

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 26, 2013

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action  
Vernon Hal, Deputy Superintendent Business & Operations  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

**Action Requested:**

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Brookfield Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Brookfield Elementary School.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Brookfield Village Elementary**

**6001663**

**School Year: 2013-2014**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

#### SCHOOL SITE

##### CONTEXT

Mission The Brookfield Village Elementary School mission is to provide a community and parent supported high performing, demonstration school, that provides extended day education to meet the academic and cultural needs of all our students and families with a culturally relevant, multidisciplinary, college preparatory education that sparks a joy for learning by empowering them with the information, knowledge, and tools to realize their highest potential as complex thinkers, quality producers, collaborative workers, self-directed, and productive contributors to society. Brookfield Village Elementary School is an inclusive community of learners with approximately 330 students in grades kindergarten through fifth. Brookfield Village Elementary School provides a rigorous standards-based academic program which integrates visual and performing arts, technology and a sports program into the curriculum. Brookfield Village Elementary School is designed to meet the early developmental learning needs of both typical and special needs children by focusing on learning styles, teaching in many modalities, and differentiating instruction. The special needs of our students include learning disabilities, hard of hearing, communicatively handicapped, autism and students with multiple disabilities are met by providing Special Education services. Our students also learn important academic, personal communication, and problem solving skills through the Second Step Anger Management program which teaches our students skills to resolve conflicts and to communicate successfully with peers and with adults. In addition Brookfield Village Elementary School has partnered with Ann Martin Children Center to meet the social and emotional needs of all students through counseling support. Brookfield Village Elementary School seeks to recognize and celebrate student success and academic achievement through a variety of events; Student of the month and perfect attendance assemblies are held monthly to recognize students. Every Friday afternoon, invited students attend "Popcorn with the Principal" and are recognized for excellent citizenship and scholastic achievement.

**VISION**

VISION To develop students so that they are academically competent, socially and culturally adept, emotionally stable, physically sound, prepared for college and ready, willing, and able to thrive with character and integrity in the global community.

## **Accountable for Quality: Ensuring Thriving Students and Healthy Communities**

### **Strategic Priority: The Accountability Plan**

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### **The School Accountability Plan**

Principal will Communicate the strategic plan for accelerated achievement with SSC and larger community via weekly newsletters. Professional Learning Communities (PLC) for each grade level meet twice a month to review student data and adjust lesson plans to meet needs of various ability levels. A focus on differentiating curriculum and standards will drive the discussion about student performance on weekly, teacher made tests, and other district assessments to closely monitor student progress. Assessment results sent home to families in letter form to provide information regarding academic progress. Parent-teacher communication is maintained by way of conferences, weekly newsletters, and after school conferences.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

**School:** Brookfield Village Elementary

**Principal:** SHIRLEY HERRERA

#### From OUSD Strategic Plan:

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

#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

#### School Quality Standards relevant to this Strategic Priority

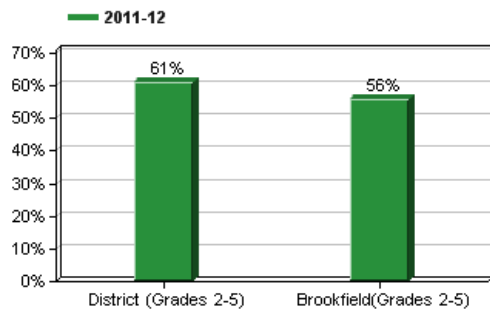
A quality school...

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

#### Benchmark

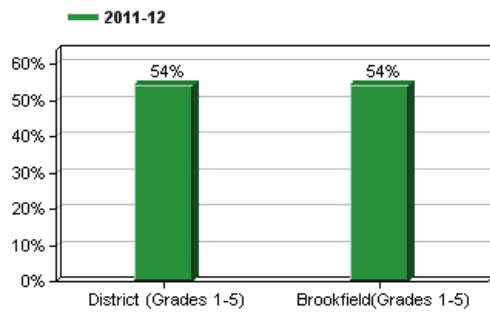


**ELA MidYear % At/Above BMark in Reading Comprehension**



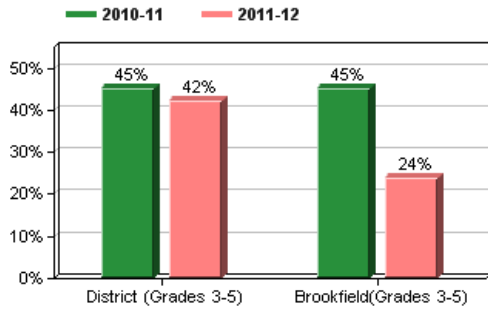
**CELDT**

**% Growth in CELDT 2 Year Cohort Growth Report**

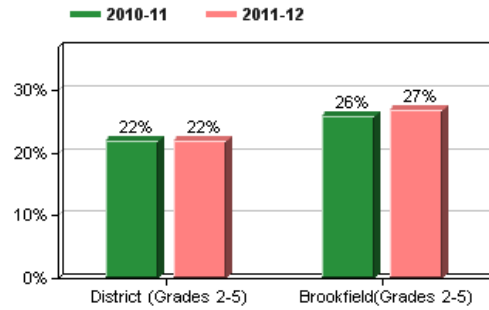


**CST**

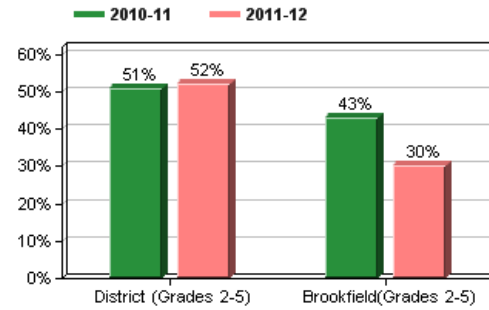
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**



**CST/CMA ELA % BB/FBB**

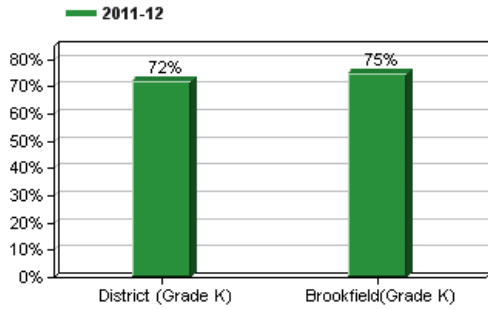


**CST/CMA ELA % Prof/Adv**

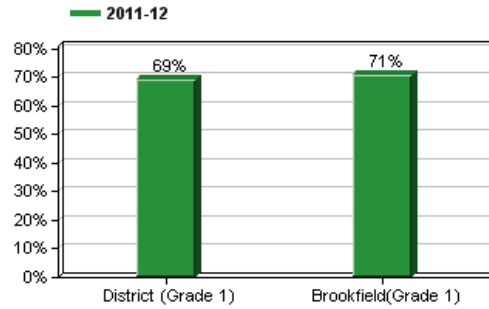


**DIBELS**

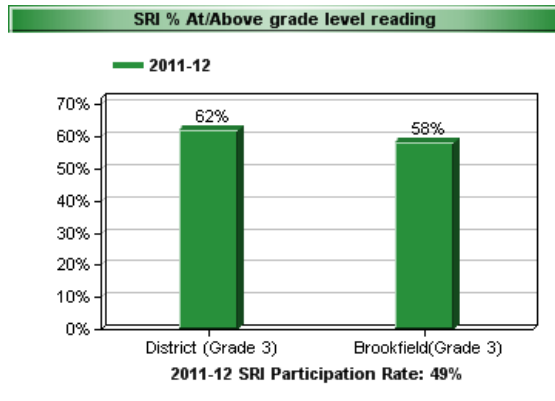
**DIBELS EOY GrK % Low Risk in Letter Naming**



**DIBELS EOY Gr1 % Low Risk in Oral Reading**



**SRI**



#### School Data

- 56% of students performed at or above proficiency on Reading comprehension/mid year BMark; CST scores dropped from 42% to 24% on CST/ELA- The % of students at FBB/BB increased from 22% to 27% and the % of students in Prof/Adv decreased from 52% to 30%
- Dibels scores indicate a slight increase in K from 72% to 75% and oral real DIBELS score for grade 1 indicate a growth from 69% to 71% SRI % of students at/above grade level decreased from 62% to 59%

#### Data Analysis

- Drop in grade level proficiency in ELA indicates a need to focus on balance literacy program. Comprehension skills need to be addressed with all students, but particularly with English Language learners.
- Instruction of basic reading skills in K and 1st are strong and show strength in exposure and learning of reading.
- Provide intervention to support students below basic using RTI model approach

