



**THE ATLANTIC PHILANTHROPIES'**  
**Disadvantaged Children and Youth**  
**Integrated Services in Schools Initiative**  
 Oakland Demonstration: August 2007 Resource Map

**ISSI Component: HEALTH (Site-based)    School: Havenscourt Campus    Completed: 09/14/07**

Program / Service	Target Population	# Served Annually	Cost per Year / Budget Source	Fiscal Agent (Grantee)	Outcomes (describe measures and data)
<b>Diabetes Services:</b> Identify students with diabetes in the schools; establish management and support systems for students with diabetes (e.g., insulin administration, blood glucose monitoring); train staff on diabetes and emergency procedures; attend 504 meetings and parent meetings to complete Individualized Student Healthcare Plan on each student with diabetes.	Students with diabetes	Varies annually	\$5,167 General Purpose Funds and Targeted Instructional Intervention Grant (TIIG).	OUSD	Students with diabetes are properly managed, which: decreases complications and hospitalizations thereby reducing absences/increasing classroom time. Increasing classroom time supports academic performance and success in school.
<b>Safe Passages School Linked Services Strategy/Our Kids Mental Health Services:</b> Dedicated, site based mental health therapist provides clinical mental health services for students referred by the site-based Coordination of Services Team (COST).	Middle school student population	25	\$75,000-\$90,000 EPSDT <sup>2</sup> contract	East Bay Agency for Children  New 07-08? No	Improvement in school climate as measured by student perceptions in safety at school and school engagement (CHKS, SP student surveys, Use Your Voice)  Reductions in suspensions for violence.

<sup>2</sup> This is a Medi-Cal reimbursement stream called Early Periodic Screening Diagnosis and Treatment.

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<b>Safe Passages School Linked Services Strategy/Our Kids Clinical Case Manager:</b> provides clinical case management services to students referred through the site based Coordination of Services Team (COST)	middle school population	Clinical case manager can carry a case load of 25. Target to be served on an annual basis is 50.	\$80,000 1FTE with benefits Tobacco Master Settlement/ Measure Y/ LEA-Medi-Cal.	Alameda County Health Care Services Agency  New 07-08? No	Improvement in school climate as measured by student perceptions in safety at school and school engagement (CHKS, SP student surveys, Use Your Voice)  Reductions in suspensions for violence.
<b>Safe Passages School Linked Services Strategy Second Step Violence Prevention/Social Skills Curriculum</b> School wide implementation of a best practice social skill curriculum that teaches anger management, impulse control and empathy to middle school students. Classroom teachers are trained to deliver the curriculum and reinforce the lessons during the school day.	All middle school students	Entire campus	\$2,000 Funded by the City of Oakland through Measure Y.	OUSD  New 07-08? No	Improvement in school climate as measured by student perceptions in safety at school. (CHKS, SP student surveys, Use Your Voice)  Reductions in suspensions for violence.
<b>Safe Passages School Linked Services Strategy Conflict Resolution Program</b> OUSD administered peer conflict mediation program. This program provides a conflict resolution coach that trains, coordinates and supports a team of peer mediators that help to resolve student conflicts on the campus.	All middle school students	Entire campus	\$19,380 funded by the City of Oakland (Measure Y) & \$900 from AB1113 for trainer	OUSD  New 07-08? No	

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<b>State Mandated Vision and Hearing Screening</b>	8 <sup>th</sup> grade students	140 8 <sup>th</sup> grade students	OUSD general funds and Targeted Intervention (TIIG)?	OUSD  New 07-08?    No	# of students referred for medical follow up after screening is tracked by OUSD. 3 students were referred for medical follow up as a result of Hearing screening and 15 students referred for medical follow-up as result of Vision screening in 06/07.
<b>State Mandated Scoliosis Screening</b>	7 <sup>th</sup> grade girls and 8 <sup>th</sup> grade boys	Varies by school population	OUSD general funds and Targeted Intervention (TIIG)?	OUSD  New 07-08?    No	# of students referred for medical follow up after screening is tracked by OUSD. 14 students were referred for medical follow up as a result of screening in 06/07.

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**ISSI Component: EXTENDED DAY (Site-based)    School: Havenscourt Campus    Completed: 09/14/07**

Program / Service	Target Population	# Served Annually	Cost perYear / Budget Source	Fiscal Agent (Grantee)	Outcomes (describe measures and data)
<b>Roots ASES<sup>3</sup> Comprehensive After-School program:</b> (1) Academic support: study hall, science clubs and journalism; (2) Enrichment: leadership, year book, community service, video production, web design, visual arts, career development and games; (3) Sports/Recreation: health, fitness, martial arts, hip-hop dance, sports and soccer.	(1) Students falling below basic.  (2) General population  Minimum 120 students total	Required to serve 120 to earn total ASES grant.	\$150,000 ASES grant from CDE	Aspiranet    New 07-08? Yes	Outcome measures and date collection requirements not yet determined by CDE with exception of attendance reporting requirements.
<b>CCPA ASES Comprehensive After-School Program:</b> (1) Academic Support: targeted intervention, academic skill building, study skills, computer lab; (2) Enrichment: <i>same as Roots above</i> ; (3) Sports/Recreation: <i>same as Roots above</i> .	Varies by program: (1) Math/FBB (2) ELA/FBB (3) Proficient students in Math/ELA/Science (4) General participants	120 students required to be served to draw down total ASES grant. CCPA is an Extended Day program all students required to participate in Extended Day programming (ASES & Next Generation).	\$150,000 ASES grant from CDE	Aspiranet    New 07-08? Y	Same as Roots above

<sup>3</sup> California Department of Education, After-School Education and Safety Program.

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Program / Service	Target Population	# Served Annually	Cost per Year / Budget Source	Fiscal Agent (Grantee)	Outcomes (describe measures and data)
<p><b>Next Generation Digital Pathways:</b> unique pilot with San Francisco State University, Safe Passages and the Bay Area Video Coalition called Next Generation/Digital Pathways designed to provide middle school students with exposure to cutting edge technology in media arts including digital animation and music production, experience with the global market economy and the opportunity to earn college credit through San Francisco State's College of Extended Learning. BVAC implement music production classes, SFSU implements animation classes and Destiny Arts provides Hip-hop &amp; martial arts instruction. Academic support is also provided through extended contracts for teachers.</p>	<p>Roots:  (1)Students falling below basic.  (2)General population</p> <p>CCPA (varies by program):  (1) Math/FBB  (2)ELA/FBB  (3)Proficient students Math/ELA/Science  (4)General participants</p>	90 students	<p>\$150,000 grant from OFCY  CCPA site budget (2,000)  ASES (5,000)</p>	<p>San Francisco State University</p> <p style="text-align: center;">New 07-08? No</p>	<p>Program is included in the OFCY evaluation funded by the City of Oakland. This is a qualitative evaluation that measures customer satisfaction through student participant, parent and teacher surveys administered two times per year.</p>

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**ISSI Component: FAMILY SUPPORT (Site-based)    School: Havenscourt Campus    Completed: 09/14/07**

Program / Service	Target Population	# Served Annually	Cost per Year / Budget Source	Fiscal Agent (Grantee)	Outcomes (describe measures and data)
<b>CCPA Parent Liaisons 2 (.5 FTE):</b> Facilitate parent engagement and education activities including Parent Leadership Team and monthly parent events with Principal. Parent liaison implement six parent education workshops per year. Provide direct communication and outreach to all parents.	All CCPA parents/families.	221 families	\$30,000 for parent liaison  \$5,000 for food and child care at parents/family events  Budget source GATES grant Title I	OUSD     New 07-08? No	Levels of parent and student engagement as measured by parent participation student attendance and academic performance. 60% of parents regularly involved in school activities use Your Voice tool for measuring parent satisfaction.
<b>Roots 1 (.5 FTE) – Administrative Assistant &amp; 1 (TSA .15 FTE):</b> Facilitate all communication and outreach to parents/families. Provide intervention, academic support and other support service referrals to parents/families.	All Roots parents/families/caregivers.	300 families	Budget Source: Title I	OUSD     New 07-08? No	Levels of parent and student engagement as measured by parent participation student attendance and academic performance.



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Program / Service	Target Population	# Served Annually	Cost per Year / Budget Source	Fiscal Agent (Grantee)	Outcomes (describe measures and data)
<b>OUSD Department of Adult Education-Spanish and English as a Second Language (ESL) site based courses</b>	All CCPA/Roots parents and caregivers	35 currently enrolled in active ESL classes. Recruitment is ongoing for additional courses. Minimum of 20 adults to sustain class.	Average Daily Attendance drawn down by OUSD Department of Adult Ed.	OUSD  New 07-08? Y	Level of parent/caregiver participation and successful completion of adult education courses.
<b>East Bay Consortium – College Exploration Workshops and Advising for students and families</b>	Interested CCPA parents/caregivers	Varies but will deliver services of six parent education workshops regarding college/higher education.		East Bay Consortium  New 07-08? N	Evaluation of parent satisfaction survey

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Program / Service	Target Population	# Served Annually	Cost per Year / Budget Source	Fiscal Agent (Grantee)	Outcomes (describe measures and data)
<b>Safe Passages School Linked Services Strategy-Site Coordinator:</b> Oversees site based coordination of services team (COST) to facilitate service delivery of all model components including parent engagement.	All middle school parents will include high school parents when CCPA expands to 9 <sup>th</sup> grade in 08/09 school year.	75-100 student cases reviewed and referred by COST team  2315 student contacts (includes multiple contacts with some students  128 direct parent contacts	Check with Principals site budgets (specific source) CCPA \$34,433 Roots \$35,205.	OUSD         New 07-08? Y	75-100 student cases reviewed and referred for additional services through COST.  Improvement in school climate as measured by student perceptions in safety at school. (CHKS, SP student surveys, Use Your Voice)  Reductions in suspensions for violence.
<b>AB825 Outreach Consultant:</b> 1 dedicated FTE Outreach worker assigned to Havenscourt campus to support parent engagement and coordination of services through the facilitation of multidisciplinary individualized Student Success Team meetings designed to produce student centered, asset based intervention plans. The Outreach worker also provides follow-up to monitor implementation of intervention plans.	All middle school students and parents.	35-40 Student Success Team (SST) Meetings with follow-up for student referred for behavioral and/or poor academic performance.	.8 FTE \$43,000 allocation from AB825 state grant.	OUSD         New 07-08? Y	Increased resiliency factors in students served. Individualized Intervention plans developed and implemented for target students. Improved attendance and student motivation.

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Program / Service	Target Population	# Served Annually	Cost per Year / Budget Source	Fiscal Agent (Grantee)	Outcomes (describe measures and data)
<p><b>English Learner Advisory Committee (ELAC)</b> Advises the principal, the School Site Council, and the school Staff on programs and services for English Language Learners</p>	<p>The parents of students who are English Learners at the schools. (% of EL parents on the Committee must <i>minimally</i> reflect the percentage of ELLs in the student population of the school as a whole. EL Parents <i>should</i> make up the majority of the committee).</p> <p>Parents of non-English learners, teachers and classified staff from the school, community members and Principal or designee.</p> <p>Each school with 21 or more English Language Learners (ELL), regardless of language, must form a functioning English Learner Advisory Committee (ELAC) or subcommittee of an existing committee</p> <p>Other ELAC members are selected based on the ELAC bylaws for that site. A council or committee at the middle school level may, but is not required to, include pupil representation.</p>	<p>Varies depending on size of the committee</p>	<p>Meeting expenses</p>	<p>OUSD</p>	<p>Advises the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA)</p> <p>Advises the principal and the school staff on the school's program for English Learners.</p> <p>Assists in the school in developing the following:</p> <ul style="list-style-type: none"> <li>✓ Needs Assessment</li> <li>✓ Language Census</li> <li>✓ Efforts to make parents aware of the importance of regular attendance</li> </ul>

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Program / Service	Target Population	# Served Annually	Cost per Year / Budget Source	Fiscal Agent (Grantee)	Outcomes (describe measures and data)
<p><b>School Site Council (SSC)</b> Serves as the school community representative body for determining the focus of the school’s academic instructional program and all related categorical resources .</p> <p>Develops and approves the school plan and all proposed categorical expenditures in accordance with all state and federal laws and regulations;</p> <p>Recommends the school plan including related budget expenditures to the local governing board;</p> <p>Encourages leadership roles of the SSC and carries out all other duties assigned to the council by the district governing board and by state or federal law.</p>	<p>Parents or community members and students equally share ½ of the council.</p> <p>Classroom teachers must be in the majority of the staff side.</p> <p>“Other School Personnel” includes: other administrative positions, other non-classroom teacher positions, and all site classified personnel. Smallest council is composed of 12 members.</p> <p>“A school site council at the middle school level may, but is not required to, include pupil representation.” Ed. Code 33133(c)</p>	<p>Varies depending on size of the committee</p>	<p>Meeting expenses</p>	<p>OUSD</p>	<p>Analyzes and evaluates the academic achievement of all students in the school;</p> <p>Obtains recommendations from school site advisory, standing, and special committees regarding the focus of the school’s <i>Single Plan for Student Achievement</i>;</p> <p>Provides ongoing monitoring of the implementation of the plan and budgets/expenditures;</p> <p>Revises the school plan, including expenditures, timelines, and evaluation criteria, as needed;</p> <p>Participates in all local, state, and federal reviews of the school’s program for compliance and quality; Conducts an annual evaluation of the effectiveness of the school’s progress toward meeting school goals to raise student achievement for all students;</p>

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Gap Analysis  
Coliseum College Prep Academy and Roots  
International Academy representing  
the Havenscourt Campus  
Prepared by Youth Ventures and Safe Passages

**I. Methodology**

Generally, school communities do not exist as blank slates. Schools often represent the heart of communities, bringing together a truly diverse group of stakeholders focused on the common agenda of improving the status of neighborhood children and youth. Schools are the only neighborhood institutions that draw such a broad range of stakeholders based on race and ethnicity, age, class and experience. In some cases, generations of families and community members have attended and engaged neighborhood schools.

