OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

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Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Brookfield Elementary School.

Background   In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

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

Fiscal Impact   The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):
● Title I, Part A, including Comprehensive Support & Improvement Grant
● Title IV, Parts A and B
● After School Education and Safety (ASES)

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

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2022-2023 School Plan for Student Achievement (SPSA)

School:	**Brookfield Elementary School**
CDS Code:	1612596001663
Principal:	Leigh Daniels
Date of this revision:	4/20/20

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact:	Leigh Daniels	**Position:**	Principal
Address:	401 Jones Avenue	**Telephone:**	510-639-3310
	Oakland, CA 94603	**Email:**	leigh.daniels@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/20/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

School Site: Brookfield Elementary School   **Site Number:** 103

X	Title I Schoolwide Program	X	Additional Targeted Support & Improvement (ATSI)	X	LCFF Concentration Grant
	Title I Targeted Assistance Program	X	After School Education & Safety Program		21st Century Community Learning Centers
	Comprehensive Support & Improvement (CSI)	X	Local Control Funding Formula (LCFF) Base Grant	X	Early Literacy Support Block Grant
	Targeted Support & Improvement (TSI)	X	LCFF Supplemental Grant		

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:
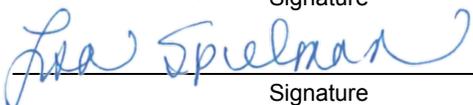
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

     Date(s) plan was approved: _____**4/20/2022**_____

6. The public was alerted about the meeting(s) through one of the following:

x	Flyers in students' home languages		Announcement at a public meeting		Other (notices, ParentSquare blasts, etc.)

Signatures: 4/25/2022

Leigh Daniels	*Leigh Daniels*	
Principal	Signature	Date
Glorimar Robles	*Glorimar Robles*	4/25/2022
SSC Chairperson	Signature	Date
Monica Thomas		4.26.2022
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	4.27.22
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Brookfield Elementary School   **Site Number:** 103

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/13/2021	Staff Meeting	Discuss PD needs and supports/materials for full implementation.
10/20/2021	SSC	Establish SELLS; discuss spending of Title 1 and Title 4 funds; SSC wanted to ensure that we maintain the science prep teacher for 2022-23 school year.
10/27/2021	Culture and Equity Team	Discussed BPIS and gather data for review at next meeting.
11/9/2021	ILT	Planned course of action to support those who are having difficulty fully implementing district adopted curriculum.
12/15/2021	SSC & SELLS	Reviewed and approved Safety Plan and Proposed Budget and Title 1 and 4 dollars for 2022-23 school year.
1/11/2022	ILT	Discussed the impact of abseentiesm on academic growth due to COVID and strategies to support students mentally, academically, and emotionally.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$74,210.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$543,116.35

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$67,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$11,640.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$1,810.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$146,010.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$4,525.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$180,112.58	TBD
			Measure G Library Support (Measure G #9334)		TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$74,210.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$468,906.35**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$543,116.35**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Brookfield Elementary School	**School ID:** 103

School Description

Brookfield Elementary is a community school that focuses on high academic achievement, while emphasizing a safe and nurturing learning experience for all students. At Brookfield, parents and school staff work together to ensure all students are safe from bullying and are treated fairly by teachers. We are supported by a program which provides students mental health services, and by BACR, which provides expanded learning opportunities for our students. Our curriculum emphasizes social-emotional learning in the classroom, we have a robust Special Education program, and our programming is dedicated to supporting English Language Learners. In addition, we have an active School Site Council, where families and school community are constantly in dialogue with school staff about ways to improve our school. Because we focus on family participation and involvement, and because we ensure our students are safe and ready to learn, Brookfield is the ideal place for students and families who wish to be part of a thriving community, dedicated to student success both in and out of the classroom.

School Mission and Vision

Mission: Brookfield Elementary School will be a safe, healthy, high-quality, full service community school focused on academic achievement in a STEAM integrated curriculum, while serving the whole child, eliminating inequity, and providing each child with excellent instruction, every day.
Vision: Brookfield students will find joy in a nurturing, rigorous, and intentionally multicultural/multilingual student-centered academic experience, while developing the skills to ensure they are caring, fully-informed, critical thinkers who are prepared for college, career, and life, and competent to compete in a diverse global community.

