

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Brookfield Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, 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 SPSA 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 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Brookfield Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Brookfield Elementary School
CDS Code: 1612596001663
Principal: Marie Roberts
Date of this revision: 6/6/2017

The Single 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: Marie Roberts
Address: 401 Jones Avenue
Oakland, CA 94603

Position: Principal
Telephone: 510-639-3310
Email: marie.roberts@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Brookfield Elementary School

Site Number: 103

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single 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 Education Code 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 16, 2017

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Marie Roberts

Marie Roberts

School Principal

Signature

5/16/17

Date

Nailah Franklin
Print name of SSC Chairperson

Nailah Franklin

[Signature]

Signature

5/16/17

Date

Ron Smith

[Signature]

Network Superintendent

Signature

5/16/17

Date

Marcus Silvi
Coordinator, OAP

Marcus Silvi

Signature

5/25/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
	Faculty	Reviewed budget summary including planned strategies and actiivities for 2017 - 2018 in an open dialog supporting input.
	SSC	Shared rational and overview of site plan.
	ILT	Conducted ILT work session to review and assure that teacher, leadership, and organization practices are aligned to school goals.
5/2/2017	SSC	Reviewed budget summary including planned strategies and actiivities for 2017 - 2018.
5/3/2017	Faculty	Reviewed and discussed after budget changes 2017 - 2018 SPSA.

2017-2018 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$50,513.15	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$204,918.68	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$377,060.67	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$50,367.48	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,686.74	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$52,054.22	\$0.00

PART A: ABOUT THE SCHOOL

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 the Ann Martin Center, which provides students mental health services, and by Higher Ground Neighborhood Corp, 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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Data Driven Collaboration

SCHOOL GOAL for Data Driven Collaboration:

The "multiple years below" band of the SRI assessment data will shrink by one half.

SCHOOL TARGETS for Data Driven Collaboration:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	27.27%	32.27%	37.27%

Other Leading Indicators for Data Driven Collaboration:

F&P

NEEDS ASSESSMENT for Data Driven Collaboration:

STRENGTHS	CHALLENGES
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There is an ILT in place collecting and analyzing data. PLCs do work around data collection and analysis. Every 3rd through 5th grade teacher is using the SRI assessment tool monthly to collect student reading data. All general education teachers are using F&P to assess students and guide the reading progress. Student reading skills are improving. Teachers are consistently collaborating in PD/PLCs and looking at student learning. Best practices are being shared and discussed. There is a new CCTL (since January) in place to help support teachers in the classroom and aid in intervention. Leadership meets with teachers in data conferences.

Data is collected and analyzed but a stronger focus needs to be placed on interventions and engagement strategies which improve student performance. Student reading scores are improving slowly. The majority of the students are scoring below grade level in both areas. There are few in class or out of class interventions in place.

ROOT CAUSE ANALYSIS

Students are not given enough time to read or held to high enough standards. The interventions in place do not support our student population well.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

The "2 and 3 years below" bands of the SMI assessment data will shrink by one half.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	11.73%	14.86%	18.00%

Other Leading Indicators for Mathematics:

SMI

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
There is an ILT in place collecting and analyzing data. PLCs do work around data collection and analysis. Every 3rd through 5th grade teacher is using the SMI assessment tool monthly to collect student reading data. Student math skills are improving. Teachers are consistently collaborating in PD/PLCs and looking at student learning. Best practices are being shared and discussed. Leadership meets with teachers in data conferences.	Data is collected and analyzed but a stronger focus needs to be placed on interventions and engagement strategies which improve student performance. Student math scores are improving slowly though the school's main focus has been on reading. The majority of the students are scoring below grade level. There are few in class or out of class interventions in place. We struggle with having students master times tables in the upper grades.

ROOT CAUSE ANALYSIS

Common Core Standards have still not been absorbed by teachers who are teaching from traditional standards and they are not well trained on the new curriculum. Some struggle with believing that the students can master concepts such as times tables.