The Oakland development process was designed specifically to build upon the history of stakeholder engagement and planning at each target site. This methodology respectfully incorporates the relevant history of school-based planning while simultaneously engaging current school community stakeholders through a variety of venues tailored to specific audiences to gather additional input regarding needs, priorities, and suggestions.

The gap analysis for the Havenscourt Campus was prepared using a wide variety of relevant planning material including the following stakeholder engagement sources:

1. Oakland Unified School District (OUSD) Use Your Voice Survey-customer satisfaction survey administered to parents/caregivers, students, and staff at each site during the 2005-06 school year. Response rates for the Havenscourt Campus included 27% of all parents/caregivers, 64% of all students, and 87% of all staff.
2. Small School Design Process-planning documentation was collected from the year long community engagement process implemented during the Coliseum College Prep Academy (CCPA) and Roots International Academy (Roots) development process, conducted during the 2005-06 school year. This process provided input on needs, gaps, priorities and strategies from families, teachers, staff and community members at the Havenscourt Campus.
3. Safe Passages Teacher/Student survey-administered across 9 Safe Passages Middle Schools including the Havenscourt Campus and three other Atlantic ISSI target school communities in spring 2007.
4. Home Visit Logs-compiled based on 84 home visits to CCPA families conducted by teachers during spring 2007.
5. California Healthy Kids Survey- administered to 7<sup>th</sup> graders at the Havenscourt Campus in fall 2005. 73% of all 7<sup>th</sup> graders responded; over 50% of those respondents were 12 years of age or younger.
6. Oakland Atlantic ISSI Parent Surveys-developed by Safe Passages and Alameda County School Based Health Services Coalition. Administered at both Roots and CCPA during mandatory parent registration. Parents/caregivers were surveyed in four different languages including English, Spanish, Vietnamese and Cantonese. Parent surveying produced an unprecedented greater than 80% rate of return.
7. Oakland Atlantic ISSI Teacher/Staff Surveys- developed by Safe Passages and Alameda County School Based Health Services Coalition. Administered at both Roots and CCPA at the beginning of the 2007-08 school year. Teachers were asked to assess need, share perceptions and prioritize need on the Havenscourt Campus.

- Twenty-eight teachers/staff members responded, of those respondents, 24 were teachers representing 80% of the faculty at the Havenscourt Campus.
8. Community Stakeholder Meetings- two Oakland Atlantic ISSI meetings were held on the Havenscourt Campus, incorporating both schools. At least 60 stakeholders attended the first meeting to express needs, ideas and suggestions within the areas of Extended Day/Learning, Health and Family Support. Students, parents/caregivers and teachers/staff participated in these meetings.
  9. Engagement of Site Administrators-multiple meetings with site administrators regarding the Oakland ISSI development process, including, but not limited to interviews regarding resource/asset mapping, school needs, priorities and potential National Service Organization partners.

Stakeholder engagement data and material was combined with the following additional school community planning material and data in the development of the Gap Analysis for the Havenscourt Campus:

1. Approved School Proposals for CCPA and Roots- these proposals articulate the philosophical underpinnings and operational structures of each school community including the vision, theory of action, parent/community involvement approach and governance structure of the schools.
2. Single Plan for Student Achievement (2007-2010)- the school site plan developed by each school presents a school profile, documents school successes, challenges and accelerators, and outlines site specific strategies to meet student achievement targets including student support strategies and the alignment of those strategies with District-wide strategic instructional practices.
3. School Profiles-developed by Safe Passages based on 2006-07 school data including demographic, socio-economic, behavioral and academic performance indicators.
4. After-school Sustainability Report-written by Safe Passages in spring 2007 detailing the existing resources and gaps in Oakland's After-School Landscape including the under-representation of high need populations in existing publicly funded comprehensive after-school programs.

The full compliment of planning and engagement strategies produced an unprecedented school community engagement process across multiple programmatic areas including Extended Learning, Health, and Family Support, and was implemented at a scale never before attempted at Oakland Middle Schools.

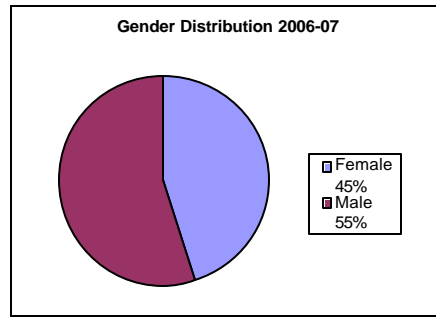
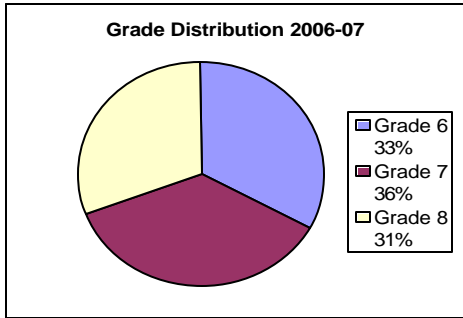
## **II. School Profiles**

The Havenscourt Campus, located in East Oakland, is comprised of two small learning communities: Roots International Academy (Roots) and Coliseum College Prep Academy (CCPA), both lead by determined principals. Both schools are currently in their second year of operation. Currently, 57% of all teachers/staff have held their position for less than one year.

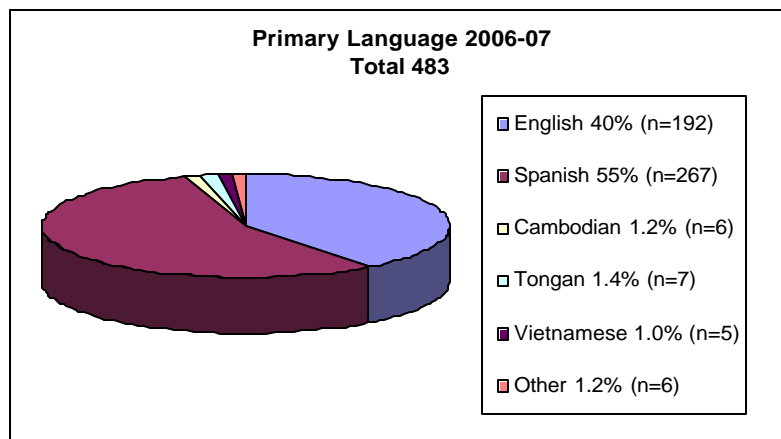
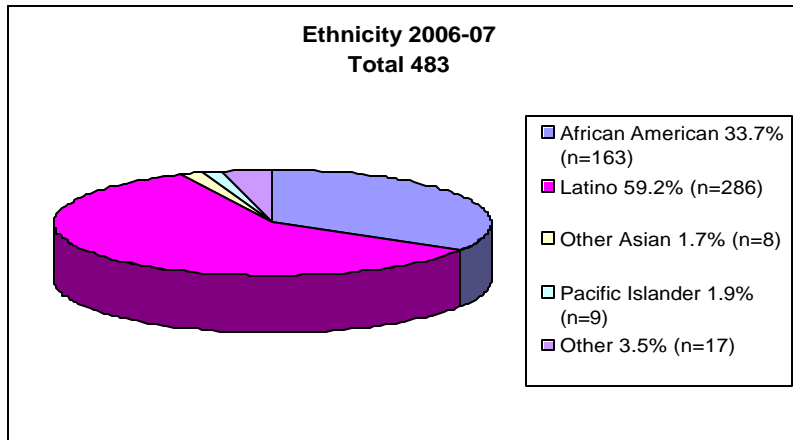
Prior to the creation of these small learning communities only 9.5% of students attending Havenscourt scored proficient or above in English Language Arts and 6.5% of students scored proficient or above in Mathematics. Roots and CCPA represent a philosophical shift in the manner in which public schools educate middle school students and engage communities. The Havenscourt community implemented a two year planning and incubation process that engaged a wide range of community stakeholders and produced the small school proposals to create Roots and CCPA.<sup>1</sup> Planning and school design materials from that process have been incorporated into the site-based Atlantic ISSI development work on the Havenscourt Campus.

Roots and CCPA operate using a theory of action that is student centered and emphasizes accountability for all stakeholders concerning the academic and social development of students. Both schools have institutionalized strategies to support the engagement and success of students and their families. Roots serves middle school grades 6-8. CCPA was created to ultimately expand to serve grades 6-12, thus offering a unique secondary experience within OUSD. Students demonstrated their enthusiasm for these new learning communities by maintaining an average daily student attendance rate of 93.39% during the 2006-07 school year.

School profiles present both aggregate data for the Havenscourt Campus and individual school data when appropriate. The 2006-07 student demographic data is presented below.<sup>ii</sup>

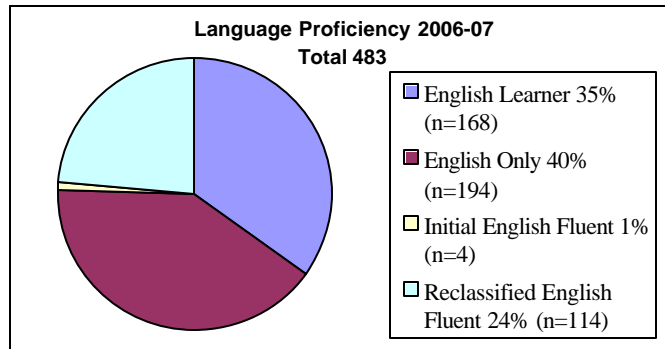


Student demographics charts demonstrate tremendous diversity on the Havenscourt Campus. The campus is overwhelmingly comprised of students of color with the majority of students speaking a primary language other than English. As illustrated by the primary language pie chart, the majority (55%) of students reported Spanish as their primary language.



The socio-economic status of students is well documented by the high number of Title I students on the campus. 98% of all students are classified as Title I students. Further, 35% of students at the Havenscourt Campus are English Learners.

Subgroups	Number	Percent
<b>Title I</b>	474	98%
<b>Retained</b>	12	2.5%
<b>Special Education</b>	35	7%
<b>GATE</b>	56	12%



During the 2005-06 school year, Safe Passages conducted an analysis of “High Need” and “Highest Need” students in OUSD to determine the level of participation of both groups of students in publicly funded after school programs supported by OUSD and the City of Oakland.<sup>iii</sup> A “High Need Student” was defined as a student with two or more of the following during the 2005-06 school year: expulsion hearing, five or more unexcused absences, two or more suspension incidences, scored far below or below basic in Math or scored far below or below basic in English Language Arts. A “Highest Need Student” was defined as a student with two or more of the following during the 2005-06 school year: expulsion hearing, two or more suspension incidences, ten or more unexcused absences, scored far below basic in Math or scored far below basic in English Language Arts. The High Need/Highest Need Student analysis for the Havenscourt Campus is presented below.

#### High Need/Highest Need Students at Havenscourt 2005-06

School	# High Need	% High Need	# Highest Need	% Highest Need	Enrollment
<b>Havenscourt</b>	348	62%	143	26%	560

Student enrollment for the 2007-08 school year as of October 2007 was at 217 at CCPA and 330 at Roots for a total of 547 students. Enrollment within OUSD often does not completely stabilize until October. However, 547 students represent an increase in student enrollment from 2006-07. This can, in part, be attributable to the positive trend in community perception regarding the Havenscourt Campus as a result of the new small learning communities. Further, positive trends in the perceptions of the school were evident in a number of data sources reviewed during the development of this gap analysis.