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	41.7%	*not available until Fall 2022*	80.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	3.3%	*not available until Fall 2022*	80.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	3.1%	*not available until Fall 2022*	80.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-80.6	n/a	*not available until Fall 2022*	81
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	10.8%	*not available until Fall 2022*	80.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-81.5	n/a	*not available until Fall 2022*	82
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	15.0%
CAST (Science) at or above Standard	All Students	6.7%	n/a	*not available until Fall 2022*	15.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-167	n/a	*not available until Fall 2022*	167.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	African American Students	-94	n/a	*not available until Fall 2022*	94.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	*not available until Fall 2022*	1.0%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-159.1	n/a	*not available until Fall 2022*	149.1
SBAC Math Distance from Standard Met *2018-19 baseline*	African American Students	-97.7	n/a	*not available until Fall 2022*	97.7

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	3.3%	2.0%	*not available until Fall 2022*	5.0%

| LTEL Reclassification | Long-Term English Learners | 0.0% | n/a | *not available until Fall 2022* | 10.0% |

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	63.2%	52.4%	*not available until Fall 2022*	100.0%
Out-of-School Suspensions	All Students	1.9%	n/a	*not available until Fall 2022*	0.0%
Out-of-School Suspensions	African American Students	6.1%	n/a	*not available until Fall 2022*	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	*not available until Fall 2022*	0.0%
Chronic Absenteeism	All Students	25.8%	31.9%	*not available until Fall 2022*	10.0%
Chronic Absenteeism	African American Students	39.0%	48.1%	*not available until Fall 2022*	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	n/a
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	n/a

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	Cycle 1 we started quickly seeing that students were moving from K to a grade level or more	All teachers agreed to use district adopted curriculum with integrity
LCAP Goal 2: Focal Student Supports	Steady growth, not falling behind, gap is closing.	Following district curriculum; following equitable practices in the classroom such as equity sticks, PBIS, restorive practices within the classroom.
LCAP Goal 3: Student/Family Supports	CSM communicates w/parents via texts, phone calls outside of school hours; use of ParentSquare use of bilingual support structures; teachers use PD time to reach out to families and students to address chronic absenteeism and check-ins.	Institutional supports, paid staff time for family engagement and support. Meeting needs of families during COVID challenges to support safety and trauma-informed pedagogy.
LCAP Goal 4: Staff Supports	Self-care for staff; encourage time off for needed mental and physical supports; culture and climate building for staff, teachers lead and take turns holding accountability (peer leverage).	Principal is direct and no-nonsese and staff knows it is fair and supportive; followthrough is consistent and reliable, so staff finish what is required. Everyone has a voice. Consensus approach as opposed to voting.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
LCAP Goal 1: College/Career Readiness	A significant amount of 2nd and 3rd grade students were more than 2 grade levels behind.	Bilingual program was ineffective in the past, so 2nd and 3rd grade students were significantly behind in both languages.
LCAP Goal 2: Focal Student Supports	African American males behavior needs inside the classroom, especially in 2nd and 3rd grade.	African American families felt their voices were not heard and they were not the focus; Boys have long standing trauma that shows up in their academic and behavioral outcomes.
LCAP Goal 3: Student/Family Supports	Absenteeism increased with in person learning and families don't want to enroll in SJT, but once receiving a "modified quarentine" letter, reluctance to attened school.	Absenteeism due to structural challenges, especially after the Omicron spike.
LCAP Goal 4: Staff Supports	Teachers who do not follow expectations, especially in lower grades, unless leadership is present.	Patterned behavior over the years, lack of understanding the curriculum and greater need of PD supports; Low expectations for student outcomes.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

The teacher turnover rate at Brookfield is between 30 and 40 percent each year. New teachers to the site are inexperienced and often uncredentialed. We have a large number of bilingual students and difficulty identifying bilingual staff. in addition, students have little access to technology and veteran teachers have a reluctancy to use the technology, offering little access to the tech we do have. There is limited funding to fieldtrips to enrich learning experiences.   Teachers do not have credentials. Many of our students do not attend school before kindergarten and several do not attend kindergarten. They have little access to technology outside of school and access to out dated and low level technology in school. Few volunteers and in class supports.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Brookfield Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: 2021-22 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