#### Theory of Action

- Brookfield will make accelerated student achievement by designing and implementing differentiated instruction by grade level in our general education classrooms.
- Continuous growth for every student by name, as measured by district benchmark assessments as well as state tests; (B) accelerating achievement of students not demonstrating proficiency through PLC meetings.
- Administering standards based grade-level assessments, analyze data, and develop specific intervention plans for students on a 5-6 week basis.
- Mapping standards by identifying prof/adv students in the grade level and planning appropriate leveled activities. During PLC's there will be collaborative planning of lessons, sharing best practices, and identifying opportunities for integration of
- Timely intervention for students who need special/ extra support to meet grade-level standards

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Daily instructional walk-thrus					4/2/2013	103SQI1A185	Daily schedule to support administrative availability	N/A			0	\$0.00
Differentiated instructional approach	Local assessments (benchmarks, PWA)	Basic	Every Marking Period		4/2/2013	103SQI1A183	?Professional development focused on small group differentiated instruction	N/A			0	\$0.00
Professional Collaborative time for teachers to map standards, plan and align lessons and LDS	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/11/2013	103SQI1A361	Hire substitutes to relieve teachers to attend PLCs.	3010-Title I	4399-SURPLUS		0	\$8,134.44
Smaller class size to meet QEIA requirements	Grades/GPA	All Students	Every Marking Period	Principal	4/11/2013	103SQI1A3562	Teacher to reduce class size	7400-QEIA		K12TCH0006	1	\$100,825.90
Smaller class size to meet QEIA requirements	Grades/GPA	All Students	Every Marking Period	Principal	4/11/2013	103SQI1A3563	Teacher to meet QEIA goals	7400-QEIA		K12TCH0625	1	\$86,627.58
Smaller class size to meet QEIA requirements	Grades/GPA	All Students	Every Marking Period	Principal	4/11/2013	103SQI1A3564	Teacher to meet QEIA goals	7400-QEIA		K12TCH1556	0.25	\$21,195.85
Curriculum coach to support English Language Development and ELD instruction school-wide	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	4/11/2013	103SQI1A4914	Provide English Language development coaching to teachers and monitor language learning progress.	7091-EIA - LEP	4399-SURPLUS		0	\$50,000.00
Curriculum coach to support English Language Development and ELD instruction school-wide	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	4/11/2013	103SQI1A5671	Provide English Language coaching to teachers and monitor language learning progress for academic struggling students.	3010-Title I	4399-SURPLUS		0	\$50,000.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

#### School Federal and State Academic Achievement Goals:

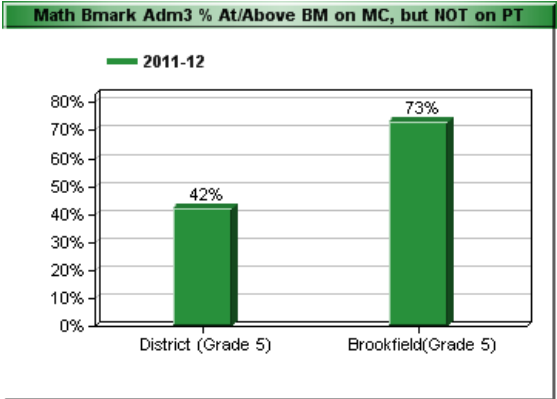
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

#### School Quality Standards relevant to this Strategic Priority

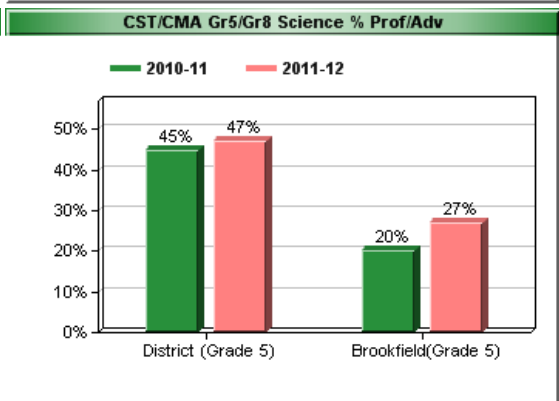
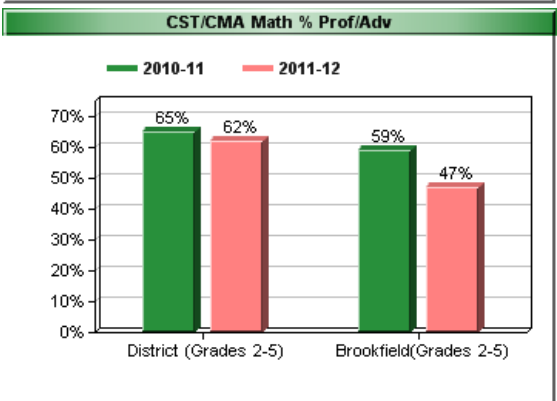
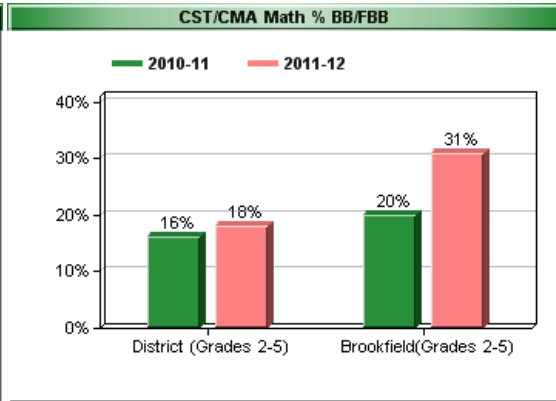
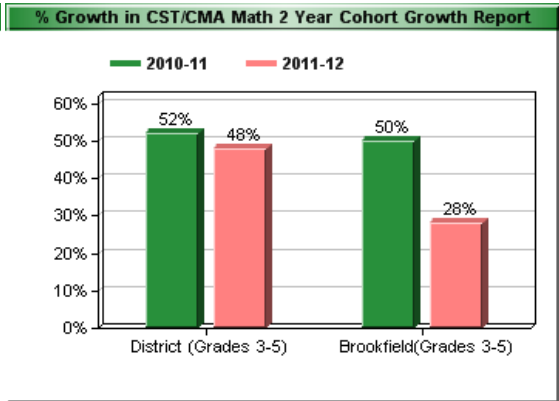
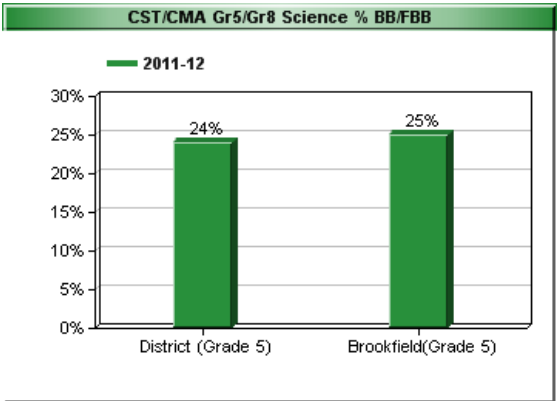
A quality school...

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

#### Benchmark



**CST**



### School Data

- 20% of 5th grade students scored proficient or above on 2011 CST
- 

### Data Analysis

- Instructional schedules modified to support increased PLC, Pd and science instruction
- Professional development needed around Science to increase the amount of science instruction occurring in classroom and alignment of literacy to science instructional practices.
- Science instruction not as consistent; Need to increase the amount of non-fiction text , writing instruction to enhance Science knowledge.

### Theory of Action

- Provide access to an online math intervention application (FasttMath, TimezAttack, Fraction Nation) to support the learning of math facts and concepts, aligned with Common Core Standards
- Continuous growth for every student by name, as measured by district benchmark assessments as well as state tests
- Mapping standards through the curriculum, collaborative planning of lessons, sharing "best practices", and identifying opportunities through integration of curriculum
- Consistent use of think, pair, share strategies, use of academic language by the teacher and holding students accountable for the same, and checking for understanding

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide STEM career activities so that students are aware of future career choices and are knowledgeable about course choices in school	Survey data (CHKS, etc.)	All Students	End of Year		4/2/2013	103SQ11B365	Conduct STEM aligned career day for 5th grade	N/A			0	\$0.00
Provide STEM career activities so that students are aware of future career choices and are knowledgeable about course choices in school	Health data	All Students	Every Semester		4/2/2013	103SQ11B367	Conduct professional development targeted to gardening/ science	N/A			0	\$0.00
Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLCs	Local assessments (benchmarks, PWA)	All Students	Every Marking Period		4/2/2013	103SQ11B187	professional development around PLC	N/A			0	\$0.00
Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLCs					4/2/2013	103SQ11B190		N/A			0	\$0.00
Integration of gardening program and science	Health data	All Students	Every Marking Period		4/2/2013	103SQ11B363	Write grant to American Heart Association to increase gardening opportunities and integration into classroom	N/A			0	\$0.00
Integration of gardening program and science	Health data	All Students	End of Year		4/2/2013	103SQ11B366	Monthly PD opportunities w/ UC Berkeley botanists	N/A			0	\$0.00
Provide Family science and math nights	Local assessments (benchmarks, PWA)	All Students	Every Semester		4/2/2013	103SQ11B186	Teach science weekly for 90 minutes in every classroom and integrated with literacy	N/A			0	\$0.00
Provide Family science and math nights	Local assessments (benchmarks, PWA)	All Students	Every Semester		4/2/2013	103SQ11B188	Hold Family Science and Math Nights	N/A			0	\$0.00