Spring 2007 represented the first time students at both new learning communities took the California Standards Test. Despite valiant efforts made during the school year to create and sustain a positive learning environment, the test results demonstrated just how challenging reforming urban middle school education can be. CCPA achieved an API score of 527 and Roots secured an API score of 563.<sup>iv</sup> Both scores are compared with the statewide performance target of 800. CCPA test results also found 7.9% of 6<sup>th</sup> and 7<sup>th</sup> graders proficient or advanced in English Language Arts and 10.6% proficient or advanced in Math.<sup>v</sup> 13.7% and 9.1% of 6<sup>th</sup> and 7<sup>th</sup> graders at Roots were proficient or advanced in English Language Arts and Math, respectively.<sup>vi</sup> This first year of test results establishes a performance baseline that will be used to gauge annual improvement targets to measure growth. Both schools have a strong emphasis on data driven inquiry to elevate continuous improvement and will use these strategies to continue to move students forward.

Socio-economic indicators demonstrate that Havenscourt families are also economically distressed. Title I students account for 98% of all students. The federal Free and Reduced Lunch eligibility rate is 86% on the Havenscourt Campus. The California Department of Education notes that based on self reporting, 41% of CCPA and 46% of Roots parents/caregivers are not high school graduates.<sup>vii</sup>

Despite living under poor socio-economic conditions, families at the Havenscourt Campus are very committed to education and have high expectations for their children. The 2005-06 Use Your Voice Survey results demonstrated that 88% of students believe their parents/caregivers expect them to do their best and 86% of parents/caregivers surveyed confirm that they do expect their children to try their best. Additional results from this survey illustrated that high expectations for students are embedded in multiple stakeholder groups. For example, 76% of parents/caregivers and 70% of students believe their teachers expect them to do well academically. Further, 64% of teachers responded that they believe teachers push students to do their best.

The Havenscourt Campus is at the heart of an East Oakland community that is equally as diverse and socio-economically distressed as the school campus. An analysis conducted by Safe Passages and the City of Oakland integrated data related to crime rates, child abuse reporting, domestic violence reporting, socio-economic indicators, truancy and school suspensions to produce an analysis of the number of community stressors attached to specific crime beats within Oakland.<sup>viii</sup> The Havenscourt Campus is embedded within some of the highest stress crime beats in the city. For example, the Havenscourt Campus and its families currently experience 42 community stressors. This is the greatest number of stressors within the pool of Atlantic ISSI target school communities. The school community with the next highest level of community stressors is Madison with 33 community stressors. Significantly, 77% of parents/caregivers believe the campus itself is somewhat safe or very safe.<sup>ix</sup>

### **III. Existing Resources: Summary of Resource/Asset Mapping**

Creating positive school climates has been a fundamental thrust of both CCPA and Roots on the Havenscourt Campus. The campus has a much different feel than it did before the development of the smaller learning communities. Similarly, creating a site-based student and family support infrastructure is a critical element of the mission of both schools. Roots and CCPA have collaborated well with a variety of partners to secure vital resources for their students and families. Parent and family feedback gathered during the 84 home visits conducted by CCPA between January and February of 2007 revealed a general satisfaction with school improvements. A summary of site-based assets is provided below.

The former large traditional middle school that was located on the campus was one of the original Safe Passages Middle Schools in OUSD. The initial Safe Passages support service infrastructure was created during the 2001-02 school year through support from OUSD, the County of Alameda and the City of Oakland. This infrastructure evolved into a comprehensive multi-pronged strategy that today includes:

- Site coordination through a dedicated Safe Passages site-based coordinator and Coordination of Service Team (COST);
- Violence prevention/social skill curriculum;
- Dedicated site-based Our Kids clinical case manager and mental health clinician;
- After-school programs and activities; and
- Parent engagement activities.

All components of the prevention/intervention model are currently being implemented and serve as alternatives to suspension on the campus. The model intersects all three (Extended Day/Learning, Health and Family Support) components of the Atlantic ISSI. Additional resources are described by component.

#### **Extended Day/Learning**

The Havenscourt Campus houses a broad range of extended day and after school learning opportunities. CCPA uses a true extended day model and implements a standard school day that extends beyond a traditional instructional schedule. Roots implements a traditional school day but offers its students a variety of after school options. All extended day and after school programs are coordinated, and many are attended, by students from both schools. The Havenscourt Campus offers a comprehensive program comprised of academic support, enrichment and recreational programs.

In addition to the comprehensive program described above, the Havenscourt Campus is part of a unique pilot with San Francisco State University, Safe Passages and the Bay Area Video Coalition. This collaboration, called Next Generation/Digital Pathways, was designed to provide middle school students with exposure to cutting edge technology in media arts combining the following components: digital animation and music production, experience with the global market economy, and the opportunity to earn college credit through San Francisco State's College of Extended Learning. Students on the Havenscourt Campus are currently using software not available to any other secondary students in the U.S. or abroad. These offerings are integrated throughout the school day.

Finally, a limited number of students at the Havenscourt Campus have accessed Supplemental Educational Services under No Child Left Behind. During the 2006-07 school year, 24 students from the Havenscourt Campus participated in these services offered by private providers.

### **Health**

OUSD administers a variety of health services for Oakland middle schools including support for students with exceptional needs, asthma and diabetes. In addition, state mandated screening for scoliosis, vision and hearing for students at both CCPA and Roots are conducted by a rotating team of OUSD nurses. Violence prevention programs such as peer Conflict Resolution and a violence prevention/social skills curriculum are also implemented on the Havenscourt Campus.

### **Family Support**

The schools on the Havenscourt Campus are very invested in parent engagement and have created additional infrastructure to facilitate interaction with parents, caregivers and families. Both schools invest portions of their site budgets on staff charged with engaging parents/caregivers in English and Spanish. The campus currently houses an English as a Second Language course sponsored by OUSD's Department of Adult Education for parents/caregivers. Site leaders are actively working to develop more Adult Education opportunities. Parents/caregivers have the opportunity to participate in educational workshops to help prepare their students for higher education through the East Bay Consortium and develop a parenting/health curriculum with La Clinica de la Raza.

Site resources/assets are discussed in more detail in the Havenscourt Campus Resource Map. Information regarding target populations, cost, funding and outcomes are provided in the resource map.

## **IV. Gap Analysis**

The methodology used in the development of this gap analysis prioritizes the importance of engaging the most critical stakeholders to create a successful integrated, school-based service delivery model: the students, parents/caregivers, teachers/staff and principals. Alignment of proposed services and activities with the larger reform agenda of a school community and the needs and interests of that community will help ensure that the model is successfully implemented within that community. The ability of the larger Oakland ISSI to successfully tailor the model to different school communities supports replication and the ability to take the initiative to a larger local, state or federal scale.

### **Extended Day/Learning**

Stakeholder groups are tightly aligned regarding the need for additional academic support to be provided during an extended day format. General themes regarding gaps in extended day programming emerged from a variety of sources. These themes are discussed below.

#### ***Parent/Caregivers and Families***

CCPA teachers conducted 84 home visits during January and February of 2007. The most frequent concern parents/caregivers cited during these home visits was the need for increased academic support. Concerns regarding student behavior ranked a distant second. The Atlantic ISSI parent surveys administered in August 2007 further demonstrate a perceived gap in the minds of parents/caregivers regarding academic support. A majority of parents/caregivers, 31%, rated getting more staff at school as among the three top types of support services they would most like to see on the Havenscourt Campus, followed by 29% of

those surveyed that rated help for students with understanding and completing school assignments after school as among the top three most important student support services they would like to see on campus.

Parents/caregivers participating in the Atlantic ISSI survey also highlighted service learning and youth development opportunities for their children. 25% of those surveyed prioritized giving children opportunities to be leaders at school and in the community as among the top three most important extended day services they would like to see implemented within their school community.

Parents/caregivers on the Havenscourt Campus participated in focus groups during a stakeholder engagement meeting convened to discuss the Atlantic ISSI. The need for academic support in the core areas of math, reading, social studies and science was reinforced by these focus groups. Further, the need to target kids below grade level was emphasized by parent participants. In addition, the importance of technology for students was stressed by parents/caregivers who articulated specific needs related to providing students with a dedicated computer teacher, intensive computer programs and a working computer lab. Parents/caregivers expressed a focused desire to ensure their children have access to technology. The gap related to enrichment programs was cited as a lack of music (particularly access to cultural music activities), sports and gang prevention activities. An overarching concern related to extended day programming was the issue of security on and around campus; parents/caregivers identified a gap related to the need for increased security during this time.

### ***Students***

Students were surveyed by Safe Passages in Spring 07. Student respondents prioritized the need for recreation (sports, teams and games); help with understanding and completing schoolwork; and enrichment (art, dance, music and drama) after school. During the stakeholder engagement meeting held September 2007, students expressed a need for more time after classes and off site enrichment activities.

As noted above, there is a significant high need population on the Havenscourt Campus. Effective strategies to engage the high need population are critical because so many of these students are disconnected from school and lack connections to caring adults, making academic success even more challenging. Data analysis conducted from the Safe Passages Student Survey is instructive on this point. Consider the following: of the total 548 respondents, 210 reported having spent time with either one or both case manager and/or mental health counselor. Of these student respondents:

- 81% reported that this helped them improve their attitude about coming to school;
- 79% reported that this helped them improve their ability to get along with others;
- 79% reported that this helped them to have a connection to a caring adult; and
- 91% reported that this helped them want to try and do well in school.

The analysis is striking and can be used to present a compelling argument regarding the need to integrate site-based mental health and case management services with instructional programs.

### ***Teachers and Staff***

Teacher and staff responses closely mirrored parent/caregiver feedback. The Atlantic ISSI Teacher Survey administered at the beginning of this school year indicated that 36% of all teachers/staff surveyed rated academic support after school as among the top three most important needs on the campus. 34% of those teachers also ranked getting more staff at school in the top 3 priority needs. Similar results were found in teacher responses from the Safe Passages Teacher Surveys administered in Spring 07. This survey covered several OUSD middle schools, including CCPA, and contained a sample size of 64 teachers. Within the extended day/after school context, academic support was ranked by a majority of those surveyed as the #1 need, followed by remedial instruction.

Teacher/staff comments from the stakeholder engagement meeting focused on the need for academic support during the extended day period in the core content areas of reading, math, writing, and Spanish. The general need for more teachers/coaches and teacher training was reinforced, as was the more specific need for experiential and service learning opportunities. The need for additional enrichment activities was referenced in terms of sports, art, music, technology, job training and field trips.

### ***Administrators***

During a joint interview session with the principals of Roots and CCPA at the beginning of this school year, additional gaps in the extended day context were identified. Summer learning opportunities were highlighted as being notably absent for most students. In fact, these principals estimated that approximately 90% of their students did not participate in structured activities during the past summer. Moreover, there are no transition programs for incoming 6<sup>th</sup> grade students to the Havenscourt campus support the often difficult transition from elementary school to middle school or transition programs for graduating 8<sup>th</sup> grade students to facilitate the transition from middle school to high school. Finally, principals believed that the lack of credentialed teachers in existing after school/extended day programs presented a gap for the campus.

### **Health**

Stakeholder groups were engaged using a variety of methods regarding health needs and creative ways to meet those needs. In addition, health indicator data from OUSD and the County of Alameda were accessed to present a comprehensive assessment of school community health needs and assets. For example, teens living in the Havenscourt Campus zip code (94621) have the 2<sup>nd</sup> highest teen birth rate in the County, and the rate of new Chlamydia cases are more than double the rates in the County.<sup>x</sup> Youth living in this zip code also have the 2<sup>nd</sup> highest rate of youth assault hospitalization in the County-more than double the County-wide rate.<sup>xi</sup>

### ***Parents/Caregivers and Families***

During stakeholder engagement meetings and focus groups, parents/caregivers and families identified a wide range of unmet health care needs including, medical, psychological, dental, vision and health education. This critical caregiver group referenced a specific need for a site-based doctor and comprehensive school-based health clinic. The topics of nutrition, family planning, training for parents/caregivers on how to communicate with their children regarding adolescent physical and emotional development, and drug and substance abuse education were all identified as needs within the context of health education. In addition, the need for dental services for families that do not qualify for MediCal was highlighted. Emotionally withdrawn students were identified as a significant population with an unmet need for psychological services.