This year, overall, has been very good. Brookfield implemented many strategies that were stated in the previous SPSA. Even with all of the interference from COVID, this school has moved students significant, academically, which is demonstrated by the data in the students' scores on iReady Reading and iReady Math.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Brookfield has held true to the district adopted curriculum as set forth in our goals last year. All teachers are using the curriculum, though it is in various stages depending upon the teacher, his or her training, expectation, and interests. The ILT Team, as well as the Culture and Equity Team, are managing a checks and balance system to ensure that students are getting what he or she should get academically and socially, and are holding one another accountable for the agreements in ths SPSA and other plans.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Brookfield leadership and leadership team, along with all other collaborative structures, should continue reviewing student and staff data to help drive decisions. This process has proven to be of great support, maintaining a cohesive staff, driving all decisions to be a concensus verses majority vote. Decisions should be based upon evidence and outcomes that support students academically, socially, and emotionally. Given COVID and its long term effects, we must maintain a flexible manner in the way we operate with families and each other, which is more empathetic and conducive to positive outcomes under stress or under the current school climates.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Prep #1 - Haskell	CAST (Science) at or above Standard	Science Prep teacher allows teachers relief of students to collaborate as PLCs and supports students in the STEAM Lab with hands on experiences.	This has been great, allowing teachers maximized time for planning, direct admin support, collaboration, and time to observe one another in the classroom. It would be more advantageous if we had substitutes or a STIP sub so that this time is not interrupted in the absence of any prep teacherl.	Brookfield will continue to have a science prep teacher and will look into another TSA or STIP sub to support teachers collaboration time in the event of the prep teacher's absence.
Field Trips	Student Connectedness to School	Field Trips allow students to experience directly what they may have seen, heard, or read. It also gives them a new experience outside of the school setting.	This is always a working necessity for students of all ages to help sustain material read, viewed, or shared. The down side may be the money to pay for field trips and the support staff on the field trips due to the shortage of educators currently.	We will continue to do field trips and just plan them at the beginning of the year to ensure that we get the dates and times that we want. We would also encourage parents who want to volunteer to support field trips to do all necessary steps to be approved by the district to be a volunteer.
Field Trip Transport	Student Connectedness to School	Buses, Bart Passes, or Amtrak passes to support in getting to a field trip.	If the company is up and running, this works great. COVID has limited public services so this has been a challenge in 2020-2022.	Will make reservations early and plan better to get the best companies who are still solvent through COVID.
Parent Workshops	Student Connectedness to School	Workshops that help families feel content with the support a school is providing for them and their children.	Virtual workshops have given some solace to families. COVID, however, has made campus access much more difficult if access at all, and this has made families feel less safe for children attending daily as well as parents losing access to some of their services via school such as support for jobs, making copies, and working as volunteers.	We will continue setting up work shops and based upon data this year, workshops about wellness--mental health and physical health--are useful during these times.
Smart Boards	Student Connectedness to School	Use Smartboards to provide instruction using the district adopted curriculum.	The Smartboards are working very well and allowing students to interact with the curriculum in a "hands-on" way. Also, it enhances the use of technology in the classroom.	We will continue using the Smartboards in the manner in which we have been and get some more direct training to learn other ways that students can interact with the board during lessons and small group work.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Brookfield Elementary School	**School ID:** 103

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	Student Connectedness
School Theory of Change:	If we create a school culture and climate that: •Decreases referrals and promotes PBIS strategies that support students in class; •Implements strategies which celebrate student success like perfect attendance; •And creates opportunities for students to practice leadership skills; then highly effective teaching and meaningful learning will occur.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Identify and practice common school policies which build positive teacher-student relationships, support and encourage student belonging so that they desire to attend, ie song, pledge, government, awards, etc.	Principal and ILT along with COST team led by a bilingual CSM and the PBIS committee will identify a plan to collect and disseminate common practice and best practice information. Staff will identify students to be awarded.	PBIS Posters in all Classrooms, hallways, and common areas. Student Incentives, Scholar Dollars and Student Store. Daily Morning Gatherings on Wellness. Classroom Pledges and Behavior Expectation songs		Tier 1