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### School Data

- Transitions from Preschool to K classes are weak; None/weak transition from 3rd grade primary curriculum to 4th grade/upper grade learning; minimal transition from 5th grade to middle school

#### Data Analysis

- Have preschool teacher meet with K teachers to review standards- ELA and Math K teachers to teach "what I want to be when I grow up..." Articulation card meeting between 3rd grade and 4th grade 5th grade students to meet staff from middle school

#### Theory of Action

- Establish COST to identify students needing additional support and case manage
- Family Student Leadership Team to help coordinate transition activities
- Establish goal setting practices school-wide by class and by students
- Family Student Leadership Team to help coordinate transition activities
- Participate in County First Five program

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage parents and community in transition activities through efforts such as parent meeting to promote school, summer transition programs,	Grades/GPA	All Students	End of Year		4/2/2013	103SQI1C369	Family Student Leadership Team to help coordinate transition activities	N/A			0	\$0.00
Engage parents and community in transition activities through efforts such as parent meeting to promote school, summer transition programs,	Grades/GPA	All Students	End of Year		4/2/2013	103SQI1C371	Family Student Leadership Team to help coordinate transition activities	N/A			0	\$0.00
Provide for smooth transition for pre-K students into kindergarten to ensure regular attendance.	Attendance	Pre-Kindergarten	End of Year	Principal	4/11/2013	103SQI1C402	Work with Brookfield CDC and Kindergarten teachers to identify transition activities to be held at the end of the school year.	N/A			0	\$0.00
Provide intervention for students not at grade level in English and Math.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	4/11/2013	103SQI1C5675	Extended contracts to teachers to provide intervention before and after school to struggling students.	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$3,000.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

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

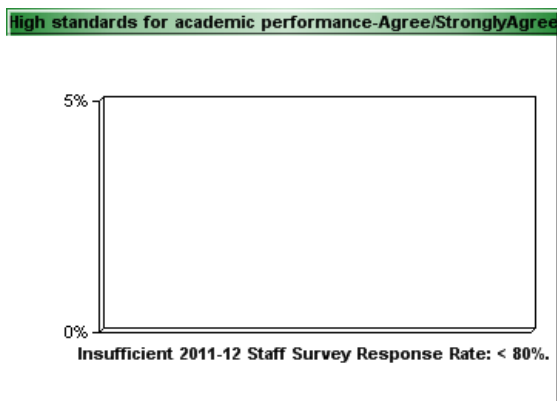
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

#### School Quality Standards relevant to this Strategic Priority

A quality school...

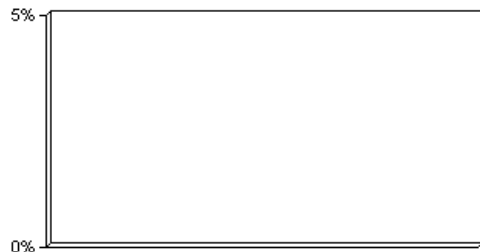
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### Survey - High Standards



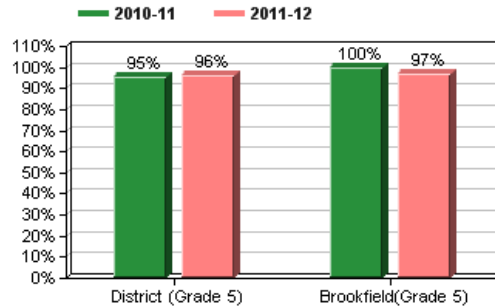
#### Survey - Success

**School promotes academic success. \_\_\_% Agree/Strongly Agree**



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

**Do you plan to go to college after high school? \_\_\_% Yes**



2010-11 CHKS Survey Response Rate: 45%  
2011-12 CHKS Survey Response Rate: 57%

**School Data**

- Students aspire to attend college Staff encourage students to plan ahead beyond high school Parents support their children learning beyond classroom

**Data Analysis**

- Staff to organize events related to college attendance Promote Friday College tee shirt days Career/College Fair at end of year

**Theory of Action**

- Hold annual career fair. Career Fair ideally will consist of adult speakers who share their path in current career (education requirements, etc.),
- Host 2-3 college awareness events
- Take students on field trips to local colleges in 5th grade

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide STEM career activities so that students are aware of future career choices and are knowledgeable about course choices in school	Survey data (CHKS, etc.)	All Students	End of Year		4/2/2013	103SQI1D365	Conduct STEM aligned career day for 5th grade	N/A			0	\$0.00
Provide STEM career activities so that students are aware of future career choices and are knowledgeable about course choices in school	Health data	All Students	Every Semester		4/2/2013	103SQI1D367	Conduct professional development targeted to gardening/ science	N/A			0	\$0.00
Provide opportunities for students to build awareness of the variety of careers available and to begin identifying areas of interest	Attendance	All Students	End of Year		4/2/2013	103SQI1D372	Hold annual career fair. Career Fair ideally will consist of adult speakers who will share about their path into their current career (education requirements, etc.) and also engage students in asking questions, etc. Invite families to participate - either to support their students or to be the presenters	N/A			0	\$0.00
Provide opportunities for students to build awareness of college and college requirements	Grades/GPA	All Students	End of Year		4/2/2013	103SQI1D375		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

#### School Data

- African-Am males falling below proficient level in ELA and Math ELL stay at level 3 on CELDT GATE students not monitored for continued achievement progress

#### Data Analysis

- Develop a plan by grade level to encourage and support Latino/AA males in ELA and Math Identify ELL by grade level and monitor English learning for reclassification

#### Theory of Action

- Identify the targeted student group based upon an agreed upon criteria (academic, attendance and social/emotional)
- Develop an individualized Learning Plan (ILP) for each targeted student with timelines and measurable outcomes
- Identify the available resources (internal and external) academic liaisons, role models needed to support targeted student
- We will prioritize and institute a day-time Reading Intervention Program for students reading below benchmark

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional Collaborative time for teachers to map standards, plan and align lessons and LDS	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	4/11/2013	103SQ1E361	Hire substitutes to relieve teachers to attend PLCs.	3010-Title I	4399-SURPLUS		0	\$8,134.44
Smaller class size to meet QEIA requirements	Grades/GPA	All Students	Every Marking Period	Principal	4/11/2013	103SQ1E3562	Teacher to reduce class size	7400-QEIA		K12TCH0006	1	\$100,825.90
Smaller class size to meet QEIA requirements	Grades/GPA	All Students	Every Marking Period	Principal	4/11/2013	103SQ1E3563	Teacher to meet QEIA goals	7400-QEIA		K12TCH0625	1	\$86,627.58
Smaller class size to meet QEIA requirements	Grades/GPA	All Students	Every Marking Period	Principal	4/11/2013	103SQ1E3564	Teacher to meet QEIA goals	7400-QEIA		K12TCH1556	0.25	\$21,195.85
Curriculum coach to support English Language Development and ELD instruction school-wide	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	4/11/2013	103SQ1E4914	Provide English Language development coaching to teachers and monitor language learning progress.	7091-EIA - LEP	4399-SURPLUS		0	\$50,000.00
Curriculum coach to support English Language Development and ELD instruction school-wide	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	4/11/2013	103SQ1E5671	Provide English Language coaching to teachers and monitor language learning progress for academic struggling students.	3010-Title I	4399-SURPLUS		0	\$50,000.00
Identify the available resources, internal and external, school, family, academic liaisons, role models needed/wanted to support targeted student group	Discipline/CSC	All Students	Monthly		4/2/2013	103SQ1E385	COST team identifies potential support and resources	N/A			0	\$0.00
Identify the available resources, internal and external, school, family, academic liaisons, role models needed/wanted to support targeted student group	State tests (CST/STAR, PFT)	All Students	Monthly		4/2/2013	103SQ1E386	SSC reviews plan monthly and allocates resources equitably according to student need	N/A			0	\$0.00
Provide extra curricular activities for identified GATE students.	Local assessments (benchmarks, PWA)	GATE	Every Semester		4/11/2013	103SQ1E3920	Identified GATE students will receive additional instructional materials and resources to supplement classroom instruction.	N/A			0	\$0.00
Provide instructional materials and resources for English language learners to accelerate their English fluency.	CELDT	English Learners	End of Year	Principal	4/11/2013	103SQ1E3567	Purchase supplemental materials for identified ELL students to augment classroom curriculum.	7091-EIA - LEP	4310-SUPPLIES		0	\$14,796.42
Provide instructional materials and resources for English language learners to accelerate their English fluency.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/11/2013	103SQ1E5674	Purchase supplemental materials to augment classroom curriculum.	7400-QEIA	4310-SUPPLIES		0	\$660.13

