

**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 Burckhalter 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 Burckhalter Elementary School.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Burckhalter Elementary**

**6001689**

**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

Burckhalter Elementary School is a small school nestled in a residential neighborhood at the top of Edwards Avenue near Highway 580 in East Oakland. Our small size makes the school intimate; all staff knows each and every student and the students know all staff members and volunteers who support them at the school. At Burckhalter Elementary School we seek to make education meaningful for each and every student. Asking not "how smart is the child" but "how is the child smart," we guide our students to utilize their full potential, and we equip them to pursue it with passion, persistence, purpose and pride. Our motto, "Work Hard, Get Smart" is grounded in the belief that everyone at Burckhalter Elementary School: students, parents, teachers, staff and the community is committed to working hard. By working hard and getting smart we make a commitment to creating and nurturing a school environment that reflects the diversity of Oakland including gender, race, ethnicity, religion, physical abilities, learning styles, family structure, and socio-economics. Diversity is at our core and serves as our strength. With our standards-based curriculum, the goal of our school is to implement programs that are academically rigorous and instill a sense of responsibility, confidence, and a positive attitude for all students. Burckhalter has undergone many changes in the last three years to make it an exciting, diverse community. Demographic shifts in the school population have included an increase in English Learners (17.4 percent), who speak both Arabic and Spanish; we are 16 percent Latino. African American students make up 65 percent of the student population and Special Education (Autism) students make up another 13 percent, and the school is at a 79 percent Free and Reduced Lunch rate (data from 2010-11 SARC). OUSD statistics show that Burckhalter families account for 14 percent of the student body, the remaining students commute from other areas, primarily East Oakland. This shift in demographics and the continuous challenges of urban education have encouraged new conversations and practices to meet the needs of students and families at Burckhalter. The primary goal of

Burckhalter Elementary School is to serve the academic and socio-emotional needs of all of its students. Since 2009, Burckhalter Elementary School students have made great gains in the core curricular areas, including reading/language arts, mathematics and science. Our net API growth has been 150 points for all students; 184 for African American students-the highest of any Oakland Unified School District elementary school. Our current Theories of Action are focused on the following and include: BALANCED LITERACY Creating and implement an agreed upon reading, writing, and speaking instructional model which incorporates a balance of informational, poetry and high quality literature texts Providing all learners, through strategic, thematic unit development aligned to Common Core Standards, with a balance of skills, strategies, materials, and the social and emotional support that they need creating and implement an instructional model that focuses on the following teaching strategies: Modeled Reading/Writing, Shared Reading/Writing, Interactive Reading/Writing, Guided Reading/Writing, and Independent Reading/Writing. (S.T.E.M) Science, Technology, Engineering and Mathematics If teachers receive high leverage professional development in effective STEM education instructional strategies, then they will have the foundation necessary to enhance and enrich the core curriculum. Instruction will be focused on teaching science concepts, scientific thinking and scientific skills to inspire all students. We will use project-based learning integrating science, technology and mathematics to engage students, higher-level, problem-solving skills and build learners for life.

### **VISION**

Burckhalter Elementary School Vision We want Burckhalter Elementary School to be known as a caring full service community school where Each and Every student gains the confidence to become positive 'can do' quality learner! We are committed to working with community-based organizations, nonprofit organizations, and other public or private entities to provide a coordinated and integrated set of comprehensive academic, social, and health services that respond to the needs of ALL students, students, family members, and community members. In addition, Burckhalter Elementary is committed to fostering family engagement by bringing together all partners in order to offer a wide range of supports and opportunities for students, family members, and community members.