CULTURE & CLIMATE PRIORITY: Multi-Tiered System of Support (MTSS)

SCHOOL GOAL for Multi-Tiered System of Support (MTSS):

Brookfield will reduce the number of referrals by 10%

SCHOOL TARGETS for Multi-Tiered System of Support (MTSS):

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Office Referrals	All Students	11400.00%	10830.00%	10260.00%

Other Leading Indicators for Multi-Tiered System of Support (MTSS):

COST Information

NEEDS ASSESSMENT for Multi-Tiered System of Support (MTSS):

STRENGTHS	CHALLENGES
The attendance tracking and support system has been strengthened by the implementation of Attendance Team meetings, increase in SARTs, and follow through with classroom attendance completion. Student absence rate is much lower than last year. COST team meetings are held consistently and with intent.	Though absenteeism is lower it is still at 18%. Seventy-five percent of our students are below grade level and tier 3 is still heavy. There are few opportunities in place for high achieving students.

ROOT CAUSE ANALYSIS

Chronic Absenteeism has been as high as 20% in the past two years and is presently lower, but still at 16%. Continued interventions are needed.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Improved engagement for students and families

SCHOOL GOAL for Improved engagement for students and families:

Brookfield will reduce the percentage of chronic absenteeism to 10%

SCHOOL TARGETS for Improved engagement for students and families:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	20.74%	20.24%	19.74%

Other Leading Indicators for Improved engagement for students and families:

COST Information

NEEDS ASSESSMENT for Improved engagement for students and families:

STRENGTHS	CHALLENGES
25% of students are performing at or above grade level. School engagement events (Homework Diner, Lit Night) are highly attended by students and families. Classroom procedures are more unified and practiced more consistently so that students are in class instead of in the office. Suspension rates remain low and Culture and Climate student participation rates are high.	75% of the students are performing below grade level. Students exiting the Bilingual Program are far below grade level in English Language Arts skills. Students are not engaged consistently through practices which incorporate their interests and experiences. There is a high level of absenteeism.

ROOT CAUSE ANALYSIS
The data reflects high absenteeism and low student performance rates at all grade levels. Classroom practices are not engaging and supporting for the majority of the student population.

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Data Driven Collaboration:</p>	<p>Highly effective teaching and meaningful learning of language and literacy will occur when we:</p> <ul style="list-style-type: none"> • 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.
<p>SCHOOL THEORY OF ACTION for Mathematics:</p>	<p>Highly effective teaching and meaningful learning of mathematics will occur when we:</p> <ul style="list-style-type: none"> • 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.
<p>SCHOOL THEORY OF ACTION for Multi-Tiered System of Support (MTSS):</p>	<p>Highly effective teaching and meaningful learning will occur when we create a school culture and climate that:</p> <ul style="list-style-type: none"> Decreases referrals and promotes PBIS strategies that support students in class; Implement strategies which celebrate student success like perfect attendance; Create opportunities for students to practice leadership skills.

SCHOOL THEORY OF ACTION for Improved engagement for students and families:	<p>Highly effective teaching and meaningful student learning will occur when we engage students and families by:</p> <ul style="list-style-type: none"> • Implementing strong COST practices to monitor a multi-tiered intervention program; • Devising a system of events (including, assemblies, workshops, trainings, information nights, etc.) and learning opportunities; • Providing after-school enrichment and learning support, reading intervention like LLI, and counseling personnel.
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PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	<p>Increase collaboration time for students and teachers. 1) Planning time for grade level teachers to collaborate led by the TSA and the CCTL. This will allow teachers to address the root cause at the systemic level of finding common ground about what and how we teach. 2) Implementation of strategies in which student to student academic interaction occurs and deepens learning.</p>
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	All teachers will attend professional development, and participate in PLCs which will include cycles of inquiry	Leadership will provide a common schedule for planning and collaboration; TSA/CCTL schedule will ensure support for teachers.	A school-wide schedule for planning will be posted ahead of time.
1-2	Accelerate student achievement via the implementation of Balanced Literacy components to address the needs of both ELs and EOs.	TSA/CCTL will provide targeted support to teachers and model lessons of the components of Balanced Literacy	A school-wide schedule for planning time and data-analysis; cycles of inquiry and assessment will be in place.
1-3	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice	Principal will review plans to ensure language support for EL students.	School will provide common academic language strategies.
1-4	Teachers will establish clear expectations for communication and collaboration among students with protocols and tools.	Principal and coach will review plans to ensure collaboration and complete walkthroughs with feedback.	Walkthroughs will be scheduled and completed bi-weekly
1-5	Teachers will have daily Readers and Writers Workshops in which students read, discuss and write every day	The CCTL will provide modeling, coaching and elbow teaching to ensure teachers properly implement strategies.	Site coordinates with district to identify students, secure outside resources for parents such as holding informational meetings; school celebrates positive attendance via assemblies, Lion Cards, and other recognitions.