Atlantic ISSI Parent surveys administered during the mandatory registration period on campus reveal significant existing barriers to health care access. For example, parent respondents cited that the following issues made it difficult to access health services: cost (33%), language (28%), knowledge of services (25%), health insurance (24%), and required documentation (7%). Additional parent responses further illustrate significant barriers to accessing health care. Survey results demonstrated that payment for health care is a major issue for the 16% of respondents who indicated that they were uninsured and the 11% of respondents who indicated that they use other methods of payment (not medical insurance) to pay for health care.

77% of Parents/caregivers ranked violence as the top issue faced by students followed by peer pressure (58%), and Alcohol and other drugs (56%).

Wide spread support for a school-based health center is evident among parents/caregivers. For example, 76% of parents/caregivers indicated that they would want their child/children to use a school base health center. Moreover, parent support for a variety of specific school-based services exists. Significantly, 90% of parents/caregivers supported medical services, 90% supported health education, 88% supported counseling, 84% supported reproductive health, and 82% supported case management being delivered on campus.

### ***Students***

Student feedback in the area of health focused primarily on access to food. Students specifically identified during a stakeholder engagement meeting and focus groups a need for more food at home. One student responded that he/she needed "more food because sometimes we run out." The emphasis on this most basic health and subsistence need was further reinforced by other responses that stressed the need for breakfast.

Students tied the need for breakfast to their inability to focus at school. “More breakfast because if we don’t get [alots] of breakfast we might get lazy.” Finally, students highlighted their own need to eat healthy food and wanted the choice to select healthy food. Other health needs referenced by students included access to a doctor and dentist.

The California Healthy Kids Survey, administered during the 2005-06 school year, before the implementation of the small learning communities, provides another snapshot of student identified health needs. The sample contained 113 respondents in the 7<sup>th</sup> grade; over 50% of responders were age 12 and under. Again the gap regarding insufficient access to food was prominent, based on 54% of respondents reporting that they had not eaten breakfast the previous day. The need for prevention and intervention services and programs was also illustrated by these survey results. For example, 11% of respondents reported current gang involvement, 19% reported have used drugs/alcohol 30 days prior to taking the survey, and 18% had been in a physical fight at least once at school. The frequencies of these responses occur at higher rates than in Alameda County.

A portion (24%) of this sample of students also reported that they felt unsafe or very unsafe at the school. It is important to emphasize that students surveyed were attending the previous large middle school of over 600 students that has since been deconstructed and replaced by the current two small learning communities. A comparison of pre and post data related to the reconfiguration of the campus supports an upward trend related to perception of school safety and climate.

Finally, results from the California Healthy Kids Survey also emphasized a need for mental health services. Significantly, 33% of respondents reported feeling sad and hopeless in past 12 months.

Over 500 students attending 9 Safe Passages schools, including CCPA, were surveyed in late spring 2007. These students were asked to rank a variety of health needs. The majority of students surveyed ranked having someone to talk to about life’s pressures and problems as the #1 need in the area of health. Help with seeing a doctor or nurse (35%), help with seeing a dentist (31%), help with being healthy through diet and exercise (36%) and having someone to talk to about life’s pressures and problems (36%) were all ranked as being among the top priorities by more than a third of students surveyed.

### ***Teachers and Staff***

While 75% of teachers/staff surveyed in August 2007 believe the Havenscourt Campus promotes a healthy environment, teachers and staff identified significant gaps related to the needs of their students and families and the resources currently available on site. 100% of those surveyed believed that the general health problems of students at least somewhat affect their school performance. A significant segment of those surveyed, 30% , do not believe there is adequate counseling, psychological and social services for students. Moreover, 46% of all teachers/staff surveyed rated behavioral health services as among the top three most important needs on the Havenscourt Campus. This need has been consistently ranked “high” by teachers/staff. In an earlier survey administered during late spring 2007, mental health services were ranked as among the top two needs of the students by 48% of the teachers/staff surveyed.

Overwhelmingly, teachers and staff support the provision of a range of health services on their school campus. For example, 96% of teachers/staff surveyed feel it is appropriate to provide school-based medical services to students; 100% feel it is appropriate to provide school-based counseling and health education; finally, 73% of teachers and staff surveyed think students at the school need a school-based health center a great deal.

These findings provide strong support for site-based, health service integration with middle school teaching and learning.

Teacher and staff feedback provided during stakeholder engagement meetings that produced several focus groups further illuminated perceived student and family health needs. The general need for medical, dental, vision and mental health services provided at no cost to students and their families were articulated. The extent of the need was emphasized by a reference to the need for health services 7 days a week. Sex education, peer pressure classes, peer counseling, nutrition and family fitness were all topics of identified need in the context of health education and stressed the need to emphasize prevention.

The need for mental health services was also reinforced by specific references to gaps in individual student, family, anger management, and drug/alcohol counseling. An overarching need for culturally competent and bilingual services (Spanish, Tongan, Vietnamese, and Cambodian) was notable in the responses as were the identification of homeless, foster care and migrant populations as specific high need populations. Finally the need for a referral system linked to school staff reinforced the desirability of an integrated, site-based approach.

#### ***Administrators***

Administrators highlighted the gap in medical services due to no current provision of these services and the need for increased access to mental health services. Both principals noted that the caseload of the site-based mental health therapist fills up quickly, leaving little availability to accept new student referrals as the school year progresses. One principal estimated that, based on the previous volume of mental health referrals, 10% of his future student population will be in need of mental health services. At least one additional full time mental health therapist would need to be added to the Havenscourt Campus to meet this identified need.

In addition, both principals cited a critical gap in case management services. The need for case management services on campus far exceeds the level of services provided by the existing site-based clinical case manager. Students exhibiting anger, impulse control, gang affiliation, and substance abuse issues drive the need for additional case management.

#### **Family Support**

Alignment regarding identified needs and gaps by stakeholder groups was also evident in the area of family support services.

#### ***Parents/ Caregivers and Families***

Parents/caregivers identified family support needs through a variety of venues. Parents/caregivers ranked the need for specific types of family support services through the completion of the Atlantic ISSI surveys. A Majority of parents/caregivers (29%) ranked having opportunities for parents/families to be involved in school to be among the top three types of support services for families they would most like to see on the Havenscourt Campus, followed by adult education classes for family members (20%), and helping families get clothing, food or housing (19%). During home visits, parents/caregivers also indicated a need for more parent/caregiver information and contact. A general desire was expressed by parents/caregivers to be engaged at their child's school.

Additional family support needs were identified by parent/caregivers who attended the stakeholder engagement meeting. Needs related to the following activities were specifically articulated: computer classes, English classes, workshops/trainings, Spanish classes for adults, parent counseling, parent coordinators, books, job training and preparation, food referrals, legal services, resource services, and workshops to help parent/caregivers support their child attend college.

#### ***Students***

A total of 268 student respondents to the Safe Passages Student survey ranked specific activities by order of need in the area of family support. The majority of these students indicated that the #1 family support need was getting families involved in their school. In addition, 33% ranked help for my family to get clothes, food or housing among their family's top three needs, followed by 31% who ranked help for my family to get employment as among their family's top three needs.

#### ***Teacher/Staff***

Teacher survey responses also highlighted gaps related to family support services. Teachers ranked the need for parent leadership and advocacy programs and activities at the top along with youth mentoring opportunities in the area of family support in the Safe Passages Teacher Surveys. Similarly, 25% of parents/caregivers ranked giving children someone to look up to who is a good role model as a priority in the parent version of the Atlantic ISSI survey.

Indications of strong teacher/staff support were also evidenced by the results of the Atlantic ISSI Teacher Survey. 92% of teacher respondents reported that they believe it is appropriate to provide school-based case management to assist families in securing housing, health insurance, food/clothing assistance.

### ***Administrators***

Administrators stressed the need for site-based, case management services for families and prioritized this need over the need for additional case management services for just students. There was strong agreement among the principals that family stability was inextricably connected to the well-being of the student.

Gaps in family support services related to job placement/training, immigration, legal services, parenting skills, drug/alcohol counseling, parent engagement, parent volunteer opportunities and adult education (GED, technology, ESL and Spanish courses) were noted by both principals. At least one of the principals estimates that the undocumented population at their school is between 25-30%, further emphasizing the need for family support services.

## **V. Summary**

The Havenscourt Campus presents significant assets and potential in the face of equally significant challenges. All stakeholder groups share a strong commitment to educational equity and an unwavering work ethic. The campus has evolved considerably over the last two years, offering students and their families a positive school climate with increased learning and growth opportunities. Substantial academic performance gains, however, must be achieved if students are to have access to future education and life opportunities. The Oakland ISSI offers the opportunity for the Havenscourt school community to level the playing field for its students and families, accelerating the progress much deserved by this disenfranchised community.

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<sup>i</sup> Roots International Academy School Proposal; Coliseum College Prep Academy School Proposal.

<sup>ii</sup> OUSD Department of Research, Assessment and Accountability, 2006-2007 Data Extract This demographic data includes CCPA, Roots and the 8<sup>th</sup> grade transition school that is no longer operating.

<sup>iii</sup> Safe Passages, "After-School Landscape, Analysis and Recommendations for Oakland, CA." (2007). The full report may be found on the Safe Passages website: [www.safepassages.org/reports.asp](http://www.safepassages.org/reports.asp).

<sup>iv</sup> OUSD Department of Research, Assessment and Accountability, 2006-2007 Data Extract; California Department of Education, <http://dq.cde.ca.gov/dataquest> (accessed September 28, 2007).

<sup>v</sup> Ibid.

<sup>vi</sup> Ibid.

<sup>vii</sup> California Department of Education, <http://dq.cde.ca.gov/dataquest> (accessed September 28, 2007).

<sup>viii</sup> Prior to implementation of Measure Y: The Violence Prevention and Public Safety Act of 2004 - a voter approved parcel and parking tax measure, which appropriates approximately \$19M annually for safety programs in the City of Oakland, including \$6 million in 2004-05 for violence prevention and intervention services - the City of Oakland and Safe Passages conducted a study of stressor indicator data to target funds to high need neighborhoods in the city. The stressor data includes: arrests 18 and under, arrests 19-29, domestic violence, child abuse, violent crime, unemployment, poverty, chronic truants, and violent suspensions within the police beats of each city council district.

<sup>ix</sup> Safe Passages, Alameda County School Based Health Services Coalition, "Atlantic Integrated Services in Schools Initiative Parent Surveys, August 2007.

<sup>x</sup> Community Assessment, Planning and Education (CAPE) Unit of Alameda County Public Health Department, "Alameda County Healthy Status Report 2006" and "Oakland Health Profile," Alameda County Public Health Department website, <http://www.acphd.org/AXBVCZ/Admin/DataReport> (accessed October 11, 2007).

<sup>xi</sup> Ibid.

**THE ATLANTIC PHILANTHROPIES'**  
**Disadvantaged Children and Youth Integrated Services in Schools Initiative (ISSI)**  
**Oakland Demonstration Initiative - Site-Based ISSI Plan Template**

**HEALTH:** Havenscourt (Coliseum College Prep & Roots International Academy)

Proposed Activities	Needs/Justification	Intended Outcomes	Target Population and # to be served	Feasibility	Timeline
<b>Medical Services</b> <b>1. Provide a minimum of 11.25 hours per week of comprehensive high-quality medical services by licensed nurse practitioners and physicians. These services will include:</b> Screening for key adolescent risk factors and provision or referral to services Screening and provision or referral to treatment, follow up and education for immunizations, communicable diseases, chronic illnesses, and other general medical services Screening and provision or referral to treatment, follow up and education for family planning, STIs, HIV and other reproductive health care services as appropriate	Havenscourt's zip code (94621) has: <ul style="list-style-type: none"> <li>▪ The 2<sup>nd</sup> highest teen birth rate in the County.</li> <li>▪ Rates of teen births and new Chlamydia cases among youth that are more than double the rates in the County as a whole. <sup>ii</sup></li> </ul> In Alameda County, approximately 8% of youth lack health insurance. <sup>iii</sup> 16% of parent respondents to the Atlantic ISSI survey reported that they lack health insurance. Parent respondents also cited the following barriers to health care access: cost (33%), Language (28%), knowledge of services (25%) and health insurance (24%). The significant need for culturally and linguistically appropriate health services is evidenced by the fact that the primary language of 55% of the student population on the Havenscourt Campus is Spanish.	<b>Short-term Outcomes Year 1:</b> <ul style="list-style-type: none"> <li>▪ Develop infrastructure for medical services at Havenscourt (staff, exam rooms, etc.)</li> </ul> <b>Medium-term Outcomes Y2-Y3:</b> <ul style="list-style-type: none"> <li>▪ Onsite delivery of 11.25 hours of medical services/wk</li> <li>▪ Increased number of students screened/ assessed for adolescent risk factors and provided treatment</li> </ul> <b>Long-term Outcomes Year 3:</b> <ul style="list-style-type: none"> <li>▪ Onsite delivery of more than 11.25 hours of medical services/wk</li> <li>▪ Increased number of students screened/ assessed for adolescent risk factors and provided treatment, as compared to previous years</li> <li>▪ Decreased rates of teen births and Chlamydia diagnosis among youth in 94621 zip code</li> </ul>	The roughly 547 students at Havenscourt Middle School will have access to triage, medical screening and management, health assessments, and referral to primary care physicians through the SBHC. It is estimated that between 10-30% of Havenscourt students (approx. 54-164 students) will receive medical services from the SBHC each year.	Research shows that SBHCs can reduce rates of asthma hospitalization and help clients use condoms or birth control more often. <sup>iv</sup> 76% of parent respondents to the Atlantic ISSI survey indicated that they would want their children to use a SBHC. 90% of parents surveyed supported the provision of school based medical services. 96% of teacher/staff respondents to the Atlantic ISSI survey felt it was appropriate to provide school-based medical services.	Medical services will begin once licensure of the facility has been approved by the state or within approximately 3 months of SBHC facility completion. Once approved, services will continue beyond the ISSI project period.