## 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

The School Accountability Plan School Site Council/ Parents: After the School Site Council is elected their responsibilities will include the following: -At monthly meetings, the SSC will monitor the progress of the implementation of the 2012-13 CSSSP plan according to the indicators of success. The SSC will analyze all forms of data including attendance, behavior referrals, CST and trimester benchmark data aligned to the indicators of success and make any necessary adjustments to ensure students' socio-emotional and academic progress and success. - The SSC, along with the administrators will facilitate a State of the School presentation at our Annual Title I meeting in the Fall of 2012. This will serve as one of two annual meetings to inform and update parents and our larger community on Burckhalter's progress towards the indicators of progress outlined in the CSSSP plan. This will serve as opportunities to solicit input on how to improve progress. SSC and Staff Monitoring of School Culture and Climate: - An annual school-wide survey will be developed and distributed two times a year and the data collected will be examined by our ILT, SSC, Staff, and students. The data will be used to inform decisions related to school climate, culture, and celebrations. - Healthy Kids Survey and Climate and Culture surveys will be cross checked by the SSC at the end of the school year to help determine next steps for implementing programs that support the creation of a welcoming and caring school. 2012-13 Goals: Because of our expansion next year, our goal is to form a PTA, to create opportunities for parents to meet with each other and become involved in school site activities. Staff Monitoring of CST, Trimester Benchmark Data and other forms of data: -2012-13 Goals: Because of our expansion during the 2012-13 school year, our goal is to form a Instructional Leadership Team (ILT), to build formal structures for staff to build and strengthen school climate and culture (discipline), create, implement, and access the school-wide instructional plan, collaborate between and among grade levels and analyze data related student progress. -Staff will review data and participate in Academic Conferences (individual teacher, student, and grade levels at least 3x per year (ELA); 3x per year Math -Benchmark data in ELA, Math, Science, and Writing will be shared at monthly SSC meetings following each administration, displayed on our parent information board, sent home to families, and available in individual teachers' classroom. Staff Accountability will also include, but not be limited to, the following: -School-wide staff Retreat: Staff sets goals for the year, reflects on school progress -Instructional Learning Team: 2x per month, drives PD and instructional support plans -Learning Walks: 2x per year whole school walkthrough with instructional focus -Operational committee meetings: 1x per month support of school operations -Staff Data Summits: 3x per

year monitoring school progress toward meeting individual and grade level student achievement -Parent Data Nights: 2x per year monitoring school progress toward meeting individual and grade level student achievement



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

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

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### 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.

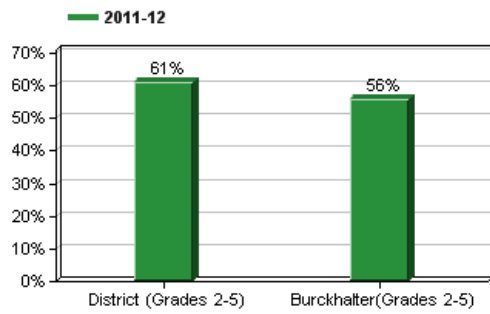
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Developing\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn [\[2011-2012: Developing\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Refining\]](#)