1-6	Teachers will utilize the framework for effective teaching to support classroom practices: Oakland Effective Teaching Framework (OETF) and Teacher Growth and Development System (TGDS)	Provide alternate observers.	Stipends to support alternate observers for TGDS.
1-7	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning	CCTL and principal will work together to create a schedule which allows teachers to meet, establishes PLC expectations, and supports teams with coaching. The ILT will monitor and analyze PLCs making recommendations as needed.	A CCTL will be provided to implement additional intervention support for students (LLI), coaching and professional development for teachers.
1-8	Teachers will instruct in intentional small groups during reading/guided reading and math	CCTL, TSA, and principal will support small group collaboration through coaching, PD, and walkthroughs.	Focus instruction on problem solving and vocabulary development to meet the needs of ELL
1-9	Teachers will hold a spring orientation to welcome all TK and K families	The administration will host a beginning of the year meeting for incoming families.	The school will fund a TK/K meeting at the beginning of the year.
1-10	Bilingual teachers will work with ILT to identify goals in both English and Spanish, and to address the specific needs of Newcomer students.	ILT will work with bilingual teachers to create goals in English and Spanish for bilingual students.	Provide bilingual teacher.
1-11	Teachers will focus instruction on problem solving and vocabulary development to meet the needs of ELLs	School leadership will provide resources and professional development to support vocabulary development and problem solving and other strategies.	Resources and professional development will be provided to support problem solving and vocabulary strategies including number talks and other strategies.
1-12	Teachers will identify and support documents to present in parent workshops on Common Core Standards.	Leadership will organize and host parent workshops in coordination with CSM.	All parent workshops will be calendared, widely communicated, and supported.
1-13	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, Higher Ground, and a reading Intervention program will be put into place to support extended learning for students..
1-14	Teachers will establish regular practices including solving multi-step problems, homework and number talks	ILT and CCTL will provide resources and professional development to support number talks and other strategies.	Resources and professional development will be provided to support problem solving and vocabulary strategies including number talks and other strategies.
1-15	Teachers will ensure students not at grade level are provided additional time (extended time) to master core skills.	Provide teacher stipends for extended learning.	Teacher stipends for additional planning, leadership, and tutoring.

1-16	STIP will support library and reading activities and provide release time for classroom teachers to engage in planning and professional development.	The principal will identify a structure in which teachers may take their classes for library visits.	School-wide schedule for library visits. Training for STIP on library technology.
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Improvement Strategy #2:	Establish a multi-tiered system (1-3) to support school culture and academic acceleration which is agreed upon and followed by all team members.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Create and agree upon a disciplinary policy	With the ILT, the principal will lead the process to establish a school wide-discipline policy.	Support and continue to implement Universal Discipline Policy
2-2	Identify common school practices which support students in meeting expectations and language development ie song, pledge, etc.	TSA provides targeted support to teachers and models lessons of the components of Balanced Literacy	School-wide schedule for planning time and data analysis; cycles of inquiry and assessment calendar in place
2-3	Teachers correctly use the COST and SST processes to support students, and can explain the processes to parents and families	Principal and Community School Manager and Family/Community Coordinator 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 Community School Manager
2-4	Teachers abide by established routines for all areas of school. Teachers document student referrals according to agreed upon procedures.	Principal 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.
2-5	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 Community School Manager case-manages through COST. SARTs are held monthly.	Chronic absence data is reviewed regularly by Attendance Team (Community School Manager, Attendance Clerk, and Community Coordinator) and prevention and school wide intervention programs are put in place
2-6	The school communicates to students and families the importance of school attendance, and support students to improve attendance.	Principal establishes structure for dissemination of information regarding attendance with the support of the CSM and the Community Coordinator.	Chronic absence data is reviewed regularly by Attendance Team (Community School Manager, Attendance Clerk, and Community Coordinator) and prevention and school wide intervention programs are put in place. Information is disseminated to the community by Robo Call, newsletter and meetings.
2-7	Teachers call students who missed school at least once weekly.	CSM and Attendance Clerk review absences and call homes.	Attendance team meets weekly and reviews students, plans home visits.