1-2	Teachers correctly use the COST and SST processes to support students, and can explain the processes to parents and families	Principal and the bilingual Community School Manager (CSM) ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students. Bi-weekly COST meetings led by the bilingual CSM.	Monthy COST Meetings held. Agendas and note-taking		Tier 2
1-3	Teachers abide by established routines for all areas of school. Teachers document student discipline, buddy passes, and referrals according to agreed upon procedures.	Principal/ILT establishes and reinforces routines for all areas of school. Principal documents communication with teachers regarding student referrals and suspensions. COST team is established and there are readily available universal forms for use by teachers. Review and disseminate both a parent and a staff handbook.	Behavior plans outlined in student handbook and sent home with every child		Tier 1
1-4	Teachers communicate to students and families the importance of school attendance, and support students to improve attendance	Principal establishes structure for attendance referrals to be made and the bilingual CSM case-manages through COST. SARTs are held monthly. Chronic absence data is reviewed regularly by Attendance Team (CSM & Attendance Clerk) and prevention and school wide intervention programs are put in place	Teacher/Parent Letters sent home. Daily parent phone calls		Tier 1
1-5	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	The bilingual CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education	Parent Square Messenger Daily, Weekly. Teacher/Parent Letter sent home.		Tier 1

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1-6	Teachers call students who missed school at least once weekly.	The bilingual CSM and the bilingual Attendance Clerk review absences and call homes. Attendance team meets weekly and reviews students, plans home visits.	Ongoing		Tier 1
1-7	Support after school learning through tutorials, reading programs, ASP, etc.	Will work in coordination with the ASP and the teacher liaison to support learning in the ASP. Provide additional staff to support extended day tutoring and enrichment.	Teachers offering before and after School Tutoring. Outside Agency tutors provide weekly ongoing student support. Dance fitness Program one day a week.		Tier 1
1-8	Kindergarten teachers will hold parent workshops to inform parents about the importance of attendance.	The administration, in coordination with the CSM, will host a beginning of the year meeting for incoming families. The school will fund a Kindergarten meeting at the beginning of the year.			Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Mathematics - Math Curriculum Implementation
School Theory of Change:	If we provide foundational professional development and coaching support for the new math curriculum to all staff in curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators, and owners of the math.
Related Goal(s):	Increase in i-Ready Standards Mastery and Diagnostic Proficiency Increase in SBAC Math proficiency
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Teachers backwards plan using new curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level	End of Unit assessments. iReady assessment data		Tier 1
2-2	All Teachers attend foundational curriculum training	Schools schedule and advise all teachers of the summer professional development opportunities	Teacher attendance		Tier 1
2-3	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. Math teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level.	PLC schedules. Students increased participation (percentage) per assessment.		Tier 1
2-4	Identify opportunities for parents to be exposed to and understand Common Core Math Standards so that they can support students throughout the year, with a focus on Latino and African American students.	Math night for parents	Parent attendance		Tier 1
2-5	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Student work Improved i-Ready proficiency Classroom observation		Tier 1