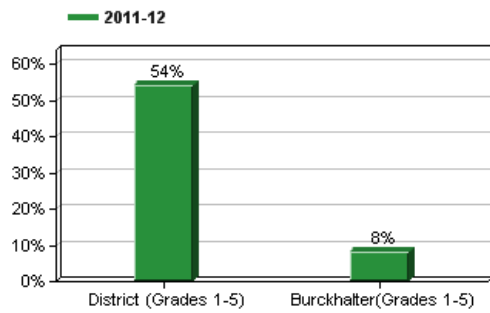
#### Benchmark

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



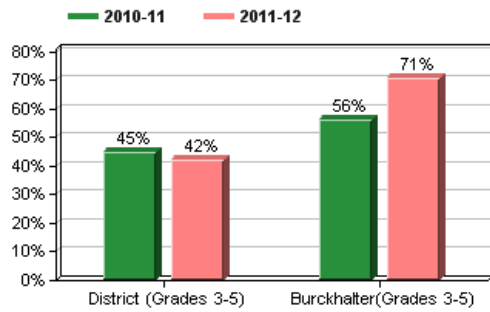
**CELDT**

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

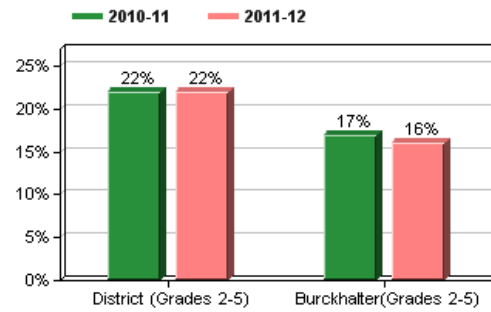


**CST**

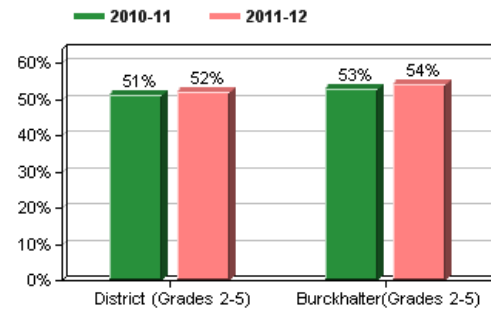
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**



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

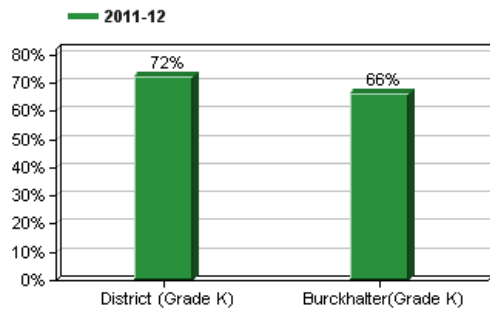


**CST/CMA ELA % Prof/Adv**

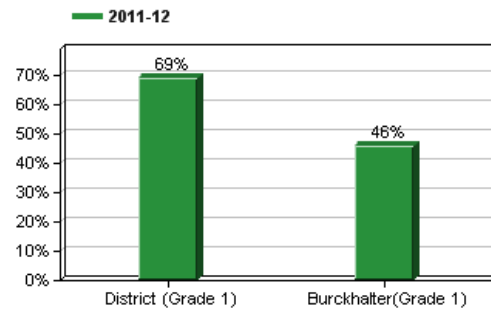


**DIBELS**

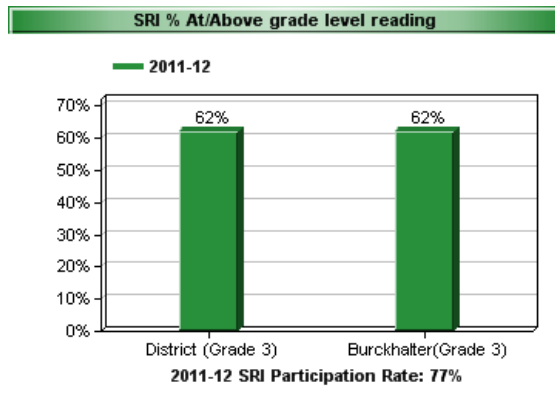
**DIBELS EOY GrK % Low Risk in Letter Naming**



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



**SRI**



#### School Data

- Since 2009, Burckhalter Elementary School students have made great gains in the core curricular areas, including reading/language arts, mathematics and science.
- Since 2009, Our net API growth has been 150 points for all students; 184 for African American students-one of the highest of any Oakland Unified School District elementary school.

#### Data Analysis

- On 2011-2012 (ELA) CST/CMA, the overall percentage of students who scored PRO/ADV was (54%) up (1%) from (53%) in 2010-11. Goal is to increase at least 5%-10% on 2012-2013 CST/CMA.
- Of 92 2-5 graders tested on Fall 11-12 SRI, 67% of all students were at/above grade level; 77% of Asian students were at/above; 65% of AA students were at/above; 60% of Latino students tested were at/above; and 45% of ELL's were at/above.
- Percent of (2-5) graders AT/ABOVE proficiency on 12-13 Midyear ELA Benchmark (63%), up (56% 11-12). Implementation of Achieve 3000 acceleration software program, SRI inventory assessment data and rigorous informational reading led to increase.
- According to 2011-12 CST (ELA) data, only 13% of females tested were (FBB/BB) while 25% of males tested were (FBB/BB); (51% ) of African American males (OUSD focus group) were PRO/ADV.
- As we transition to the Common Core, instructional practices must be more rigorous. Instructional practices will be aligned to help students read "deeply", use claims and evidence to formulate arguments and write competently for different purposes.