**THE ATLANTIC PHILANTHROPIES'**  
**Disadvantaged Children and Youth Integrated Services in Schools Initiative (ISSI)**  
**Oakland Demonstration Initiative - Site-Based ISSI Plan Template**

**HEALTH:** Havenscourt (Coliseum College Prep & Roots International Academy)

Proposed Activities Behavioral Health Services	Needs/Justification	Intended Outcomes	Target Population and # to be served	Feasibility	Timeline
<p><b>2. Provide a minimum of 37.5 hours per week of comprehensive, high-quality behavioral health services by trained and licensed mental health providers. These services will include:</b></p> <p>Screening for key adolescent risk factors and provision or referral to services</p> <p>Provision of therapeutic services, consultation, and training that promote resiliency, healthy development and for youth, families and school communities</p> <p>Early identification, treatment and prevention of substance abuse and mental health disorders</p>	<p>Havenscourt's zip code (94621) has the 2<sup>nd</sup> highest rate of youth assault hospitalization in the County – more than double the rate found countywide.<sup>v</sup></p> <p>During the 2005-06 school year: 62% of students attending Havenscourt were identified as high need and 25% identified as highest need students based on behavioral and school engagement indicators.<sup>vi</sup></p> <p>33% of 7<sup>th</sup> grade CHKS respondents reported feeling sad and hopeless in 12 months prior to survey.<sup>vii</sup></p> <p>Overarching need for culturally competent/bilingual mental health services repeatedly reinforced by parents/families.<sup>viii</sup></p> <p>Middle school students surveyed in spring 2007 ranked having someone to talk to about life's pressures and problems as #1 need in the area of health services.<sup>ix</sup></p> <p>46% of teacher/staff respondents to the Atlantic ISSI survey rated behavioral health services as among the top three most important needs on the Havenscourt Campus.</p>	<p><b>Short-term Outcomes: Year 1</b></p> <ul style="list-style-type: none"> <li>▪ Onsite delivery of 37.5 hours of behavioral health services/wk</li> <li>▪ Increase behavioral health referrals from teachers and school staff</li> <li>▪ Increase number of students that are screened/assessed for adolescent risk factors and provided treatment</li> </ul> <p><b>Medium-term Outcomes: Y2-Y3</b></p> <ul style="list-style-type: none"> <li>▪ Increased number of students that are screened/assessed for adolescent risk factors and provided treatment, as compared to previous years</li> <li>▪ Clients that receive behavioral health services for 3-6 months will demonstrate improved... <i>Resiliency indicators</i>, such as: <ul style="list-style-type: none"> <li>○ Dealing with anger in healthy ways</li> <li>○ Attend school regularly</li> <li>○ Motivated and applying self at school</li> </ul> <i>Presenting problems</i>, such as: <ul style="list-style-type: none"> <li>○ Anger management</li> <li>○ Classroom behavior</li> <li>○ Depression/sadness</li> </ul> </li> </ul> <p><b>Long-term Outcomes: Y3</b></p> <ul style="list-style-type: none"> <li>▪ Decreased rates of students fighting, feeling unsafe at school and being offered illegal drugs at school</li> <li>▪ Reduced student suspensions and improved attendance</li> <li>▪ Student achievement at the school will reach or exceed target API growth</li> </ul>	<p>A subset of the roughly 547 students at Havenscourt Middle School that are referred by teachers, school staff or themselves will be provided needed services. It is estimated that approximately 20% of the student population (approx. 109 students) will be served each year.</p>	<p>Research shows that schools that address the mental health needs of their students by developing school-based mental health supports have positive outcomes relating to attendance, grades and disciplinary action.<sup>x</sup></p> <p>Research shows that SBHC s can help clients deal better with personal and family issues.<sup>xi</sup></p> <p>2006-07 middle school student case management and mental health outcomes data demonstrated significant positive outcomes: 91% of students who received case management and or mental health services reported that the services helped them want to try and do well in school; 79% report that these services helped them to have a connection to a caring adult; 79% reported that these services helped them to improve their ability to get along with others.<sup>xii</sup></p> <p>88% of parent and 100% of teacher/staff respondents to the Atlantic ISSI survey supported school-based counseling services. This level of school wide support increases feasibility.</p>	<p>This service will begin during the 1<sup>st</sup> year of the ISSI implementation.</p>

PLANNING PARTNERS

OAKLAND UNIFIED SCHOOL DISTRICT ◆ ALAMEDA COUNTY HEALTH CARE SERVICES AGENCY ◆  
CITY OF OAKLAND ◆ ALAMEDA COUNTY SOCIAL SERVICES AGENCY ◆ SAFE PASSAGES/ YOUTH VENTURES

**THE ATLANTIC PHILANTHROPIES'**  
**Disadvantaged Children and Youth Integrated Services in Schools Initiative (ISSI)**  
**Oakland Demonstration Initiative - Site-Based ISSI Plan Template**

**HEALTH:** Havenscourt (Coliseum College Prep & Roots International Academy)

Proposed Activities Health Education Services	Needs/Justification	Intended Outcomes	Target Population and # to be served	Feasibility	Timeline
<p><b>3. Provide a minimum of 30 hours per week of comprehensive, high-quality health education<sup>xiii</sup> services by trained adult and peer (student) health educators. These services will include:</b>            Screening for key adolescent risk factors and provision or referral to services            Education and skill-building about conflict resolution, unintentional injury prevention (the leading cause of death among young adolescents), drug and alcohol prevention, conflict resolution, violence and dating violence prevention, bullying prevention, growth and development, abstinence and HIV/STD/pregnancy prevention, nutrition &amp; fitness, management of chronic illness such as asthma, and communication, decision making, goal-setting, and other personal/social skills contributing to overall health and wellness</p>	<p>HIV/STI/pregnancy prevention:            Havenscourt's zip code (94621) has:</p> <ul style="list-style-type: none"> <li>▪ The 2<sup>nd</sup> highest teen birth rate in the County.</li> <li>▪ Rates of teen births and new Chlamydia cases among youth that are more than double the rates in the County as a whole.<sup>xiv</sup></li> </ul> <p>Asthma education:</p> <ul style="list-style-type: none"> <li>• 66 reviewed studies have shown correlations between asthma and high rates of absenteeism<sup>xv</sup></li> <li>• Poor asthma management: Of all OUSD 6<sup>th</sup> grade students identified with asthma 2003-07 (n=1458), 26.4% reported they had visited the emergency room for asthma in preceding 12 months, 48.5% reported activity limitations and 55.4% reported sleep disturbances due to asthma.</li> </ul> <p>77% pf parent respondents to the Atlantic ISSI survey ranked violence as the top issue faced by students.</p>	<p><b>Short-term Outcomes: Year 1</b></p> <ul style="list-style-type: none"> <li>▪ Increase health education services for students</li> <li>▪ Enroll 6<sup>th</sup> grade students with asthma in Oakland Kicks Asthma educational program and case management as indicated</li> <li>▪ Implement violence/bullying prevention programs</li> </ul> <p><b>Medium-term Outcomes:Y2-Y3</b></p> <ul style="list-style-type: none"> <li>▪ Onsite delivery of 30 hours of health education services/wk</li> <li>▪ Improved understanding among clients of healthy growth and development, and STI and pregnancy risk behaviors</li> <li>▪ Students with asthma: reductions in day and nighttime symptoms, sleep disruptions, activity limitations, missed school and hospital/emergency visits</li> <li>▪ Decreased incidents of bullying, violence. Students identify and engage in prevention strategies</li> </ul> <p><b>Long-term Outcomes: Y#</b></p> <ul style="list-style-type: none"> <li>▪ Decreased rates of Chlamydia diagnosis, teen births, and asthma hospitalization among youth in 94601 zip code</li> <li>▪ Decreased incidents of bullying, violence, and related suspensions</li> </ul>	<p>The roughly 547 students, their parents/guardians, and school staff at Havenscourt Middle School will have access to health education services through the SBHC. We estimate that 60-100% of students (328-547 students) and 5%-20% of parents/guardians (approx. 27-109 parent/guardians) will be provided with health education from the SBHC each year.</p>	<p>Research shows that SBHCs can help clients deal better with personal and family issues <b>and help clients use condoms or birth control more often.</b><sup>xvi</sup></p> <p>The Oakland Kicks Asthma program (as funded by the CDC), has shown at 3-month follow-up:</p> <ul style="list-style-type: none"> <li>▪ # of students using quick-relief medications increased</li> <li>▪ # of students using preventive medications increased</li> <li>▪ 3 quality of life indicators improved</li> <li>▪ Trips to emergency room significantly reduced</li> <li>▪ 53% students reported less frequent day time asthma</li> <li>▪ 43% reported less frequent night time symptoms.</li> </ul> <p>90% of parents and 100% of teacher respondents to the Atlantic ISSI survey supported school-based health education programs.</p>	<p>Health Education services will begin within 3 months of ISSI project funding and will continue beyond the ISSI project period.</p>

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**THE ATLANTIC PHILANTHROPIES'**  
**Disadvantaged Children and Youth Integrated Services in Schools Initiative (ISSI)**  
**Oakland Demonstration Initiative - Site-Based ISSI Plan Template**

**HEALTH:** Havenscourt (Coliseum College Prep & Roots International Academy)

Proposed Activities Nutrition Services	Needs/Justification	Intended Outcomes	Target Population and # to be served	Feasibility	Timeline
<p><b>4. Provide a minimum of X hours per week of comprehensive, high-quality nutrition services by trained adult and peer (student) nutrition specialists. These services will include:</b></p> <p>Training students as coordinated by a Registered Dietitian (RD) to be peer nutrition educators on campus and in the school community; peer educators will conduct recruitment and outreach, provide input to improve education and outreach materials, serve as the liaison between the SBHC and school community.</p> <p>Training program staff who deliver extended day services to incorporate nutrition education in their curriculum as coordinated by a RD</p> <p>Coordination and technical assistance to school staff and students to create school and community-based gardens. Students will work with a trained garden projects coordinator to conduct garden-based nutrition activities i.e., planting and cultivating fresh food, processing and preparing food, cooking nutritious meals combing fresh fruits and vegetables. School staff and nutrition peer health educators will also be trained in using the garden project curriculum.</p>	<p>06/07 data indicates that 86% (470) of Havenscourt students are eligible for the "free/reduced" lunch program.<sup>xvii</sup></p> <p>Students at Havenscourt have significantly higher rates than students countywide for the following indicators:</p> <ul style="list-style-type: none"> <li>• Drank soda pop in the past day</li> <li>• Didn't eat breakfast in past day<sup>xviii</sup></li> </ul> <p>Research shows that even moderate lack of nutrition can have lasting effects on children's cognitive development and school performance.<sup>xix</sup></p> <p>Students consistently identified access to food as primary health need.</p>	<p><b>Short-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Increased number of students and community members that receive nutrition education.</li> </ul> <p><b>Medium-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Increased nutrition knowledge among students and community members, such as: <ul style="list-style-type: none"> <li>○ Knowledge of good nutrition and eating habits</li> </ul> </li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Increased percentage of students that report healthy eating habits.</li> <li>▪ Decreased number of students that report skipping meals, such as breakfast.</li> </ul>	<p>We estimate that 60-90% the students at Havenscourt Middle School who are eligible for the "free/reduced" lunch program (approx. 282-423 students), and their families, will receive nutrition services through the SBHC.</p> <p>Residents in the surrounding neighborhoods of the Havenscourt Middle School will have access to cooking classes and nutrition events sponsored by the SBHC.</p>	<p>Research shows that school-based programs can provide youth with the needed skills, social support, and environment reinforcement to adopt long-term healthy eating behaviors. Because diet influences the potential for learning as well as health, the first education objective identified by the U.S. Department of Education: National Education Goals Panel is for children to "receive the nutrition and health care needed to arrive at school with healthy minds and bodies." In fact, research shows that participation in School Breakfast Programs can improve students' standardized test scores and reduce rates of absence and tardiness.<sup>xx</sup></p>	<p>Nutrition services will begin within 3 months of ISSI project funding and will continue beyond the ISSI project period.</p>