Provide instructional materials and resources for English language learners to accelerate their English fluency.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/11/2013	103SQ1E5678	Purchase supplemental materials to augment classroom curriculum.	7090-EIA - SCE	4310-SUPPLIES		0	\$26,502.09
Recognize students when measurable outcomes are met	Local assessments (benchmarks, PWA)	All Students	Monthly		4/2/2013	103SQ1E388	monthly Awards Ceremonies	N/A			0	\$0.00



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

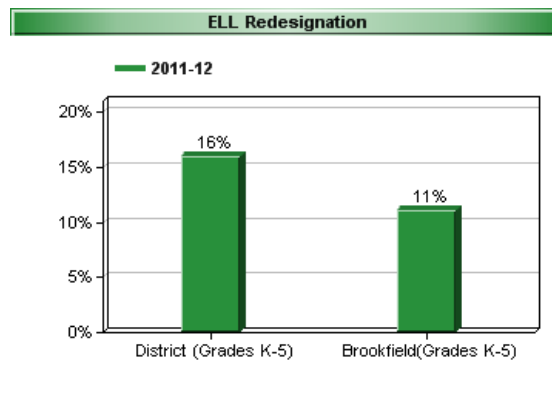
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

#### School Quality Standards relevant to this Strategic Priority

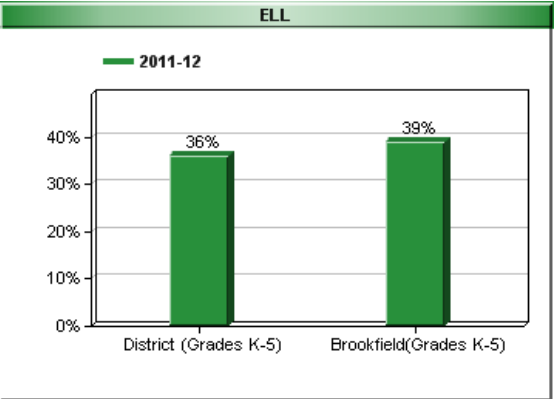
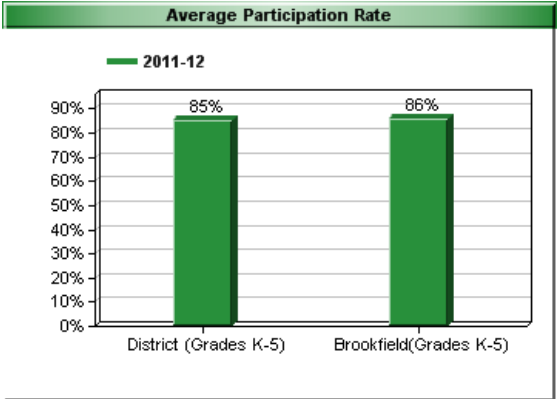
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

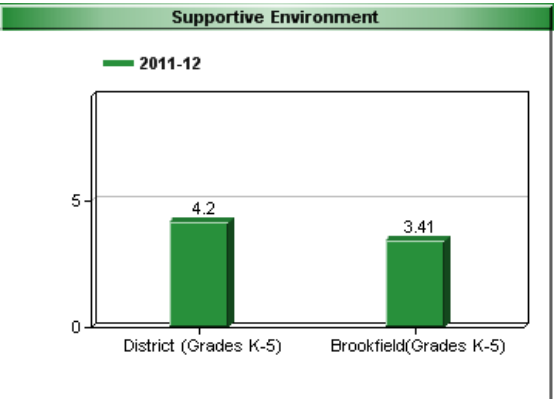
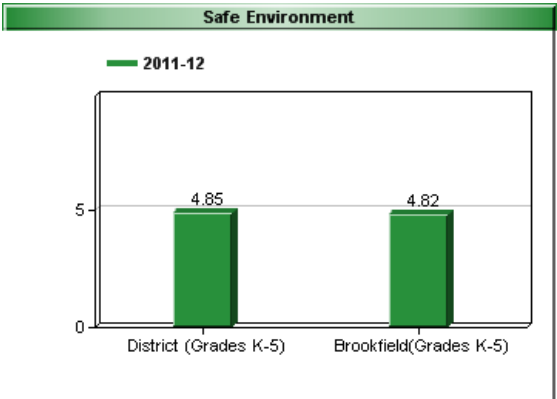
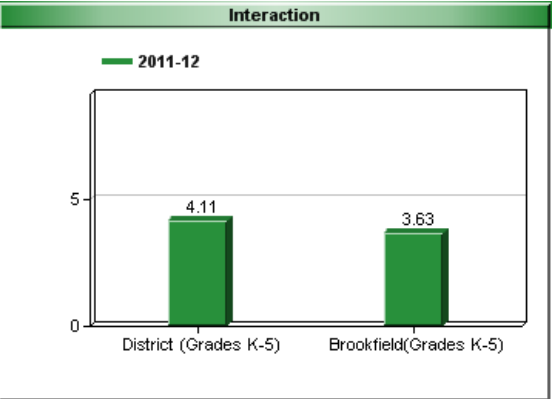
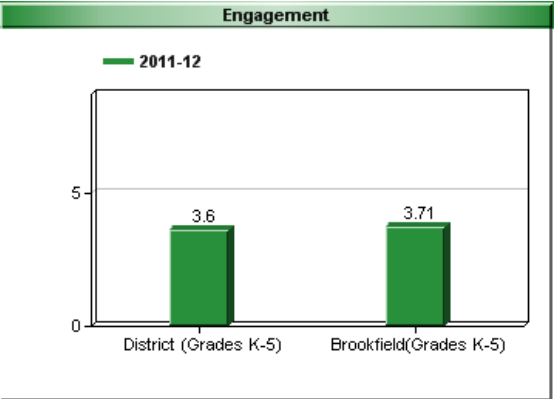
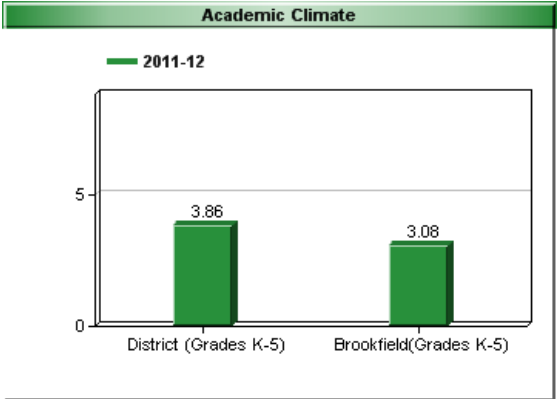
#### After School Program- Student Impact



#### After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



#### School Data

- ELL stay at level 3 and make little or no progress in CELDT

#### Data Analysis

- Work with Higher ground to insure reading is a priority for all students Make computer lab available to afterschool for Achieve 3000 program

#### Theory of Action

- Partner with career mentors and career-related enrichment providers to develop career-related programming
- Provide professional development for afterschool staff
- Provide monthly professional development for Afterschool staff regarding activities that support safe and healthy school climates

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Afterschool Program provides opportunities for students to learn career-related skills					1/13/2012	103SQ1F403	? Partner with career mentors and career-related enrichment providers to develop career-related programming	N/A			0	\$0.00
After School Program provides family supports in conjunction with other school service providers to address needs of family in order to increase attendance					1/13/2012	103SQ1F393	Provide monthly professional development for Afterschool staff regarding activities that support safe and healthy school climates	N/A			0	\$0.00

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

### Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

#### School Safety Plan Goals

Goal 1: School is a clean, healthy, safe learning environment

- Strategy 1.1: Implement a positive school climate/Caring School Community plan which includes building community learning in each classroom.
- Strategy 1.2: Implement and maintain a healthy living environment by having gardening and salad bar