2-6	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	Provide opportunities for field trips, classroom presentations, assemblies, and speakers. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.		This is giving students a full experience that will enforce curriculum that is learned in the classroom, helping support well-rounded school experiences.	Tier 1
2-7	Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	The principal, CSM, ITL, and ILT will work together to prepare and disseminate a monthly school calendar and newsletter. Provide copier maintenance and materials for office and classroom support.			Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority:	Literacy
School Theory of Change:	If we: focus on English language foundational skills by implementing EL Education, Heggerty, and SIPPS with integrity; focus on site words and vocabulary capacity use iReady as a teaching tool to monitor student growth on an individual basis; use exit tickets as a quick informal assessment to see if students comprehended lessons and met objectives of lessons; and collaborate in weekly PLCs about data and outcomes; then highly effective teaching and meaningful learning will occur.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth on iReady and SBAC to close our equity gap.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice with a focus on the specific practices to support low income students.	Principal will review plans to ensure language support for EL students. School will provide common academic language strategies.	El-Education curriculum in all classrooms. Common Agreeements Focus on Exit Tickets. Small group instruction. SIPPS and Heggerty Daily. Classroom Walkthroughs and Observations		Tier 1
3-2	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning with a focus on the specific practices to support students with disabilities.	Principal, TSA, and ILT will work together to create a schedule which allows teachers to meet, establish PLC expectations, and support teams with coaching. The TSA will monitor and analyze PLCs making recommendations as needed.	PLC cross grade level Teams Meet each week focusing on Common Agreements, Exit Tickets, Key vocabulary and Contect clues, Data Conversations around iReady, SIPPS, and student work. PLCs focus on supporting Focal Students and small group instruction		Tier 1
3-3	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	TSA and principal will provide support to teachers and assure implementation of the components of EL Education. A school-wide schedule for planning time and data analysis; cycles of inquiry and assessments, supports and scaffolding will be in place.	Classrooms Observations. Teacher pacing guides. Weekly PLC and Collaboration		Tier 1
3-4	Teachers will identify and support documents to present in parent workshops on Common Core Standards to help support Latino students.	Leadership will organize and host parent workshops in coordination with bilingual (Spanish) CSM. All parent workshops will be calendared, widely communicated, and supported.	Monthly SELLS Meetings ongoing		Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-5	The Teacher Liaison will support after school learning through tutorials, reading programs, ASP, etc.	The ILT and principal will work in coordination with the ASP and the teacher liaison to support learning in the ASP. The After-School Program, BACR, and a reading Intervention program will be put into place to support extended learning for students..	Work in progress		Tier 2
3-6	Teachers will accurately utilize the COST referral system to refer students who need supports form , SPED, reading programs, and outside services including tutorial, health/mental care, special education,etc.	COST, led by a bilingual CSM, will work with RSP and psychologist to identify students with disabilities.	Monthly Meetings. Teacher Referrals. Ongoing		Tier 2
3-7	Teachers will implement standards-based instruction using district adopted curricula to target vocabulary, comprehension & sight words (SIPPS, Heggarty, EL Education)	Early literacy tutor and TSA will support ongoing implementation of curriculum.	Teacher Daily/Weekly Lesson Plans. Common Agreements on targeted vocabulary, SIPPS and Heggerty daily. El Education one lesson each day. Classroom Observation/Debriefs		Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	PLCs and Consistency
School Theory of Change:	If we: practice and lead collaborative inquiry to build a culture of public learning, we will improve learning for students from underserved groups.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	All teachers will attend professional development, and participate in PLCs. These PLC's will include cycles of inquiry which will focus on specific practices to support African American and Latino students.	Leadership will provide a common schedule for planning and collaboration; TSA schedule will ensure support for teachers. A school-wide schedule for planning will be posted ahead of time.	Engage in a cycle of teacher observation followed by careful and reflective feedback on variety iof instructional practices. Identifying specific need and appropriate actions to address needs.		Tier 1
4-2	Teachers will participate in trainings and conferences to improve teaching skills.	Principal and ILT will identify trainings and conferences to support teachers in meeting school goals.	District and Site PD monthly and ongoing. Implementing Nest Steps		Tier 1
4-3	Teachers will learn to utilize educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReady) to better support socio-economically disadvantaged, African-American and ELL students in distance learning.	Principal will work with ILT and TSA to identify supports for teachers around the implementation of technology for all students.	Smart Boards purchased for every classroom. Chrome books available for each student at home and at school with internet access and/or hot spot.	Smart Boards allow for all students to interact with the curriculum in a kinestetic manner as well as the teacher may access the curriculum via the smartboard. Students may have chrome books and follow along as teacher uses the smartboard. This supports access of the curriuculum for all students visually.	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))	
School Priority:	Academic Equity for African American students in particular which adheres to the district vision for African American students.
School Theory of Change:	If we focus on RJ and instructional practices toward African American students as the focal students, then all students will be receiving the necessary academic instruction and we should see a rise in all students.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	All Teachers have identified Focal Students	Principal and Staff engage in Courageous Conversations around Race and Equity	Professional Development. Unpacking The Invisible Knapsack article		Tier 1
5-2	Teachers provide small group instruction	Staff Development on how to hold a small group while independent work time	PLC Focus		Tier 1
5-3	Teacher providing tutoring opportunites before and after school	Extended Contracts for teachers	Classroom Observation. Student reading Levels		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)