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Proposed Activities	Needs/Justification	Intended Outcomes	Target Population and # to be served	Feasibility	Timeline
<p style="text-align: center;"><b>Dental Services</b></p> <p><b>5. Provide dental care e.g. examinations (visual &amp; radiographic), preventive (sealants and fluorides), restorative treatment (fillings) using a mobile dental clinic.</b></p> <p>Services will be provided by a licensed dentist and two dental assistants in accordance with CA dental practice act, 4 days/week 6 hours/day -10-16 encounters per day. Days will be determined by consent rate. Alameda County Office of Dental Health (ODH) in collaboration with SBHC staff will provide outreach, education, promotion and obtain parental consent from within the school during school hours or at after school meetings as appropriate. OHD will provide insurance assistance and care coordination/ linkage to ongoing community based services through their community health outreach worker (CHOW). ODH will provide TA to dental program staff to support quality assure and compliance with county/state requirements and operating standards, and evaluation data collection, implementation and analysis.</p>	<p>By third grade, 69% of County youth have experienced tooth decay. This proportion is much higher than the Healthy People 2010 Objective of 42% or lower.<sup>xxi</sup></p> <p>By age 8, 32% of <i>all</i> students locally have untreated decay, rising to 44% of students from low income families. Without treatment this progressive disease leads to chronic or acute infections, the need for more expensive and extensive restoration, loss of self esteem, missed school days. Barriers such as lack of coverage, inability to find a dentist to accept coverage, language, etc. that inhibit youth from accessing care are overcome by education and enrolling students and their families to access care in a familiar environment.<sup>xxii</sup></p> <p>31% of students surveyed ranked getting help with seeing a dentist as a top health need.<sup>xxiii</sup></p>	<p><b>Short term Outcome: Year 1</b></p> <ul style="list-style-type: none"> <li>▪ Increased numbers of students that receive oral health education are screened for their oral health status and receive referrals.</li> <li>▪ More students will have treatment needs resolved and benefit from preventive services</li> <li>▪ Increased access to coverage for ongoing care, and overcoming barriers to continuous dental services beyond the scope of the project.</li> </ul> <p><b>Medium-term Outcomes: Y2-Y3</b></p> <ul style="list-style-type: none"> <li>▪ Increased % of students with consent to participate in dental services in each successive year.</li> <li>▪ Increased number of students will take advantage of dental coverage and community based dental care, both private and public, reducing dependence on the school site services.</li> </ul> <p><b>Long-term Outcomes: Y3-Y4</b></p> <ul style="list-style-type: none"> <li>▪ The Classification of Treatment Needs will improve; absenteeism due to dental problems will decrease at Havenscourt.</li> <li>▪ Number of Havenscourt students receiving dental care will increase each year.</li> <li>▪ Greater use of dental services and coverage and less dependence on school site services.</li> </ul>	<p>All 521 Havenscourt students will be eligible for services regardless of socio-economic status. Based on estimates of 2 encounters/student care would be made available to approximately 33% of the entire student enrollment or an estimated 181 students.</p>	<p>Research shows the importance of involving teachers, administrators, families and community leaders in delivering strong, consistent messages to improve children's oral health. Mobile dental clinics are becoming common wherever significant barriers to care exist.<sup>xxiv</sup></p> <p>In Alameda County CHOWs are already engaged in enrollment advocacy in the community. Their effectiveness has been shown to more than double the utilization of dental services in a nationally recognized demonstration program (Healthy Kids, Healthy Teeth) designed to increase utilization of dental care.<sup>xxv</sup></p>	<p>This will require additional research information.</p>

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Proposed Activities Local Clinic Evaluation	Needs/Justification	Intended Outcomes	Target Population and # to be served	Feasibility	Timeline
<p><b>6. Facilitate resource, training, and best practices around clinical standards and use evaluation data to improve school health program planning.</b></p> <p>SBHCs will participate in a comprehensive evaluation conducted by the HCSA, SHS Coalition through UCSF Evaluation consultant. SBHCs will provide process and outcome data on the following indicators to track progress toward service delivery goals:</p> <ul style="list-style-type: none"> <li>A. Outreach conducted to the general school population and to specific underserved populations</li> <li>B. Number of service and staff hours, clients, and visits provided</li> <li>C. Services provided related to screening of, education on and/or treatment/prevention of: <ul style="list-style-type: none"> <li>▪ Acute and chronic diseases, and injuries,</li> <li>▪ Tobacco use,</li> <li>▪ Alcohol and/or drug use,</li> <li>▪ Nutrition/physical activity,</li> <li>▪ Reproductive health,</li> <li>▪ Violence, and</li> <li>▪ Behavioral health.</li> </ul> </li> <li>D. Health promotion and youth empowerment activities</li> <li>E. Internal and external referrals and reasons for referrals</li> <li>F. Efforts to improve coordination of services</li> </ul>	<p>The process of collecting and analyzing evaluation data, developing recommendations, disseminating the findings, and implementing action plans can improve school health programmatic improvements.</p>	<p><b>Short-term Outcomes:</b>  <b>Year 1</b></p> <ul style="list-style-type: none"> <li>▪ Sites will understand the data relating to priority health needs at their school</li> <li>▪ Tracking tools distributed to sites</li> </ul> <p><b>Medium-term Outcomes:</b>  <b>Year 2-3</b></p> <ul style="list-style-type: none"> <li>▪ Data collection moves forward at all of the sites</li> <li>▪ Sites receive preliminary evaluation findings</li> </ul> <p><b>Long-term Outcomes:</b>  <b>Year 3-4</b></p> <ul style="list-style-type: none"> <li>▪ Sites will be able to document the success of their efforts in improving the health status of students at their schools.</li> </ul>	<p>Havenscourt as well as the 5 other Atlantic Middle School Sites</p>	<p>Plan-Do-Study-Act (PDSA) cycles<sup>xxvi</sup> to test and implement programmatic changes requires that each group establish aims to clarify what they are trying to accomplish, develop success measures that would demonstrate that an improvement has been made, implement a change, and then assess the impact. These can lead to improved delivery of care. (Source: <i>Institute for Healthcare Improvement</i>)</p>	<p>Project evaluation will begin at ISSI project start-up and will continue beyond the ISSI project period.</p>

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Proposed Activities <i>Extended Day</i>	Needs/Justification	Intended Outcomes	Target Population and # to be served	Feasibility	Timeline
<p>1. Provide 4-7.5 hours per week of <b>academic support services</b> in the core content areas of Math, ELA, Science and Social Studies to be provided by extended day teachers, teachers on extended contract or highly qualified tutors.</p> <p>2. Provide a minimum of four weeks of <b>summer school programming</b> to target student populations: These services will include: academic support and enrichment opportunities. These programs may also include: transitional support services such as targeted academic intervention, special orientations, counseling and peer mentoring regarding middle school and high school transition.</p> <p>3. Partner with <b>Citizen Schools</b> to provide with experiential learning opportunities. The Citizen School learning model includes: Apprenticeships, civic &amp; community engagement explorations, homework investment time and team building activities.</p> <p>4. Partner with</p>	<p>There is a significant need for additional academic support at the ISSI target sites. Target sites, with the exception of KIPP, currently have an API score well below the State Target of 800. During the 2006-07 school year CCPA and Roots achieved an API score of 527 and 563 respectively.<sup>xxvii</sup></p> <p>Teacher, parent and student surveys all identify the need for additional academic support.<sup>xxviii</sup></p> <p>All ISSI target sites, except KIPP, have Free and Reduced Priced Lunch eligibility rates (FRLR) of at least 80% of their student population. The FRLR on the Havenscourt Campus is 86%. Further, 98% of the student population is Title I. The socio-economic status of the target population limits their ability to access fee for service academic support and enrichment activities. In 2005-06, 62% of the student population on the Havenscourt Campus was defined as "High Need" and 26% as "Highest Need" as defined by a combination of indicators including suspensions, expulsion recommendations, poor</p>	<p>The following outcomes will be used to measure extended day efficacy.<sup>xxxi</sup></p> <p><b>Short Term Outcomes Year One :</b></p> <p><b>1. Increased student engagement as measured by:</b></p> <p>Improvements in attendance of program participants</p> <p>Decrease in school Suspensions of program participants</p> <p>Increase in homework completion</p> <p><b>Medium Term Outcomes Year 2-3:</b></p> <p><b>2. Improved academic performance</b></p> <p>Improvements in GPA of program participants</p> <p>Improved CST scores of student participants scoring Far Below or Below Basic in Math and ELA</p> <p><b>3. Youth Development</b></p> <p>Increased resiliency factors in program participants</p>	<p><b>Target Populations</b> Students scoring Far Below or Below Basic on CST in Math or ELA</p> <p>"High Need" or "Highest Need" students</p> <p>Incoming 6<sup>th</sup> grade students will be targeted for summer middle school transition programs</p> <p>Outgoing 8<sup>th</sup> grade students will be targeted for summer high school transition programs</p> <p>Oakland ISSI will work with Citizen Schools to define target population if partnership is secured</p> <p>Oakland ISS will work with Breakthrough Collaborative to define target population if partnership is secured</p>	<p>A meta analysis<sup>xxxii</sup> of 44 frequently cited after-school outcome evaluation reports, from across the country, demonstrated significant positive outcomes associated with comprehensive after-school programs in the following areas:</p> <p><b>Youth Development</b> Of the 30 that measured impact on youth development 29 (97%) reported a positive impact.</p> <p><b>Academic Performance</b> Of the 22 that measured impact on academic performance, 10 (45%) reported positive impact</p> <p><b>Attendance</b> Of the 23 that measured impact on attendance, 21 (91%) reported positive impact</p> <p><b>Student Relationships</b> Of the 17 that measured impact on student relationships</p>	<p>New extended day activities proposed for the regular school year will begin within the first three months of the grant award.</p> <p>Summer school programming, including proposed transition programs will be implemented during the first year or second year of the grant award. The timing of the grant award will trigger the start-up timeline.</p> <p>The development timeline for Citizen Schools Implementation is pending future negotiations regarding an Oakland ISSI partnership. Three ISSI campuses have expressed a desire to partner with Citizen Schools.</p> <p>The development timeline for Breakthrough Collaborative program Implementation is</p>

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Proposed Activities <i>Extended Day</i>	Needs/Justification	Intended Outcomes	Target Population and # to be served	Feasibility	Timeline
<p><b>Breakthrough Collaborative</b> to provide two years of increased educational opportunity for low-income middle school students through: academic support, role models and mentors. This model is delivered during intensive six-week summer sessions and after-school/extended day programs.</p> <p><b>5. Academic Mentoring</b> See the description of this proposed activity in the Proposed Summary of Family Support Activities</p> <p>In addition, the safety of students walking home after the extended day program hours is of paramount concern in these communities. The collaborative proposes to develop a parent patrol program. This activity is discussed in the Family Support Summary Chart.</p>	<p>attendance, and academic need.<sup>xxix</sup> There was no comprehensive After-school program on the Havenscourt Campus during the 2005-06 school year.</p> <p>ISSI target schools are all located in communities and crime beats with high numbers of community stressors<sup>xxx</sup> increasing the need for positive and safe school based programs for middle school students. The Havenscourt Campus is embedded in the highest stressed community, with 42 identified community stressors, of all ISSI target sites.</p>	<p>Increased connections to caring adults.</p> <p><b>Long-Term Outcomes Year 3-4</b></p> <p>Decreased retention rates of program participants</p> <p>Increased 8<sup>th</sup> grade graduation rates of program participants</p>	<p><b>Number to be served during year1-2</b> 50% of the total ISSI student population will be targeted for the cumulative extended day program offerings across sites. This includes Atlantic funded programs and leverage funded programs such as ASES and OFCY</p> <p><b>Number to be served by the end of the grant period (year 3)</b> 40-50% of the total student population of each ISSI school will be targeted for the cumulative extended day program offerings. This includes Atlantic funded programs and leverage funded programs such as ASES and OFCY</p>	<p>(with peers &amp; adults including teachers and parents) 16 (94%) reported positive impact</p> <p><b>Perception of Academic Growth</b> Of the 19 that measured student view of academic growth, 18 (95%) reported positive impact;</p> <p>Of the 17 that measured teacher view of academic growth, 16 (95%) reported positive growth;</p> <p>Of the 12 that measured impact on homework, all (100%) reported positive impact;</p> <p>Of the 11 that measured parent view of academic growth, 11 (100%) reported positive impact.</p>	<p>pending future negotiations regarding an Oakland ISSI partnership. Three ISSI campuses have expressed a desire to partner with Citizen Schools.</p>