2-8	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.
2-9	TK/K Teachers will hold parent workshops to inform parents about the importance of attendance.	The administration, in coordination with the CSM and the CC, will host a beginning of the year meeting for incoming families.	The school will fund a TK K meeting at the beginning of the year.
2-10	Staff will work with ASP to support and improve attendance goals.	Teacher Liaison will work in coordination with principal to meet with and inform ASP coordinators.	Attendance Clerk will keep attendance records updated and the teacher liaison and principal informed of changes in attendance.
2-11	Implementation of student leadership activities ie., traffic monitors, government, peer to peer.	CSM and CC will work with ILT and ASP to implement leadership activities.	Fourth and fifth grade teachers will identify methods to identify student leaders and support leadership activities in collaboration with CSM and Community Coordinator
2-12	Teachers will complete assessments on time for F&P, SRI, and SMI along and the data analysis.	Provide professional development and PLC calendar which supports data collection and analysis. Provide templates and tools for teachers to analyze the data and Identify strategies to accelerate learning.	Reading support for lowest performing subgroups.
2-13	Teachers will accurately utilize the COST referral system.	Will create a partnership with a mental health provider for mental health services for students.	Provide regular mental health services to caseload.

Improvement Strategy #3:	Implementation of structures which encourage and support the improved engagement of students in class and parents/community members in supporting academics for their children.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Implement learning strategies which encourage and promote student input and participation	Principal and CCTL walkthroughs and feedback in writing to teachers	Weekly, protected, calendared sync up meetings for Principal and CCTL to review and prepare feedback from walkthroughs
3-2	Include a language objective to each lesson	Language objective posted daily	School provides structure for teachers to meet and plan together; Cycle of Inquiry on PD calendar; OUSD science department supports site
3-3	Teachers attend planning and PD sessions according to schedule	PD materials are prepared and content aligns to site needs	Provide an integrated PD calendar

3-4	Teachers will implement core curriculum and intervention materials in class to support student achievement.	Principal will work with ILT to identify core curriculum and intervention materials	Support core curriculum and intervention materials.
3-5	Identify opportunities for parents to support classrooms throughout the year.	CSM and Community Coordinator will work with teachers to create volunteering opportunities	Increase Parent Involvement
3-6	Inform parents of and maintain/support school practices and rules regarding parent volunteers on campus	Set meetings for beginning of year to roll out volunteer plans: establish sign-up procedures, requirements, and expectations; calendar and conduct trainings; and provide badges identifying volunteers.	Provide CSM and Family/Community Coordinator to strengthen and support volunteer program.
3-7	Increase parent knowledge of the importance of attendance and the Common Core.	CSM and Community Coordinator will work with teachers to create parent workshop opportunities	Provide CSM and Community Coordinator. On-site parent and community coordinator to support parent involvement, engagement, communication and education
3-8	Teachers will establish high quality small collaborative groups supported by educational technology and personalized learning including chromebooks, and programs (i.e. AR and ST Math) in order to offer differentiated instruction to meet the needs of all students, including GATE students, low-performing students, and English Learners.	Principal will work with CCTL to establish lab and chromebook schedules	Provide ST Math, Accelerated Reader and personalized learning
3-9	Utilize educational technology and personalized learning including chromebooks, and programs (i.e. AR and ST Math)	Principal will work with ILT to identify enrichment opportunities for students.	Increase base-funded EEIP to 1.0 to provide enrichment for students
3-10	Teachers will provide students with out-of-classroom education opportunities and real life experiences.	Provide opportunities for field trips, classroom presentations, assemblies, and speakers.	Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.
3-11	Teachers will implement ELD strategies.	TSA and ELA Lead will coach teachers on ELD strategies.	Provide ELD curriculum supports
3-12	Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	The principal, CSM, 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.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