Goal 2: Increase student engagement

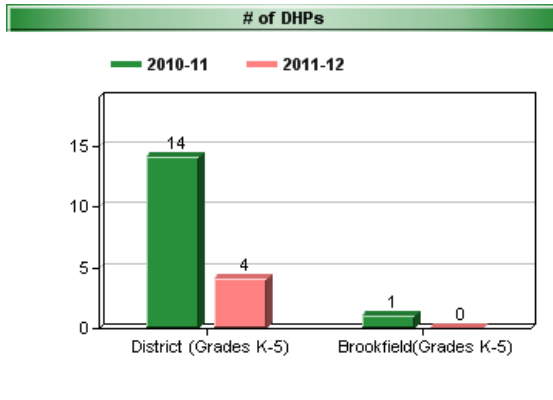
- Strategy 2.1: Implement student coaches, safety patrol, office helpers, recycle buddies
- Strategy 2.2: Implement CSC program in all classrooms by class meetings and norms of behavior for each class

#### School Quality Standards relevant to this Strategic Priority

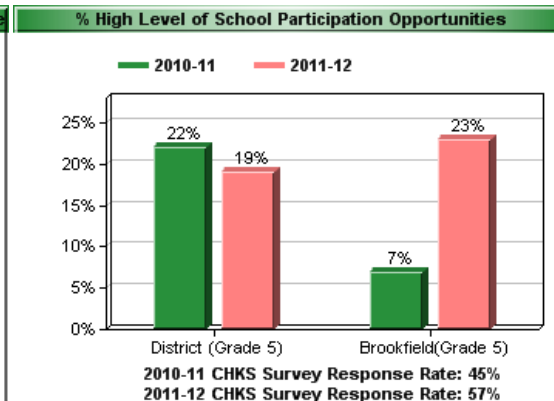
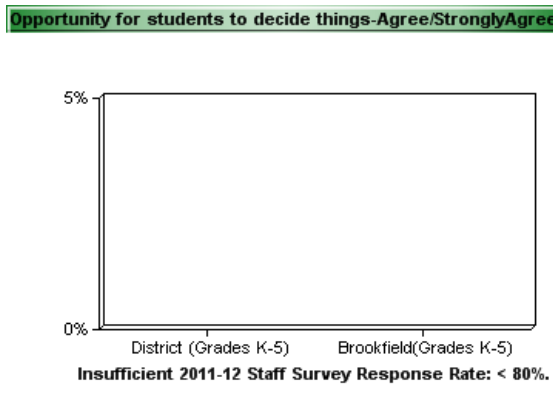
A quality school...

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

DHP



**Survey - Engagement**



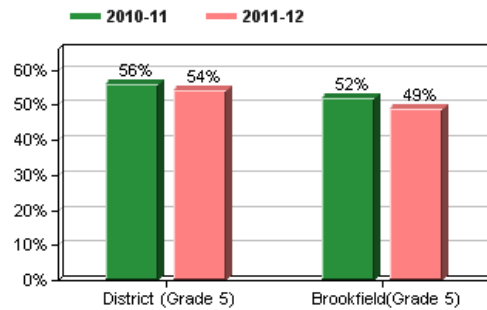
**Survey - Relationships**

**Nearly All/Most Adults at this school pay attention to students.**



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

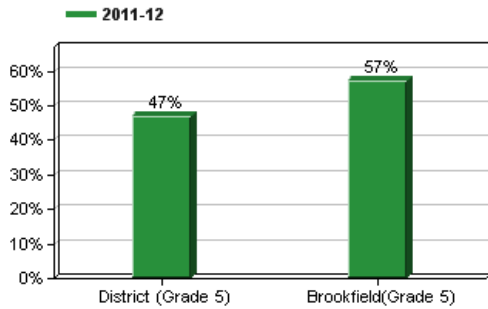
**% High Level of Caring Relationships with Adults at School**



2010-11 CHKS Survey Response Rate: 45%  
2011-12 CHKS Survey Response Rate: 57%

**Survey - Safety**

**% Hit or pushed by other kids at school**



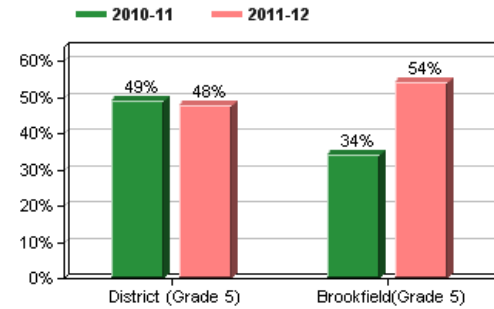
2011-12 CHKS Survey Response Rate: 57%

**This school is a safe place for students.%Agree/Strongly Agree**



Insufficient 2011-12 Staff Survey Response Rate: < 80%.

**% feeling safe at school all of the time**



2010-11 CHKS Survey Response Rate: 45%  
2011-12 CHKS Survey Response Rate: 57%

**Survey - Welcoming**

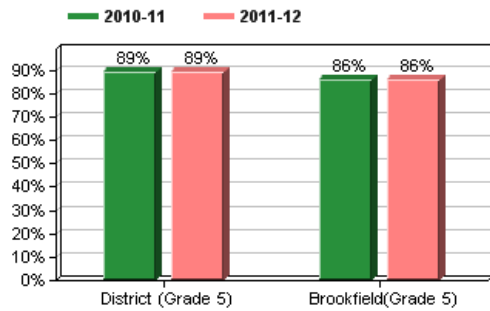
**School is a supportive and inviting place. Agree/Strongly Agree**



**Insufficient 2011-12 Staff Survey Response Rate: < 80%.**

**Survey- Beliefs**

**Most/All the time teachers believe you can do a good job.**

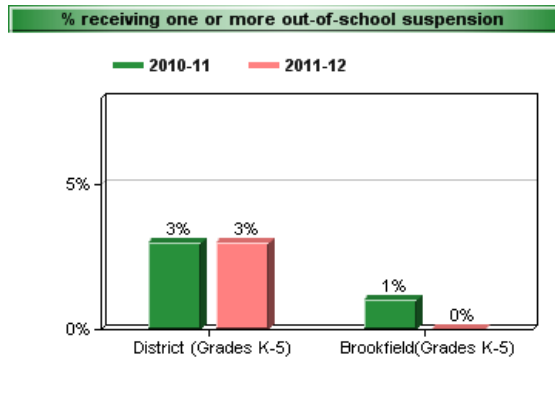


**2010-11 CHKS Survey Response Rate: 45%**

**2011-12 CHKS Survey Response Rate: 57%**

**Suspensions**





#### School Data

- Suspensions as a discipline measure consist of buddy teacher agreements Parent contact is regular and often Students work together and resolve conflicts without violence

#### Data Analysis

- Suspension decrease of 300% for violent infractions over past three years
- Decrease in office referrals for non-violent infractions
- Decrease in number of students referred for expulsion hearing (DHP)

#### Theory of Action

- Participate in district PBIS Training
- Form a school safety & climate team to facilitate positive school climate initiatives
- Hold regular Coordination of Service Team Meetings
- Continue partnership with Ann Martin Center

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLCs	Local assessments (benchmarks, PWA)	All Students	Every Marking Period		4/2/2013	103SQI2A187	professional development around PLC	N/A			0	\$0.00
Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLCs					4/2/2013	103SQI2A190		N/A			0	\$0.00
Integration of gardening program and science	Health data	All Students	Every Marking Period		4/2/2013	103SQI2A363	Write grant to American Heart Association to increase gardening opportunities and integration into classroom	N/A			0	\$0.00
Integration of gardening program and science	Health data	All Students	End of Year		4/2/2013	103SQI2A366	Monthly PD opportunities w/ UC Berkeley botanists	N/A			0	\$0.00
student celebrations to include student of the month, perfect attendance, Gotcha					1/13/2012	103SQI2A412	Form a school safety & climate team to facilitate positive school climate initiatives	N/A			0	\$0.00
Implement school based behavioral health services					4/11/2013	103SQI2A409	Continue partnership with Ann Martin Center to provide counseling services and support positive student behavior.	N/A			0	\$0.00
Parent Resource Center	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/11/2013	103SQI2A408	Provide parent workshops and training to improve student achievement and school climate.	Funded by Community Partner			0	\$0.00
Parent Resource Center	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/11/2013	103SQI2A5676	Hire a parent liaison to work with parents and community members to increase involvement in their children's education and facilitate adult learning.	7090-EIA - SCE	4399-SURPLUS		0	\$34,263.41
COST meetings					1/13/2012	103SQI2A407	Hold regular Coordination of Service Team Meetings	N/A			0	\$0.00
Implement Positive Behavioral Interventions and Supports (PBIS) which define school rules, values and norms					1/13/2012	103SQI2A406	Hold regular Coordination of Service	N/A			0	\$0.00

and standardize them across grades, locations, and teachers							Team Meetings					
Implement Positive Behavioral Interventions and Supports (PBIS) which define school rules, values and norms and standardize them across grades, locations, and teachers					1/13/2012	103SQI2A411		N/A			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

