, and the whereabouts of children and staff who are off campus.*

5. *Caution all personnel against picking up any strange object.*

6. *Students and staff should not return to building until clearance has been given by the Police Department or the Fire Department.*

AIRPLANE ACCIDENT/CHEMICAL ACCIDENT

AIRPLANE ACCIDENT

1. *Evacuate building.*

2. *Administer first aid as necessary; call 911 as necessary for medical assistance.*

3. *Call Fire Department by calling 911.*

CHEMICAL ACCIDENT

Warning of a chemical accident is usually received from the Fire or Police Department or from Civil Defense officials when an accident occurs. Chemical accidents of disaster magnitude would include tank truck accidents or rail car accidents involving large quantities of toxic gases. Whether the accident occurs at Fred Finch Youth Center or nearby, the procedure to be followed is:

1. *Determine the need to implement LEAVE the BUILDING or LEAVE FRED FINCH YOUTH CENTER.*

2. *If it is necessary to evacuate the area, move crosswind; never directly with or against the wind which may be carrying fumes.*

3. *Render first aid as necessary.*

4. *Notify Alameda County Department of Public Health – (510) 267-8000.*

5. *Notify Fire Department and Police Department @ 911.*

6. *Take a head count of all children and staff on campus, and the whereabouts of children and staff who are off campus.*

7. *The School Director or Clinical On-Call will direct further action as required. Children and staff must not return to Fred Finch Youth Center or the particular buildings until the Fire Department officials have declared the area and building to be safe.*

SECURITY/OUTSIDE INTRUSION/VANDALISM

SECURITY

1. *All visitors are to sign in at the school building's reception desk.*

2. *Identification nametags are used for staff and visitors.*

OUTSIDE INTRUSION

In the event of an intrusion by outsiders:

Children and staff are to be kept inside of the building.

Building doors are to be locked.

Immediately contact the Program Director or designee or Clinical On-Call if after hours.

VANDALISM

The following procedure is to be put in motion in the event of vandalism:

Clients should be kept away from the scene of the vandalism.

Immediately contact the Program Director or Clinical On-Call if after hours.

Notify the Police Department if directed to do so by the Program Director.

Call (510) 777-3333 for Oakland Police Department.

Fill out a Work Order Ticket for Maintenance Coordinator if necessary.

UTILITY FAILURE
Contact the PG&E (800) 743-5000, if overall failure.

If only a small area, the personnel in charge shall review the situation and seek proper assistance from Maintenance Staff and/or PG&E.

Do not let clients assist; keep all children away from any electrical or gas source.

Flashlights are located with all 1st aid kits – Do not use candles.

EMERGENCY SHELTER OFF CAMPUS
If evacuation is necessary, staff will be notified by the Program Director or designee, Residential Supervisor or Clinical On-Call. In the event that there must be temporary evacuation, staff and children will proceed to the Paradise Baptist Church located at 9670 Empire Road, Oakland, CA 94603. Telephone number: (510) 562-8370

Staff and children will gather in the parking lot area. Children and staff will assemble by classroom groups and when accounted for, each classroom group will go by van or car to the
Paradise Baptist Church. Emergency folder should be taken.

RECOMMENDED ROUTE

- Start at 3800 Coolidge Avenue and go southwest on Coolidge Avenue towards Madeline St.

- Merge onto the I-580 towards Hayward

- Take the High Street exit (25A)

- Turn right on High Street

- Turn slight right onto Courtland Avenue

- Courtland Avenue becomes 42nd Street

- Turn left onto Oakport Street

- Merge onto I-880 towards San Jose

- Exit 98th Avenue (35), towards Airport

- Turn right on 98th Avenue

- Take first right onto Empire Road

- 9670 Empire Road is on the right

NOTIFICATION OF PARENTS

If evacuation of our campus is necessary, parents are to be notified by the School or Social Work staff.

MEDICAL EMERGENCIES

I. General Medical Emergency Information

- *All staff members have CPR/First Aid training.*
- *On the Oakland campus there is an on-call staff 24 hours a day.*
- *In case of poisoning or other medical emergencies, call 911*

EMERGENCY SUPPLIES AND EQUIPMENT

1. *First Aid Supplies - located in each classroom, nurse's office, and school vehicles.*

Emergency water and food supplies are stored at the school.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	n/a	0	0	0
1	n/a	0	0	0
2	n/a	0	0	0
3	n/a	0	0	0
4	n/a	0	0	0
5	n/a	0	0	0
6	n/a	0	0	0
Other**	6	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	n/a	0	0	0
1	n/a	0	0	0
2	n/a	0	0	0
3	n/a	0	0	0
4	n/a	0	0	0
5	n/a	0	0	0
6	n/a	0	0	0
Other**	6	2	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	n/a	0	0	0
1	n/a	0	0	0
2	n/a	0	0	0
3	n/a	0	0	0
4	n/a	0	0	0
5	n/a	0	0	0
6	n/a	0	0	0
Other**	8	2	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6	2	0	0
Mathematics	6	2	0	0
Science	6	2	0	0
Social Science	6	2	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8	2	0	0
Mathematics	8	2	0	0
Science	8	2	0	0
Social Science	8	2	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8	2	0	0
Mathematics	8	2	0	0
Science	8	2	0	0
Social Science	8	2	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	N/A

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	3
Nurse	.15
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	4

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	24,087	N/A	22,559	75,256
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019–2020)

Specific services to be provided to students with exceptional needs: Special Education, Behavior Intervention including development and modification, implementation of behavior modification plans, counseling and guidance services, transition planning, vocational training.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	n/a	
Mid-Range Teacher Salary	74,256	DPC
Highest Teacher Salary	77,126	DPC
Average Principal Salary (Elementary)	n/a	DPC
Average Principal Salary (Middle)	n/a	DPC
Average Principal Salary (High)	n/a	DPC
Superintendent Salary	n/a	DPC
Percent of Budget for Teacher Salaries	38%	DPC
Percent of Budget for Administrative Salaries	22%	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses*:* _____0_____

Subject	Number of AP Courses Offered*
Computer Science	n/a
English	n/a
Fine and Performing Arts	n/a
Foreign Language	n/a
Mathematics	n/a
Science	n/a
Social Science	n/a
Total AP Courses Offered*	n/a

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2018– 2019	2019– 2020	2020– 2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5