103

School:

Brookfield Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with Higher Ground for afterschool program	Support after school learning through tutorials, reading programs, ASP, etc.	A1.6: After School Programs	5825				103-1
\$6,000.00	Call for Quality Schools	Stipends to support professional development, planning, and other academic acceleration activities	All teachers will attend professional development, and participate in PLCs which will include cycles of inquiry	A3.4: Teacher Professional Development focused on Literacy	1120				103-2
\$333.80	Call for Quality Schools	Supplies to support academic acceleration	Support core curriculum and intervention materials.	A2.1: Implementation of CCSS & NGSS	4310				103-3
\$62,500.00	Call for Quality Schools	Community School Manager	Principal and Community School Manager and Family/Community Coordinator ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5730	Community Schools Manager			103-4
\$26,851.98	Call for Quality Schools	Community Schools Coordinator to support family engagement	Principal and Community School Manager and Family/Community Coordinator ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)		20CCPR	20CCPR0003	0.26	103-5
\$5,000.00	General Purpose Discretionary	Stipends to support professional development, planning, and other academic acceleration activities	All teachers will attend professional development, and participate in PLCs which will include cycles of inquiry	A2.5: Teacher Professional Development for CCSS & NGSS	1120				103-6
\$27,605.96	General Purpose Discretionary	Supplies to support overall school operation	Provide copier maintenance and materials for office and classroom support.	A2.1: Implementation of CCSS & NGSS	4310				103-7
\$2,000.00	General Purpose Discretionary	Computers	Support core curriculum and intervention materials.	A2.1: Implementation of CCSS & NGSS	4420				103-8
\$8,000.00	General Purpose Discretionary	Copier maintenance agreement to support overall school operation	Provide copier maintenance and materials for office and classroom support.	A2.1: Implementation of CCSS & NGSS	5610				103-9
\$7,907.19	General Purpose Discretionary	Teacher to support academic acceleration	Accelerate student achievement via the implementation of Balanced Literacy components	A2.1: Implementation of CCSS & NGSS		TCSHLT	TCSHLT0216	0.10	103-10
\$391.04	LCFF Concentration	Supplies to support academic acceleration	Support core curriculum and intervention materials.	A2.1: Implementation of CCSS & NGSS	4310				103-11
\$3,953.60	LCFF Concentration	Teacher time for prep and planning in support of academic acceleration	ILT and CCTL will provide resources and professional development to support number talks and other strategies.	A2.1: Implementation of CCSS & NGSS		TCSHLT	TCSHLT0216	0.05	103-12
\$20,655.37	LCFF Concentration	Community Schools Coordinator to support family engagement	Principal and Community School Manager and Family/Community Coordinator ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)		20CCPR	20CCPR0003	0.20	103-13
\$230.55	LCFF Supplemental	Supplies to support academic acceleration	Support core curriculum and intervention materials.	A2.1: Implementation of CCSS & NGSS	4310				103-14