School Priority:	Support students to reclassify through targeted instructional practices for ELL students.
School Theory of Change:	If we: • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low/income, English language learners, and foster youth; then, highly effective teaching and meaningful learning will occur for English Language Learners.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	Teachers will collaborate with the CSM during report cards and parent teacher conference time to support families of English Language Learners with translation of Common Core Standards, grade level expectations, etc.	Community Schools Manager (CSM), bilingual Spanish	Teacher/Parent Conferences. Monthly SELLS meetings. Parent Phone Calls by Teacher, Principal, and CSM		Tier 1
6-2	Teachers will work with CSM to identify workshops which will support parents of English Language Learners in the understanding of standards, curriculum, etc to better support Latino students.	Community Schools Manager (CSM), bilingual Spanish	Ongoing	This will be supporting the school to home and home to school communication.	Tier 1
6-3	Teachers will conduct daily ELD for all ELL students designated and use the EL Education Curriculum.	Leadership will monitor by looking at lesson plans, conducting walk throughs, and making sure the plans align with the lessons that are being stated.	Observing teachers using ELD with small groups. Observing EL Education during the day. Seeing Charts and Targets with specific information regarding the EL Education Lessons.		Tier 1
6-4	Teachers working with students in small groups at lunch, and before and after school, supporting extending learning for those who need extra support in acquiring the English language as identified by ELPAC scores.	Leadership will attend the sessions of this small group work and collect work samples to see progress.	Work samples, extended contracts, and data demonstrated growth in those students.		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 103   **School:** Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Teacher on Special Assignment (TSA)	$126,141	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	7203	Teacher TSA 11 Month - 12 Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers abide by established routines for all areas of school. Teachers document student discipline, buddy passes, and referrals according to agreed upon procedures.	103-1
Community School Manager	$45,268	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7894	Program Mgr Community School	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will conduct daily ELD for all ELL students designated and use the EL Education Curriculum.	103-2
Contract	$3,600	Title I: Basic	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Identify and practice common school policies which build positive teacher-student relationships, support and encourage student belonging so that they desire to attend, ie song, pledge, government, awards, etc.	103-3
Contracts	$73,820	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	103-4
Early Lit Tutor (New)	$44,178	Early Literacy Support Block (ELSB) Grant	2205	Classified Support Salaries		n/a	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Principal, ITL, and ILT will work together to create a schedule which allows teachers to meet, establish PLC expectations, and support teams with coaching. The ILT will monitor and analyze PLCs making recommendations as needed.	103-5
Extended Contracts	$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	Utilize educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReady) to better support socio-economically disadvantaged, African-American and ELL students.	103-6
Field Trips	$1,980	Title I: Basic	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Increase parent knowledge of the importance of attendance and the Common Core.	103-7

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 103   **School:** Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Prep/Enrichment Teacher	$62,295	Title I: Basic	1105	Certificated Teachers' Salaries	0274	Teacher Education Enhancement	0.45	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning with a focus on the specific practices to support students with disabilities.	103-8
Prep/Enrichment Teacher	$6,922	LCFF Supplemental	1105	Certificated Teachers' Salaries	0274	Teacher Education Enhancement	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice with a focus on the specific practices to support low income students.	103-9
Unallocated	$9,794	Early Literacy Support Block (ELSB) Grant	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice with a focus on the specific practices to support low income students.	103-10
unallocated	$32,000	One-Time COVID Funding	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	103-11
Unallocated	$4,525	Title IV: Student Support & Academic Enrichment	4399	Unallocated		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	CAST (Science) at or above Standard	Utilize educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReady) to better support socio-economically disadvantaged, African-American and ELL students.	103-12
Workshops - Extended Contracts	$1,810	Title I: Parent Participation	5825	Consultants		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	103-13

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Brookfield Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by: ■ Parents will receive training from staff on how to help their children academically.

■ Parents will trained on ELA and Math common core standards

■ Teachers will review student assessments at their Parent-Teacher conferences.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by: ■ SSC Meetings, Parent-Teacher conferences, parent trainings, food distributions

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers *Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:
■ Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
■ SSC Meetings, Parent -Teacher conferences, Annual Title 1 Meeting,

■ Parent Trainings, CSM

The school communicates to families about the school's Title I, Part A programs by: ■ Annual Title 1 Meeting, SSC Meetings, Weekly Parent Newsletter

The school communicates to families about the curriculum used at the school, the assessments used to

measure student progress, and the proficiency levels students are expected to meet by: ■ ==Weekly Parent Newsletter, Teacher-parent conferences, Back to School Night, CSM==

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
- ■ ==SSC Meetings, translation is provided, Weekly Newsletter (translated), Bilingual classes== for K-1, ==Parent Trainings==

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:
- ■ ==Parents are welcome to volunteer in daily zoom classesI==

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:
- ■ ==Parent English classes, SSC training, Translated weekly Newsletter==