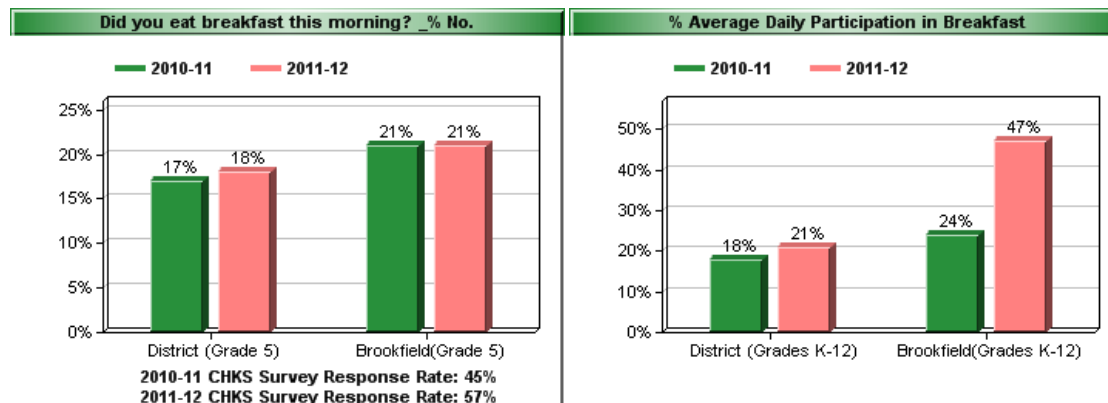
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

#### School Quality Standards relevant to this Strategic Priority

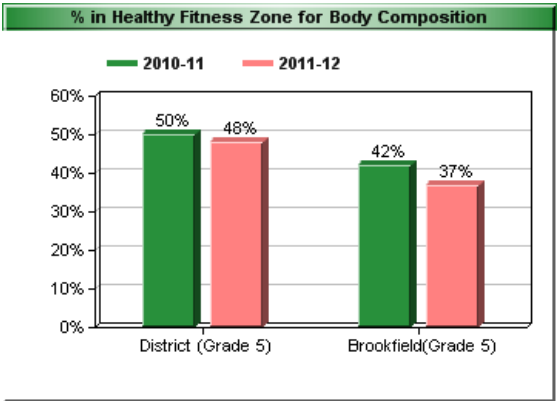
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

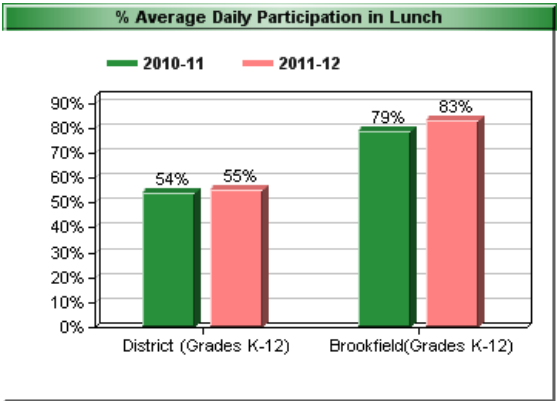
#### Breakfast



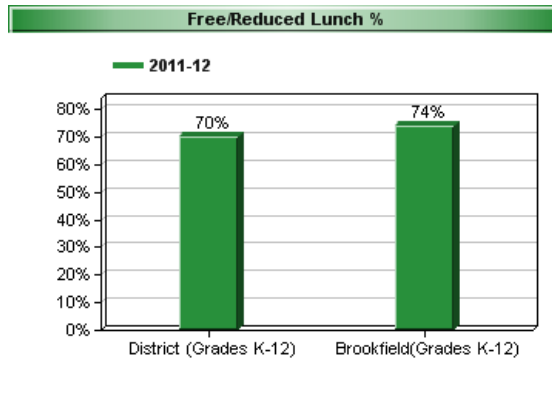
#### Fitness



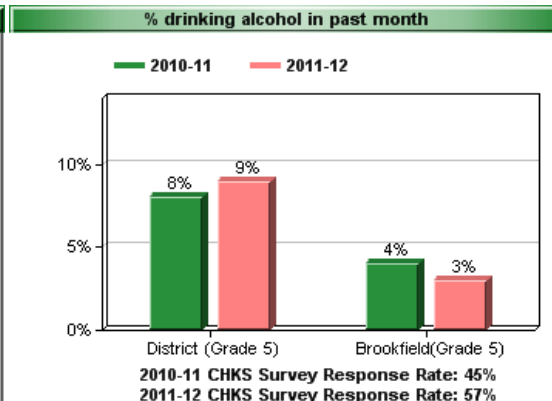
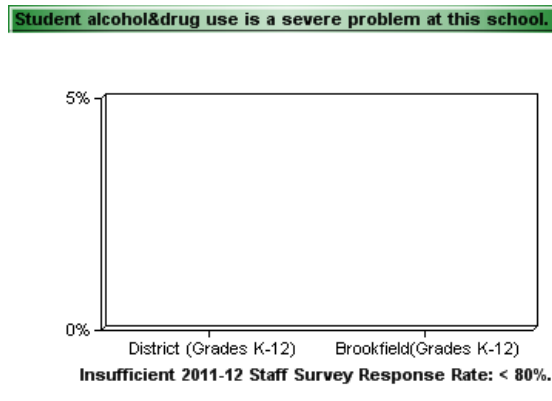
**Lunch**



**Socio Economics**



Survey - Drugs / Alcohol



School Data

- Students eat breakfast at home or school 74% qualify for free/reduced lunch

Data Analysis

- Breakfast in the classroom supports healthy start for every school day Share table at lunch time encourages those students that may still be hungry to take additional items

Theory of Action

- Ensure that ALL site staff receive PD around student health/behavioral health topics
- Provide required PE minutes by a credentialed teacher
- Contract with PlayWorks to support recess & lunch wellness activities

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide STEM career activities so that students are aware of future career choices and are knowledgeable about course choices in school	Survey data (CHKS, etc.)	All Students	End of Year		4/2/2013	103SQI2B365	Conduct STEM aligned career day for 5th grade	N/A			0	\$0.00
Provide STEM career activities so that students are aware of future career choices and are knowledgeable about course choices in school	Health data	All Students	Every Semester		4/2/2013	103SQI2B367	Conduct professional development targeted to gardening/ science	N/A			0	\$0.00
Integration of gardening program and science	Health data	All Students	Every Marking Period		4/2/2013	103SQI2B363	Write grant to American Heart Association to increase gardening opportunities and integration into classroom	N/A			0	\$0.00
Integration of gardening program and science	Health data	All Students	End of Year		4/2/2013	103SQI2B366	Monthly PD opportunities w/ UC Berkeley botanists	N/A			0	\$0.00
Promote the school breakfast program & provide alternative breakfast opportunities Breakfast in the Classroom					4/25/2012	103SQI2B418	Follow OUSD's Wellness Policy	N/A			0	\$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services					4/25/2012	103SQI2B417	Hold regular Coordination of Service Team Meetings	N/A			0	\$0.00
Provide high-quality health & mental health services through District staff (e.g. school nurse, social worker) or community partners (e.g., behavioral health provider, school-based health center, Big Smiles program)					4/25/2012	103SQI2B416	Form a school safety & climate team to facilitate positive school climate initiatives	N/A			0	\$0.00
Create and implement positive and restorative discipline matrix that is consistent across teachers, places, grades, etc.					4/25/2012	103SQI2B419	Implement restorative justice for community building and conflict resolution by increasing psychologist time to provide students with behavioral issues impeding classroom learning with support	N/A			0	\$0.00
Create and implement positive and restorative discipline matrix that is consistent across teachers, places, grades, etc.					4/25/2012	103SQI2B420	Implement Caring School Communities, Second Step, or other social emotional learning curriculum	N/A			0	\$0.00

Create and implement positive and restorative discipline matrix that is consistent across teachers, places, grades, etc.					4/25/2012	103SQI2B3561		N/A			0	\$0.00
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## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