\$3,162.88	LCFF Supplemental	Teacher to support academic acceleration	Principal will work with ILT to identify core curriculum and intervention materials	A2.1: Implementation of CCSS & NGSS		TCSHLT	TCSHLT0216	0.04	103-15
\$68,907.65	LCFF Supplemental	Kindergarten teacher	Accelerate student achievement via the implementation of Balanced Literacy components	A2.1: Implementation of CCSS & NGSS		K12TCH	K12TCH2425	1.00	103-16
\$71,498.60	LCFF Supplemental	1st Grade teacher	Accelerate student achievement via the implementation of Balanced Literacy components	A2.1: Implementation of CCSS & NGSS		K12TCH	K12TCH0006	1.00	103-17
\$221.40	Measure G: TGDS	Supplies to support TGDS.	Teachers will utilize the framework for effective teaching to support classroom practices: Oakland Effective Teaching Framework (OETF) and Teacher Growth and Development System (TGDS)	A2.6: Teacher Evaluation	4310				103-18
\$15,000.00	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				103-19
\$3,953.60	Measure G: TGDS	Teacher time for TGDS observations.	Teachers will utilize the framework for effective teaching to support classroom practices: Oakland Effective Teaching Framework (OETF) and Teacher Growth and Development System (TGDS)	A2.6: Teacher Evaluation		TCSHLT	TCSHLT0216	0.05	103-20
\$234.00	Supplemental Program Investment	Supplies to support overall school operation and academic programs	Support core curriculum and intervention materials.	A2.1: Implementation of CCSS & NGSS	4310				103-21
\$790.72	Supplemental Program Investment	Teacher to support academic acceleration	Accelerate student achievement via the implementation of Balanced Literacy components	A3.2: Reading Intervention		TCSHLT	TCSHLT0216	0.01	103-22
\$29,950.28	Supplemental Program Investment	Community Schools Coordinator to support family engagement	CSM and Community Coordinator will work with teachers to create parent workshop opportunities	A5.1: School Culture & Climate (Safe & Supportive Schools)		20CCPR	20CCPR0003	0.29	103-23
\$30,978.49	Title I Basic	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				103-24
\$19,388.99	Title I Basic	STIP sub/library clerk	STIP will support library and reading activities and provide release time for classroom teachers to engage in planning and professional development.	A3.2: Reading Intervention		TCSTIP	TCSTIP0716	0.50	103-25
\$1,686.74	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				103-26

SCHOOL PARENT COMPACT Brookfield Elementary School

Compacts are voluntary agreements between families and schools. This compact represents one example of what a family-school compact could look like for a magnet or charter school where families and their students have voluntarily decided to participate in the school. Schools and districts may use this compact to develop a local compact. Our school philosophy as an alternative school is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- 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.

Student signature _____

As a parent/guardian or family member I will:

- 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 dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature _____

As a teacher I will:

- 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.

Teacher signature _____

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20__.

Contrato Entre la Escuela y los Padres de Familia Brookfield Elementary School

Los contratos son acuerdos voluntarios entre las familias y las escuelas. Este es solo un ejemplo de un contrato para una escuela Magnet o una escuela autónoma en la que las familias y sus estudiantes de manera voluntaria deciden participar en la escuela. Las escuelas y distritos pueden usar este contrato para desarrollar un contrato local. Nuestra filosofía escolar como escuela alternativa es que las familias, los estudiantes y el personal escolar trabajen en asociación para ayudar a cada estudiante a desarrollar su máximo potencial. Como socios, acordamos los siguiente:

Como estudiante, yo:

- Creeré en que puedo aprender y en que aprenderé.
- Leeré durante al menos 30 minutos al día, cinco días de la semana.
- Estaré en clase puntualmente, listo para aprender y habiendo hecho mis asignaciones.
- Apartaré tiempo todos los días para hacer mis tareas.
- Conoceré y seguiré las normas de la escuela y de la clase.
- Follow the school's uniform dress code.
- Hablaré con mis padres y mis maestros constantemente sobre mi progreso en la escuela.
- Respetaré mi escuela, mis compañeros de clase, el personal y la familia.
- Pediré ayuda cuando la necesite.

Firma del Estudiante _____

Como padre de familia/tutor legal o miembro de la familia, yo:

- Hablaré constantemente con mi hijo sobre el valor de la educación.
- Me comunicaré con la escuela cuando algo me preocupe.
- Supervisaré el tiempo que pasa mi hijo viendo la televisión y me aseguraré de que lea todos los días.
- Me cercioraré de que mi hijo asiste a la escuela todos los días, puntualmente y con las tareas hechas.
- Apoyaré el código de disciplina y de vestuario de la escuela.
- Le haré seguimiento al progreso escolar de mi hijo.
- Haré todo esfuerzo posible por asistir a eventos escolares como las entrevistas entre padres y maestro, las Exposiciones y la Noche de Bienvenida a la Escuela.
- Me cercioraré de que mi hijo duerma lo suficiente, reciba atención médica constate, y esté bien alimentado.
- Participaré en actividades patrocinadas por la escuela, la comunidad y en el hogar para cumplir con mi responsabilidad de 40 horas al año.
- Participaré en la toma de decisiones con el personal de la escuela y otras familias en beneficio de los estudiantes.
- Respetaré la escuela, el personal, los estudiantes y las familias.