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Proposed Activities Family Support	Needs/Justification	Feasibility	Target Population and # to be served	Intended Outcomes	Timeline
<p>The Oakland collaborative proposed to build on existing efforts and expand the type of services available to families through one-stop family resource centers at each of the ISSI sites. Services offered will include:</p> <p><b>1. Family case management:</b> One FTE Case Manager per ISSI target site to provide 40 hours of family support services including helping families access basic needs (food, clothing, housing) and referral services. Case managers would also maintain case files with important documents for families to facilitate enrollment in public benefits programs. Case Managers will also coordinate other family support services offered through the one-stop family resource centers.</p> <p><b>2. Public Benefits Enrollment:</b> Alameda County Social Services Agency: Will provide one FTE public benefits Eligibility Worker to</p>	<p><b>1-3. Case Management, Public Benefits and Adult Education</b> Oakland bears a disproportionate and greater burden of unfavorable socioeconomic conditions than the county.</p> <p>Nineteen percent of Oakland's population lives below the poverty line, 28% of which are under the age of 18.<sup>xxxiii</sup></p> <p>West Oakland has the highest poverty rates (greater than 40%) in the city. The Median income of West Oakland residents is \$20,124.<sup>xxxiv</sup> Other areas with high concentrations of poverty include parts of East and Central Oakland, areas where target ISSI sites are located. 98% of the Havenscourt student population is classified as Title I.</p> <p>Oakland has a higher birth rate, higher proportion of births to mothers aged 19 years</p>	<p><b>1-2. Case Management, Public Benefits and Adult Education</b> On the Havenscourt Campus, 82% of parent and 92% of teacher/staff respondents to the Atlantic ISSI survey supported school based case management services.</p> <p>There is a precedent for school-based family resource centers in Oakland; the Hawthorne Family Resource center (HFRC) located on an Oakland elementary school campus provides comprehensive student and family support services for families of two charter schools and the greater Fruitvale neighborhood. The HFRC has formed partnerships with over thirty public and private organizations to promote family self-sufficiency and children's education. HFRC received a 2006 Community Impact Award from the United Way of the Bay Area.</p>	<p><b>1. Family Case Management:</b> Case manager will triage families referred for case management services and carry a case load of 20 families. 40-60 families expected to be served over the course of the school year. A total of 240-360 families will be served across ISSI target sites.</p> <p><b>2. Public Benefits Enrollment:</b> Eligibility workers will work with 504 low income families to complete Medi-cal and/or food stamp applications and enroll</p>	<p><b>Short Term</b> Increased number of families accessing basic services.</p> <p>Increased number of families at ISSI target sites accessing public benefits programs.</p> <p>Students of participating families will improve student attendance.</p> <p>Increased number of parents enrolled in Adult Education courses at ISSI target sites.</p> <p>Increased family participation in school functions and volunteer opportunities.</p> <p>30-50 High Need students matched with Academic mentor at each ISSI academic mentor program.</p> <p>360 families receiving EITC at ISSI VITA sites.</p> <p>ISSI sites will provide family learning to 20-30% of families regarding grade level standards, and A-G and other college</p>	<p><b>1. Family Case Management:</b> Year One of ISSI implementation family case managers will be hired.</p> <p><b>2. Public Benefits Enrollment:</b> The Eligibility Worker will begin signing families up for public benefit programs during the planning period and throughout the</p>

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Proposed Activities Family Support	Needs/Justification	Feasibility	Target Population and # to be served	Intended Outcomes	Timeline
<p>rotate across ISSI target sites to enroll families in Medi-Cal and Food stamp programs. The Public Eligibility Worker will have access to the CalWin system to enroll families in the programs at the time of intake. This one stop approach to public benefits enrollment will reduce the burden on families to travel to multiple locations to complete the application Process. These services will be funded through leveraged sources from Alameda County Social Services.</p> <p><b>3. Adult Education:</b> OUSD Department of Adult Education to provide an array of courses across ISS Target Sites provided each course maintains an enrollment of 20 adult students. Courses may include: English as a Second Language (ESL), GED, adult literacy, parenting adolescents, vocational training, and technology training. Basic skills building can be built into vocational training</p>	<p>or younger, lower proportion of mothers who completed high school, and higher proportion of births paid by Medi-Cal than the County.</p> <p>Havenscourt's zip code (94621) has the 2<sup>nd</sup> highest teen birth rate in the County.</p> <p>86% of students on the Havenscourt Campus are eligible for the "free/reduced" lunch program and 98% are Title I.</p> <p>33% of middle school students surveyed in Spring 2007 identified help for families to get food, clothing and housing as top three family support needs.<sup>xxxv</sup></p> <p>19% of families surveyed prioritize the same need.</p> <p><b>Educational Attainment</b> Oakland has a low proportion of high school graduates and less educated persons, and generally lower</p>	<p>During the Development Phase of the ISSI in Oakland, Alameda County Social Services Agency has pledged support to continue providing public assistance Eligibility Technicians (ET's) at the target sites. These ET's enroll families in public assistance programs</p> <p>Evaluations of school-based family resource centers have found the programs can positively affect the schools students, and families they serve in a variety of ways including: Better attendance rates, higher graduation rates, higher standardized test scores, and reduced drop-out rates; lower juvenile delinquency rates; better access and coordination of resources, reduced inappropriate emergency room visits, and a reduction in Medicare expenditures; fewer incidences of child abuse and neglect; increase self-confidence, knowledge of child development</p>	<p>qualified applicants into these public benefit programs. The Eligibility Worker will complete 42 applications per month across all sites.</p> <p><b>3. Adult Education:</b> 20 adult students will be served in every Adult Education course. The course selections for each site will be determined by the demand and sustained student enrollment.</p>	<p>requirements</p> <p>15-20% of families will be engaged in parent education, leadership and advocacy workshops and volunteer opportunities at each site.</p> <p>Number of parents that receive legal services available on the site.</p> <p>Schools will communicate, monitor and provide feedback to families about individual student achievement.</p> <p><b>Medium Term</b> Increased number of parents enrolled in adult education classes.</p> <p>5-10% increase in number of eligible families receiving EITC at ISSI VITA sites annually.</p> <p>60% of eligible CalWorks families trained to work as volunteers on the school site complete requirements to maintain on-going public assistance.</p>	<p>implementation years.</p> <p><b>3. Adult Education:</b> Adult education classes will start at the beginning of the school year following the award of the implementation grant and continue thereafter each implementation year.</p>

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Proposed Activities Family Support	Needs/Justification	Feasibility	Target Population and # to be served	Intended Outcomes	Timeline
<p>to support workforce development. Parents/caregivers can be trained to work in extended-day programs, health education, parent engagement and public benefits application assistance. These courses will be funded through the Average Daily Attendance reimbursement generated by the minimum 20 adult student participants.</p> <p><b>4. Work Force Development:</b> CalWorks recipients are mandated to perform a minimum # of hours, paid or volunteer, in order to maintain ongoing assistance. Participating Parents will gain valuable job training through service to their school community. Job and service opportunities will be available in all areas of ISSI and support service integration. For, example, parent patrols will be created at some sites to provide security for students during</p>	<p>proportion of college graduates than then Alameda County. The 2000 Census found that 13.3% of Oakland residents have less than a 9<sup>th</sup> grade education. Moreover, approximately 50% of the parents on the Havenscourt Campus in 2007 do not have a high school diploma.<sup>xxxvi</sup> Educational attainment of parents/caregivers is low across all ISSI sites.</p> <p><b>4. Work Force Development</b> Although Oakland only represents 28% of Alameda County's population, it accounts for 40% of the County's low-moderate income population.</p> <p>Over 40% of over 3000 employers in four metropolitan areas including Oakland, found that entry level workers possessing less than a B.A are now required to have a higher level of skills than in former years.<sup>xxxvii</sup></p>	<p>and parenting skills among parents; and greater educational attainment among parents<sup>xli</sup></p> <p><b>4. Work Force Development</b> The Havenscourt Campus offers a potential pool of eligible CalWorks recipients in need of job and volunteer opportunities to maintain benefits and gain valuable work experience to move toward sustainable employment. The Havenscourt Campus is currently in need of parent volunteers. Alameda County Social Services has established successful welfare to work programs.</p>	<p><b>4. Workforce Development:</b> These efforts will target CalWorks recipients at each site for parent employment and volunteer opportunities. A % of eligible parents/caregivers will participate per site.</p>	<p>50% of High Need Students participating in academic mentoring program will demonstrate improved attendance and homework completion.</p> <p>ISSI sites will provide family learning to 30-60% of families regarding grade level standards, and A-G and other college requirements</p> <p>Number of families engaged in parent education, leadership and advocacy workshops and volunteer opportunities at each site will increase by 15-20% by the end of the second year of implementation.</p> <p>75% of Family members demonstrate increased confidence and skills in being able to assist their students in the academic school programs and homework after participation in parent education programs.</p>	<p><b>4. Work Force Development:</b> Parent Trainings will be available the first year of implementation (eligible parents enrolled in CalWorks will be targeted to participate in trainings to meet their mandated requirements).</p>

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**THE ATLANTIC PHILANTHROPIES'**  
**Disadvantaged Children and Youth Integrated Services in Schools Initiative (ISSI)**  
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<p>extended day programming</p> <p><b>5. Academic Mentoring for Students:</b> High need students at school sites will be paired with highly qualified mentors who will provide mentoring, academic support and advocacy for students on their caseloads. Each Mentor will support 10 high need students.</p> <p><b>6. Earned Income Tax Credit (EITC) and Asset Building Financial Training:</b> Target ISSI sites will serve as City of Oakland Volunteer Income Tax Assistance (VITA) sites to assist families and community members with tax return preparation to ensure that all eligible families receive the EITC and other child tax credits. Between January and April each VITA site will offer 48 hours of free tax preparation per volunteer tax preparer recruited. It is estimated that at least 360 families will receive the EITC and other child</p>	<p>31% of middle school students surveyed ranked helping my family get employed among the top three family support needs.</p> <p><b>5. Academic mentoring</b> There is a significant need for additional academic support at the ISSI target sites. During the 2006-07 school year CCPA and Roots achieved an API score of 527 and 563 respectively.</p> <p>Teacher, parent and student surveys all identify the need for additional academic support and mentoring. xxxviii</p> <p><b>6. EITC and Asset Building Financial Training:</b> The Internal Review Service reported that in 2002, 6885 families living in Oakland were eligible for EITC but did not apply. At that time, it was estimated that the accumulated value of these unclaimed benefits was over \$10 million.</p>	<p><b>5. Academic mentoring</b> A similar academic mentoring program has been successfully implemented in Oakland middle schools in the past. There are a number of local colleges and universities from which to draw a pool of qualified mentors.</p> <p><b>6. EITC and Asset Building Financial Training:</b> The City of Oakland generated the following 2006 EITC results: 12 VITA sites generating a total of 3,328 returns for a total of \$3,586,961 total refunds; 8 AARP sites generating a total of 2,374 returns for a total of \$1,101,611 total refunds. This supports the feasibility of creating an additional VITA sites on campus.</p> <p>The small learning communities at several ISSI target sites lend themselves to parent engagement activities.</p>	<p><b>5. Academic Mentoring:</b> Three-Five mentors will be assigned to each ISSI target site to serve a total of 30-50 high need students at each site. Students in need of behavioral and/or academic intervention will be targeted.</p> <p><b>6. EITC and Asset Building Financial Training:</b> Families accessing other services through the family resource center will be targeted for tax preparation as will the larger school community. 360 tax returns will be attempted to be filed resulting in an estimated 360 EITC for families.</p>	<p><b>Long-Term</b> % of eligible CalWorks parents trained and hired to work in school setting as parent patrol workers, extended day staff or for other service job opportunities.</p> <p>75% of High Need Students participating in academic mentoring program will demonstrate improved attendance and homework completion. 50% of these students will demonstrate improvement in their grade point average.</p> <p>ISSI sites will provide family learning to 60-90% of families regarding grade level standards, and A-G and other college requirements</p> <p>80% increase in parent/caregiver participant knowledge about higher education requirements, educational rights and other workshop topics.</p>	<p><b>5. Academic Mentoring for students:</b> Mentors/site will be hired and matched with the students that meet the high need threshold during the first year of implementation.</p> <p><b>6. EITC and Asset Building Financial Training:</b> Preparation for VITA site start up will begin during September of the first year of implementation. Tax preparation at the new ISSI VITA sites will begin the following January and continue through April and during each tax season thereafter.</p>