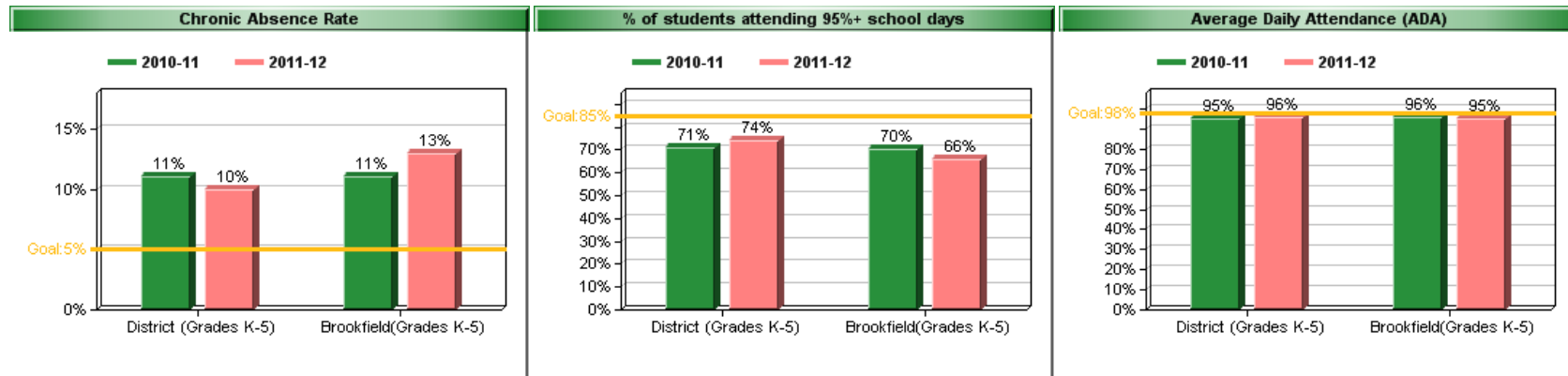
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future



#### School Data

- Some students arriving late beyond 30 minutes after start of day SDC students have health issues preventing regular attendance

#### Data Analysis

- Decrease from 30% of students identified as chronically absent to 7% for the 2010/11 year

- 62% of chronic absences related to kindergarten and 1st grade
- 21% of chronic absent students identified as Special Education with handicapping conditions related to absentee rates

#### Theory of Action

- Conduct regular home visits for chronic absence focus on K-1 students
- Teachers make regular calls home per week
- Conduct staff professional development about ways to encourage attendance

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reach out to parents of students with chronic absence with a focus on K-1 students. Reach out through site attendance team, home visits and calls home, and reflect on challenges.					4/6/2012	103SQI2C425	Conduct parent education workshops on the importance of attendance	N/A			0	\$0.00
Reach out to parents of students with chronic absence with a focus on K-1 students. Reach out through site attendance team, home visits and calls home, and reflect on challenges.					4/6/2012	103SQI2C3566		N/A			0	\$0.00
Create an atmosphere where students want to come to school					4/6/2012	103SQI2C424	? Conduct staff professional development about ways to encourage attendance	N/A			0	\$0.00
Celebrate attendance					4/6/2012	103SQI2C423	Conduct monthly awards celebrations and photo walls	N/A			0	\$0.00
Work with parents to increase attendance and student achievement.	Attendance	All Students	Every Marking Period	Principal	4/11/2013	103SQI2C5673	Hire a community relations assistant (bilingual) to work with parents and improve student attendance and achievement.	Non-SSC approved			0	\$0.00

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

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

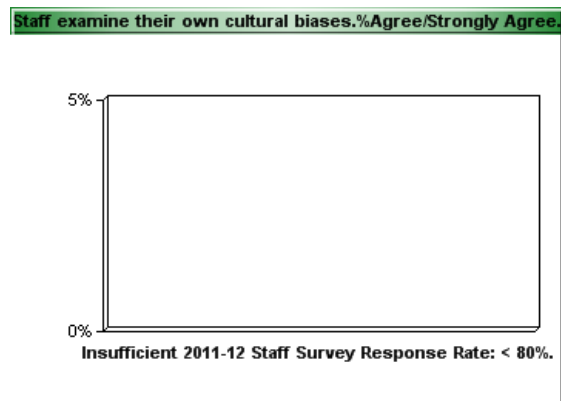
1. Improve the conditions in schools to retain 80% of effective teachers

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### Survey - Professional Learning



#### School Data

- Many teachers work in isolation of their grade level Need to develop a sense of responsibility for entire grade level/school

### Data Analysis

- Administering standards based grade-level assessments, analyze data, and develop intervention plans for student achievement
- 35% of regular education teachers have participated in the Silicon Valley Mathematics Initiative (SVM)
- consistent use of think, pair, share strategies, use of academic language by the teacher and holding students accountable for the same, and checking for understanding
- All teachers receive collaboration time during school day to review data, develop lessons and units
- scaffolding and differentiating instruction to assist ALL students access grade-level material

### Theory of Action

- Tour of school and neighborhood
- Develops staff binder about school procedures, who is who at the site, school culture, etc
- Principal works with BTSA/Intern staff to ensure matching of teacher

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Maintain Instructional Leadership Team to guide best practices.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/11/2013	103SQI3A431	Provide teacher stipends for Instructional Leadership Team members.	7090-EIA - SCE			0	\$3,000.00
Lead grade-level teacher					1/13/2012	103SQI3A434	Stipend for lead teacher at each grade-level to provide peer support and mentoring	N/A			0	\$0.00

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

### Strategic Priority A. Family & Community Engagement

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

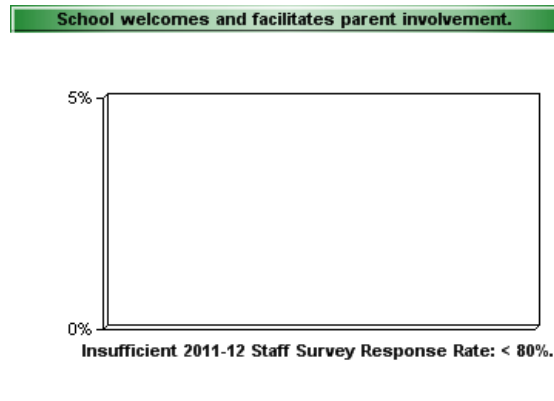
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

#### Survey - Welcoming



#### School Data

- Latino parents requesting place to meet; Many parents want/express desire to support school; Regular conferences indicate a need for counselors and training for parents

#### Data Analysis

- There is a need to bring entire parent community together, AA and Latino parents; Many parents linger around school to watch what is happening with their children;

#### Theory of Action

- Opened parent center, run by parents; Provided three separate Parent Cafe trainings with focus on parenting, attendance, and organizing for better schools; ELAC established; SSC and ELAC meet monthly



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Curriculum coach to support English Language Development and ELD instruction school-wide	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	4/11/2013	103SQI4A4914	Provide English Language development coaching to teachers and monitor language learning progress.	7091-EIA - LEP	4399-SURPLUS		0	\$50,000.00
Curriculum coach to support English Language Development and ELD instruction school-wide	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Monthly	Principal	4/11/2013	103SQI4A5671	Provide English Language coaching to teachers and monitor language learning progress for academic struggling students.	3010-Title I	4399-SURPLUS		0	\$50,000.00
Provide Family science and math nights	Local assessments (benchmarks, PWA)	All Students	Every Semester		4/2/2013	103SQI4A186	Teach science weekly for 90 minutes in every classroom and integrated with literacy	N/A			0	\$0.00
Provide Family science and math nights	Local assessments (benchmarks, PWA)	All Students	Every Semester		4/2/2013	103SQI4A188	Hold Family Science and Math Nights	N/A			0	\$0.00
Provide intervention for students not at grade level in English and Math.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	4/11/2013	103SQI4A5675	Extended contracts to teachers to provide intervention before and after school to struggling students.	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$3,000.00
Provide instructional materials and resources for English language learners to accelerate their English fluency.	CELDT	English Learners	End of Year	Principal	4/11/2013	103SQI4A3567	Purchase supplemental materials for identified ELL students to augment classroom curriculum.	7091-EIA - LEP	4310-SUPPLIES		0	\$14,796.42
Provide instructional materials and resources for English language learners to accelerate their English fluency.	State tests (CST/STAR, PFT)	All Students	End of Year	Principal	4/11/2013	103SQI4A5674	Purchase supplemental materials to augment classroom curriculum.	7400-QEIA	4310-SUPPLIES		0	\$660.13
Provide instructional materials and resources for English language learners to accelerate their English fluency.	State tests (CST/STAR, PFT)	FBB, BB and BAS	End of Year	Principal	4/11/2013	103SQI4A5678	Purchase supplemental materials to augment classroom curriculum.	7090-EIA - SCE	4310-SUPPLIES		0	\$26,502.09
Recognize students when measurable outcomes are met	Local assessments (benchmarks, PWA)	All Students	Monthly		4/2/2013	103SQI4A388	monthly Awards Ceremonies	N/A			0	\$0.00
Work with parents to increase attendance and student achievement.	Attendance	All Students	Every Marking Period	Principal	4/11/2013	103SQI4A5673	Hire a community relations assistant (bilingual)to work with parents and improve student attendance and achievement.	Non-SSC approved			0	\$0.00
Plan for and implement increased school and teacher engagement with families	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/11/2013	103SQI4A436	Supplies to support parent involvement	9901-Title I - Parent Participation	4399-SURPLUS		0	\$1,380.69