OUSD Family Engagement Standard 5: Shared Power and Decision Making *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:
- ■ ==SSC Meetings, Parent-Teacher conferences, Parent and staff trainings==

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by: ■ ==SSC, Title 1 meeting, back to school night, parent trainings, CSM==
The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
- ■ ==SSC meetings, Annual Title 1 meeting, back to school night, weekly newsletter==

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by: ■ ==SSC meetings, weekly newsletter, parent english classes==

The school provides support for parent and family engagement activities requested by parents by:
- ■ ==Parent english classes, SSC meetings, english classes for parents==

OUSD Family Engagement Standard 6: Community Collaboration and Resources *Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- ■ Parent center, CSM, english classes for parents

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by the Brookfield Elementary School on September 23, 2020 and will be in effect for the period August 10, 2020) throughMay 27, 2021.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal

Leigh Daniels

Signature of Principal

Leigh Daniels

Date September 1, 2021

Please attach the School-Parent Compact to this document.

School-Parent Compact

Brookfield Village Elementary School

2021-2022

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2021-2022 school year.

School Responsibilities
The school agrees to carry out the following responsibilities to the best of their ability:

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

   ● Setting high standards and expectations for all
   ● Using teaching methods and materials that work best for your child
   ● Regularly assigning homework
   ● Providing motivating and interesting learning experiences
   ● Supporting your child's educational needs by working together with your family

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

   ● Formal conferences will be held:
      ○ At the end of the first, second, and third trimester
      ○ 1 to 1 conferences to discuss student progress to provide you updates on your child's performance and enlist your support at home
   ● Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- Report cards sent home three times a year
- Formal conferences will be held:
    - At the end of the first, second, and third trimester
    - 1 to 1 conferences to discuss student progress to provide you updates on your child's performance and enlist your support at home
- Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

4) **Provide parents reasonable access to staff.**

- Staff will be available 3 times throughout the year for formal data and 1 to 1 conferences
- Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- You will be able to sign up to volunteer in the classroom or at the school.
- Teachers will make available times and ways in which parents can help at school.
- Formal opportunities for involvement include membership and/or attendance of School Site Council, Site English Learners Language Committee (SELLS), and updates though monthly parent coffees.

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

- Title 1 families are engaged in a variety of settings at Brookfield, such as one-on-one meetings with teachers, small group settings such as SELLS, principal coffee meetings, and large group settings such as Back to School Night and monthly Homework Diners. In each of these settings our goal is to inform parents about student achievement, increase school and family collaboration, and partnering together to review student data and how we can improve student achievement.

7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Brookfield staff value their partnership with families. At Brookfield, we believe that the family is the first teacher and that the classroom teacher is working in collaboration with the home to best support the family and student to reach their potential.
- Staff engage in professional development and discussions on how to meaningfully engage families.

8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- Send home regular communication via monthly newsletter and school calendar in English and Spanish.
- Regularly communicate with parents via parent square in home languages.
- Regularly communicate with families via school communication texting program FasTalk to allow communication between school and families in students' home languages.

Teacher Responsibilities

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian Responsibilities
As a parent/guardian, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform and dress code.
- Monitor my child's progress in school.

- Make every effort to attend school events, such as parent-teacher conferences and Back to School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Student Responsibilities

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

This Compact was adopted by the (Brookfield Village School Site Council) on **December 3, 2020**, and will be in effect for the period of August 9, 2021 to May 25, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **January 10, 2022.**

Signature of Principal

Leigh Daniels

Date

9/1/2021

**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Glorimar Robles
Vice Chairperson:	Rosemary Leggett
Secretary:	Vanessa Gutierrez

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Leigh Daniels	☑	☐	☐	☐	
Glorimar Robles	☐	☐	☑	☐	2nd
Corrin Haskell	☐	☑	☐	☐	2nd
Vivienne Reid- Modesi *	☐	☑	☐	☐	1st
Rosi Romo (year 2)	☐	☐	☐	☑	2nd
Rosemary Leggett	☐	☐	☐	☑	1st
Vanessa Gutierrez	☐	☐	☐	☑	1st
Victoria Tril Rodriguez	☐	☐	☐	☑	2nd
Maria Castillo	☐	☐	☐	☑	1st
John Osuji *	☐	☑	☐	☐	1st
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	3rd Wednesday of each month

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community

Members