Firma del Miembro de la Familia _____

Como docente, yo:

- Impartiré clases de alta calidad con un currículo a la misma altura.
- Comunicaré expectativas elevadas para cada estudiante.
- Me- empeñaré en motivar a mis estudiantes a aprender
- Enseñaré e involucraré a mis estudiantes en clases interesantes y que representen un reto para ellos.
- Participaré en las oportunidades de capacitación profesional que mejoren la pedagogía y apoyaré la formación de asociaciones con las familias y la comunidad.
- Haré cumplir las normas de manera equitativa e involucraré a los estudiantes en la creación de un ambiente caluroso y protector en la clase.
- Me comunicaré constantemente con las familias tocante al progreso de su hijo en la escuela.
- Proveeré asistencia a las familias en cuanto a lo que pueden hacer para apoyar el aprendizaje de sus hijos.
- Participaré en la toma de decisiones con el resto del personal escolar y las familias para el beneficio de los estudiantes.
- Respetaré la escuela, el personal, los estudiantes y las familias.

Firma del docente _____

Nos comprometemos a cumplir con este acuerdo.

Firmado el ____ de ____ de 20 ____.



School Site Council Membership Roster – Elementary School

School Name: Brookfield Elementary

School Year: 2017-2018

Chairperson: Nailah Franklin		Vice Chairperson: Erol Torres	
Email: nailahfranklin@gmail.com	Phone: (510) 302-8525	Email: erol.torres@ousd.org	Phone: (510) 639-3310
Secretary: James Hall		LCAP Parent Advisory Nominee:	
Email: james.hall@ousd.org	Phone: (510)639-3310	Email:	Phone:
LCAP EL Parent Advisory Nominee:		LCAP Student Nominee:	
Email:	Phone:	Email:	Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Marie Roberts		X				
Carmen Gomez-Smith			X			
James Hall			X			
Cindy Hukill			X			
Tom Schao				X		
Margaree Nathaniel					X	
Erol Torres					X	
Adekunle Arimoro					X	
Nailah Franklin					X	
Felisha West					X	

Meeting Schedule (day/month/time)	Tuesdays / Monthly / @ 3:15pm
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SSC Legal Requirements: (Ed. Code 52852)

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;
4. Parent/community members cannot be OUSD employees

1-Principal
3-Classroom Teachers
1-Other Staff

AND

5-Parent /Community

Revised 8/22/2016

Title I School-Level Parental Involvement Policy Brookfield Elementary School, 2017-18

Brookfield Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Input from parents was gathered at the Annual Title I meeting, monthly SSC meetings, meetings of Brookfield parents and parent leaders, and parent surveys. It has distributed the policy to parents of Title I students at the Annual Title I meetings. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Brookfield Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Translation is provided in Spanish.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Leadership for this activity is provided by the Community Coordinator and the SSC.
- The school provides parents of Title I students with timely information about Title I programs. Information is provided to parents in regular school newsletters written in both Spanish and English.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Teachers provide this information to parents in personalized one-to-one parent conferences.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents make such requests individually or as a group to the principal, the community coordinator, or parent leaders. In the fall, Kindergarten parent meetings are held in both the morning and evening, are an example of such.

School-Parent Compact

Brookfield Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction

- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Brookfield Elementary engages Title I 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, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This happens in small group workshops organized on topics such as Reclassification for English Language Learners.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parents are provided materials such as high frequency words in "baggies" or multiplication fact flash cards.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. All communication generated by Brookfield for parents is provided in both English and Spanish.
- The school provides support for parental involvement activities requested by Title I parents. Parents make requests to the principal, community coordinator or parent leaders.

Accessibility

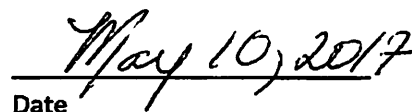
Brookfield Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Adoption

This School Parental Involvement Policy was developed jointly with and subsequently updated by parents of children participating in Title I, Part A Programs.



Marie Roberts, Principal



Date