Provide academic language and literacy instruction to parents through the Family Literacy program to support children's academic progress					4/25/2012	103SQI4A440	School and Family Literacy instructors will provide academic program information and strategies to parents for learning at home.	N/A			0	\$0.00
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## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Brookfield Village Elementary

Principal: SHIRLEY HERRERA

#### From OUSD Strategic Plan:

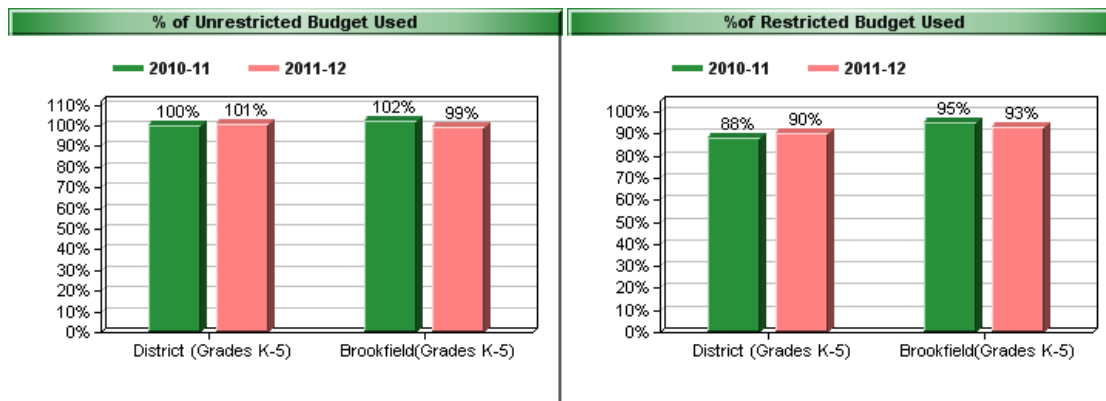
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

#### School Quality Standards relevant to this Strategic Priority

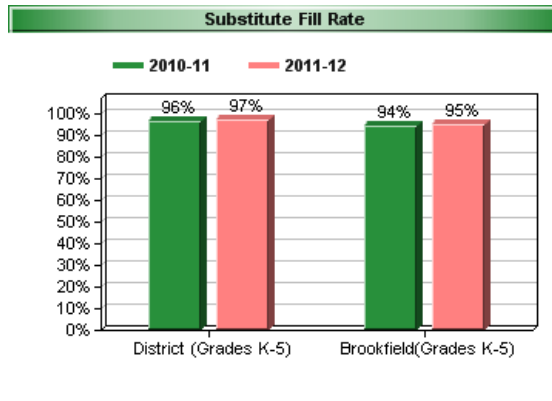
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

#### Budget



#### Sub Fill Rate



#### School Data

- School operates within budget provided; Safety issues addressed; Communication is regular with parent community

#### Data Analysis

- Teachers call for subs but at times cannot be filled; Systems in place to monitor absences for staff

#### Theory of Action




- PLCs held every Thursday in Principal's office to discuss student progress; PLC form completed by each grade level to support progress monitoring



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use data and an inquiry cycle to support collaborative decision-making about resource allocations, including surveys and study sessions to build two-way understanding of priorities and constraints					1/13/2012	103SQI5A442	Hold regular meetings with teachers, other staff, parents, students, and community members to review data	N/A			0	\$0.00
Use data and an inquiry cycle to support collaborative decision-making about resource allocations, including surveys and study sessions to build two-way understanding of priorities and constraints					1/13/2012	103SQI5A443	Use consensus-building strategies to build understanding and get agreement on key decisions	N/A			0	\$0.00
Use data and an inquiry cycle to support collaborative decision-making about resource allocations, including surveys and study sessions to build two-way understanding of priorities and constraints					1/13/2012	103SQI5A444	Offer scenarios and options for how different decisions could play out	N/A			0	\$0.00
Use instructional time (master schedule), collaboration time, and other professional development time to guide and support quality instructional practices					1/13/2012	103SQI5A446	Conduct needs/assets assessment to determine professional development topics and scheduling	N/A			0	\$0.00
Use instructional time (master schedule), collaboration time, and other professional development time to guide and support quality instructional practices					1/13/2012	103SQI5A447	Identify student characteristics (academic performance level, health needs, experiential learning interests, etc.) that may require or benefit from specific teaching skills or strategies and match assignments accordingly	N/A			0	\$0.00

## State & Federal Preliminary and Final Budget

### Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 <b>Economic Impact Aid/State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$67,263.41	
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$64,796.42	
 <b>Quality Education Investment Act</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$209,309.50	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$341,369.33</b>	

Federal Program	Projected Budget	Final Budget
 <b>Title I, Part A: Schoolwide Program</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$58,134.44	
 <b>Title I, Part A: Parent Engagement Activities</b> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,380.69	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$59,515.13</b>	

## **Appendices**

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

Type into the gray boxes, then print and sign.

**ASSURANCES  
2013-2014**

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

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on **May 17 2013**
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on **May 22. 2013**
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
\_\_\_\_\_  
SSC Chairperson's Signature

  
\_\_\_\_\_  
ELAC Chairperson's Signature

  
\_\_\_\_\_  
Principal Signature

  
\_\_\_\_\_  
Executive Officer's Signature

  
\_\_\_\_\_  
Director, State & Federal Compliance Signature

Anjelica Reyes 5/22/2013

SSC Chairperson's Name (printed) Date

Joaquin Santos 5/17/2013

ELAC Chairperson's Name (printed) Date

Shirley Herrera 5/22/2013

Principal's Name (printed) Date

Kimi Kean 5/30/13

Executive Officer's Name (printed) Date

Susana Ramirez 6/5/13

Director, State & Federal's Name (printed) Date



## School Site Council Membership Roster – Elementary School

**School Name:** \_\_\_Brookfield\_\_\_ **School Year** \_\_\_2012-13\_\_\_

<b>Chairperson:</b> Ms. Anjelica Reyes	<b>Vice Chairperson:</b> Ms. Ordaz
<b>Secretary:</b> Ms. Holladay	<b>DAC Representative:</b> Ms. Kimberly Jones

Check Appropriate

Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Anjelica Reyes	424 Burlwood Ave, Oakland 94603				XX
Maribel Ordaz	347 Burlwood Ave., Oakland 94603				XX
Kimberly Jones	472 Clara St., Oakland, 94603				XX
Francisca Garcia-Cazares	339 Burlwood Ave., Oakland, CA 94603				XX
Margarita Salcedo	365 Hunter Ave. Oakland, CA 94603				XX
Teresa Rodriguez	2057 High St. Oakland, CA 94601			XX	
Janie Naranjo Hall	145 Mitey Mite Ln. El Sobrante, CA 94803		XX		
Tammie Adams	2000 98th Ave., Oakland, CA 94603		XX		
Denise Holladay	9801 Thermal St., Oakland, CA 94605		XX		
Shirley Herrera	36850 Cherry St. #127, Neward, CA 94560	XX			
<b>DAC Representative</b>					
Ms. Kimberly Jones	472 Clara St., Oakland, CA 94603				
Home Ph.	Email:				

<b>Meeting Schedule-- 4th Wednesday of the month</b>
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- 1-Principal
- 3-Classroom Teachers
- 1-Other Staff
  
- 5-Parent /Community

## Title I School Parental Involvement Policy 2012 - 2013

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

### **Involvement of Parents in the Title I Program**

*Brookfield Village Elementary School* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.
    1. SSC develops timeline
    2. SSC parent members identify interest in participation
- Offer a flexible number of meetings for parents.
  1. SSC meetings
  2. Parent meetings
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
  1. Monthly SSC meetings
  2. Triannual Data conferences
- Provides parents of Title I students with timely information about Title I programs.
  1. Monthly SSC meetings
  2. Triannual Data conferences
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  1. First 2 SSC meetings annually
  2. Review data each SSC meeting
  3. Letters sent home to families regarding student progress on benchmark assessments
  4. Data conferences
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  1. Data conferences
  2. Parent workshops

### **School-Parent Compact**

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

### **Building Parent Capacity for Involvement**

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress
    - Data conferences
    - Parent workshops
    - SSC meetings
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - Data conferences
  - Parent workshops
  - SSC meetings
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  - Summer Professional development meetings
  - On-going PD
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  - Data conferences
  - Parent workshops
  - SSC meetings
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - Translation of documents for Spanish speaking families
    - Data conferences
    - Parent workshops
    - SSC meetings
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

### **Accessibility**

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
  1. Translation of documents for Spanish speaking families
  2. Data conferences

3. Parent workshops
4. SSC meetings

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The *Brookfield Village Elementary School*'s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

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(Principal's Signature)

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(Date)

## *Brookfield Village Elementary School Compact*

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

### Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Student

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Teacher

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Parent/Guardian