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<p>tax credits through the ISSI target sites annually. VITA sites will be managed by a tax preparation coordinator.</p> <p>The EITC will be the entry point to recruit families to participate in on-site financial education regarding asset building.</p> <p><b>7. Family Education, leadership, and advocacy:</b> workshops and trainings on effective parent advocacy for children/students; grade level standards, and college readiness for students, including financial aid.</p> <p><b>8. Legal Services:</b> provide services to families in need of legal assistance including, housing rights, immigration bankruptcy, etc.</p>	<p><b>7. Family Education, leadership, and advocacy:</b> Family involvement has been cited as a strong indicator of future student academic success. Students ranked getting their parents involved in their school as their #1 family need.<sup>xxxix</sup></p> <p>29% of parent/caregiver respondents ranked having opportunities to be involved in their child's school as a top need in the area of family support services.<sup>xi</sup></p> <p><b>8. Legal Services:</b> Federal funding for legal aid for low income families has been eliminated for over a decade. Families at ISSI sites identified the need for legal services as a major gap area.</p>	<p><b>7. Family Education, leadership, and advocacy:</b> School staff maintains a high level of family contact. In addition, every school in OUSD is required to use the strategic parent engagement strategies.</p> <p>The gap in existing community based legal services will provide for proposed legal services.</p>	<p><b>7. Family Education, leadership, and advocacy:</b> 20-30% of families at ISSI sites will be targeted to receive family learning regarding grade level standards, and A-G and other college requirements. An additional 20-30% of families will be targeted annually.</p> <p><b>8. Legal Services:</b> 50-75 families will be provided legal assistance each year.</p>		<p><b>7. Parent Education, leadership, and advocacy:</b> Target ISSI sites will implement Parent leadership and advocacy workshops and training sessions during the first year and throughout the implementation phase.</p> <p><b>8. Legal Services:</b> One rotating lawyer will be available to work across targeted sites during the first year and throughout the implementation phase.</p>

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<sup>i</sup> Comprehensive high-quality SBHC medical services are defined as triage, medical screening and management, comprehensive health assessments, and assured linkage to other SBHC services and primary care physicians.

<sup>ii</sup> Community Assessment, Planning and Education (CAPE) Unit of Alameda County Public Health Department, "Alameda County Healthy Status Report 2006" and "Oakland Health Profile," Alameda County Public Health Department website, <http://www.acphd.org/AXBYCZ/Admin/DataReport> (accessed October 11, 2007).

<sup>iii</sup> California Health Interview Survey 2006.

<sup>iv</sup> Webber, Mayris; Carpiniello, Kelly; Oruwariye, Tosan; Lo, Yungtai; Burton, William; and Appel, David. "Burden of Asthma in Inner-city Elementary Schoolchildren: Do School-Based Health Centers Make a Difference?" Archives of Pediatric Adolescent Medicine. (2003) & California Healthy Kids Survey School Based Health Center Custom Module data for Alameda County, 2005-2006.

Allison, M, Crane, Lori et al., *Pediatrics* Oct 2007. Staelli, Kouzis, et.al, *Journal of Adolescent Health* 1996. Webber, Carpinielle, et. al, *Archives of Pediatric Adolescent Medicine* 2003. CHKS SBHC Custom Module data for Alameda County, 2005-2006.

<sup>v</sup> Alameda County 2003-2005 Hospitalization Data.

<sup>vi</sup> Safe Passages, "After-School Landscape, Analysis and Recommendations for Oakland, CA." (2007). High need students are those who had 2 or more of the following during the 05-06 school year: Two or more suspension incidences, DHP hearing, five or more unexcused absences, scored far below or below basic in Math, scored far below or below basic in English Language Arts (ELA). Highest Need is define as a student who had 2 or more of the following during the 05-06 school year: Two or more suspension incidences, DHP hearing, ten or more unexcused absences, scored far below basic in math, scored far below basic in ELA. The full report may be found on the Safe Passages website: [www.safe passages.org/reports.asp](http://www.safe passages.org/reports.asp).

<sup>vii</sup> California Healthy Kids Survey 2005-2006.

<sup>viii</sup> This need was articulated repeatedly during stakeholder engagement meetings held on the Havenscourt Campus by parents, teachers and administrators.

<sup>ix</sup> Safe Passages, Middle School Survey, May 2007. In May of 2007, 548 Middle School students across 9 Safe Passages Middle Schools, including CCPA, were surveyed regarding prioritization of need.

<sup>x</sup> Medical Assistance Division, School Health Office, "New Mexico Guide for School-Based Services," New Mexico Human Services Department (revised August 2007), [http://www.hsd.state.nm.us/mad/pdf\\_files/SchHealth/MSBS\\_Guide.pdf](http://www.hsd.state.nm.us/mad/pdf_files/SchHealth/MSBS_Guide.pdf) (accessed October 9, 2007).

<sup>xi</sup> California Healthy Kids Survey, School Based Health Center Custom Module Data for Alameda County, 2005-2006.

<sup>xii</sup> Safe Passages, Middle School Survey, May 2007.

<sup>xiii</sup> SBHC health education services are defined as clinic-based one-on-one and group learning experiences that promote knowledge, skills, voluntary actions and informed decisions conducive to health and wellness. SBHC health education practitioners provide referrals to other SBHC services.

<sup>xiv</sup> Community Assessment, Planning and Education (CAPE) Unit of Alameda County Public Health Department, "Alameda County Healthy Status Report 2006" and "Oakland Health Profile," Alameda County Public Health Department website, <http://www.acphd.org/AXBYCZ/Admin/DataReport> (accessed October 11, 2007).

<sup>xv</sup> Allison, M, Crane, Lori et al., *Pediatrics* Oct 2007. Staelli, Kouzis, et.al, *Journal of Adolescent Health* 1996. Webber, Carpinielle, et. al, *Archives of Pediatric Adolescent Medicine* 2003.

<sup>xvi</sup> California Healthy Kids Survey, School Based Health Center Custom Module Data for Alameda County, 2005-2006.

<sup>xvii</sup> Oakland Unified School District, Department of Research, Assessment and Accountability, 2006-07 Data Extract.

<sup>xviii</sup> California Healthy Kids Survey 2005-2006.

<sup>xix</sup> Center for Disease Control and Prevention (CDC) Healthy Youth website, <http://www.cdc.gov/HealthyYouth/nutrition/index.htm> (accessed October 11, 2007).

<sup>xx</sup> Ibid.

<sup>xxi</sup> Alameda County Dental Program, 2004.

<sup>xxii</sup> Alameda County Oral Health Needs Assessment of K and 3<sup>rd</sup> grade children, 2006.

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<sup>xxiii</sup> Safe Passages, Middle School Student Survey, May 2007.

<sup>xxiv</sup> National Maternal and Childhealth Oral Health Resource Center: *Mobile-Portable Dental Manual 2007*. "Promising Approaches for Enrolling Children in Medicaid/ SCHIP and Linking them to Dental Homes," Cincinnati Dept. of Health Oral Health Council School linked Clinic and Mobile Dental Van, MCH Presentation, Washington DC, May 2006.

<sup>xxv</sup> California Dental Health Services Office of Medi-Cal Dental Services October 2006.

<sup>xxvi</sup> Langley G, Nolan K, Nolan T, Norman C, Provost L. *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance*. San Francisco, CA: Jossey-Bass Publishers; 1996.

<sup>xxvii</sup> OUSD Department of Research, Assessment and Accountability, 2006-2007 Data Extract; California Department of Education.

<sup>xxviii</sup> Safe Passages, Alameda County School Based Health Services Coalition, "Atlantic Integrated Services in Schools Initiative Teacher/Staff and Parent Surveys, August 2007; Safe Passages, Teacher and Student Surveys, May 2007.

<sup>xxix</sup> Safe Passages, "After-School Landscape, Analysis and Recommendations for Oakland, CA." (2007). High need students are those who had 2 or more of the following during the 05-06 school year: Two or more suspension incidences, DHP hearing, five or more unexcused absences, scored far below or below basic in Math, scored far below or below basic in ELA. Highest Need is define as a student who had 2 or more of the following during the 05-06 school year: Two or more suspension incidences, DHP hearing, ten or more unexcused absences, scored far below basic in math, scored far below basic in ELA. The full report may be found on the Safe Passages website: [www.safepassages.org/reports.asp](http://www.safepassages.org/reports.asp).

<sup>xxx</sup> Prior to implementation of Measure Y: The Violence Prevention and Public Safety Act of 2004 - a voter approved parcel and parking tax measure, which appropriates approximately \$19M annually for safety programs in the City of Oakland, including \$6 million in 2004-05 for violence prevention and intervention services - the City of Oakland and Safe Passages conducted a study of stressor indicator data to target funds to high need neighborhoods in the city. The stressor data includes: arrests 18 and under, arrests 19-29, domestic violence, child abuse, violent crime, unemployment, poverty, chronic truants, and violent suspensions within the police beats of each city council district.

<sup>xxxi</sup> The three categories of outcomes that the Oakland ISSI will use to measure Extended-Day outcomes were derived from a Harvard Family Research Project's Out-of-School Time Evaluation Snapshot: A review of Out-of-School Time Program Quasi-Experimental and Experimental Evaluation Results, Little, P. & Harris, E (2003); Harvard Family Research Project Out-of-School Time Program Evaluation Database, No.1, July 2003 and Miller, B. (2003); and Nellie Mae Foundation's Critical hours: After - School programs and education success, Quincy, MA: Nellie Mae Foundation.

<sup>xxxii</sup> Safe Passages, "After-School Efficacy: A Guide to Evaluating What Works For Kids," December 2006. This report can be found on the Safe Passages website: [www.safepassages.org/reports.asp](http://www.safepassages.org/reports.asp).

<sup>xxxiii</sup> California Budget Project, "Locked Out 2004: California Affordable Housing Crisis," 2004.

<sup>xxxiv</sup> Alameda County Public Department of Health, Oakland Profile, 2004.

<sup>xxxv</sup> Safe Passages, Middle School Student Surveys, May 2007.

<sup>xxxvi</sup> California Department of Education website, <http://dq.cde.ca.gov/dataquest> (accessed October 11, 2007).

<sup>xxxvii</sup> Holzer, Harry J., *What Employers Want: Job Prospects for Less Skilled Workers*, New York: Russel Sage Press, 1996; See Safe Passages, "Next Generation Concept Paper," prepared by Safe Passages (2006) for a more detailed analysis of how Oakland youth is not prepared for the global job market.

<sup>xxxviii</sup> Safe Passages, Alameda County School Based Health Services Coalition, "Atlantic Integrated Services in Schools Initiative Teacher/Staff and Parent Surveys, August 2007; Safe Passages, Middle School Teacher and Student Surveys, May 2007.

<sup>xxxix</sup> Safe Passages, Middle School Student Surveys, May 2007.

<sup>xl</sup> Safe Passages, Alameda County School Based Health Services Coalition, "Atlantic Integrated Services in Schools Initiative Parent Surveys, August 2007.

<sup>xli</sup> S, Geierstanger, "School-based Health Centers and Academic Performance: Research, Challenges and Recommendations," *Journal of School Health* 74, no. 9 (2004): 347-52. Dallas Youth and Family Center Program: Hall, L.S. Final Report- Youth and Family Centers Program 2000-2001. Dallas Independent School District (2001). E.K. Adams and V. Johnson, "An Elementary SBHC: Can it Reduce Medicaid Costs?," *Pediatrics*, 105, no. 4, pt.1 (2000): 780-8.

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