#### Theory of Action

- If we implement an agreed upon reading, writing, and speaking instructional model which includes a balance of non-fiction informational and high quality literature texts for all students, then they will be equipped to meet the demand of the CCSS.
- If we provide all learners, through strategic, thematic unit development aligned to Common Core Standards, with a balance of skills, strategies, materials, and the socio-emotional support that they need, then they will be college and career ready.
- If we provide PD that focuses on Modeled Reading/Writing, Shared Reading/Writing, Interactive Reading/Writing, Guided Reading/Writing, and Independent Reading/Writing, then teachers will have requisite skills to reach and teach all learners.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Design, develop and implement a site based vision for Balanced Literacy and transition to the Common Core for ELA	Other (OCR, etc)	All Students	Monthly	Leadership Team	4/3/2013	105SQI1A689	Create Leadership/Literacy Team	N/A			0	\$0.00
Design and implement school structures to support literacy instruction across all core subject areas	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Grade level team	4/3/2013	105SQI1A691	Provide substitute release time for teacher collaboration (PLC)	Non-SSC approved			0	\$0.00
Teachers employ Differentiated Instructional strategies in the core curriculum and on CCSS to engage all students.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	105SQI1A1915	All teachers create intervention and acceleration groups and utilize materials to meet student needs	N/A			0	\$0.00
Copier maintenance agreement for T1 intervention materials and supplies	Local assessments (benchmarks, PWA)	All Students	Monthly	Clerical staff	5/14/2013	105SQI1A2503	Copier maintenance agreement for T1 intervention materials and supplies	N/A			0	\$0.00
Academic Consultant will support all students not proficient in either reading and/or math as evidenced by SRI, CELDT, benchmark assessments and CST scores	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/14/2013	105SQI1A5643	Small group instruction utilized to respond to students' needs (provide concentrated acceleration)	N/A			0	\$0.00
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	5/15/2013	105SQI1A5647	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	N/A			0	\$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	5/15/2013	105SQI1A2705	Teachers provide academic support at least 3X/week for students not proficient in core subject areas.	N/A			0	\$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	CELDT	English Learners	Every Marking Period	Principal	5/15/2013	105SQI1A2708	Supplies to support English Learners specific needs; strengthen English Language proficiency in acquiring Academic English	N/A			0	\$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	CELDT	English Learners	Every Semester	Principal	5/15/2013	105SQI1A2718	Purchase books and supplemental materials, in addition to district adopted English Learners Development program, to support English Learners	N/A	4300-MATERIALS & SUPPLIES		0	\$0.00
Provide opportunities and training for students in student leadership to	Other (OCR,	All		Leadership			Training in Student Council; Conflict Managers					

address climate and engagement issues as they develop.	etc)	Students	Weekly	Team	4/30/2013	105SQ11A6000	and hold monthly Wednesday Rap Sessions	N/A			0	\$0.00
Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	Other (OCR, etc)	All Students	Monthly	Other	4/30/2013	105SQ11A6001	Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	N/A			0	\$0.00
Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	Other (OCR, etc)	All Students	Every Other Week	Leadership Team	4/30/2013	105SQ11A6002	Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	N/A			0	\$0.00
Biweekly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Grade level team	4/30/2013	105SQ11A6003	Biweekly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	N/A			0	\$0.00
Every trimester Leadership Team retreats to assess, monitor and modify (if needed) school site priorities and focus areas.	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	4/30/2013	105SQ11A6004	Development of and monitoring of the Professional Development calendar that reflects priorities and data.	N/A			0	\$0.00
Provide Professional Development and/or attend school-wide retreats, site based and off site PD, conferences on Balanced Literacy instruction, ELA Common Core standards, and effective teaching strategies	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Leadership Team	5/14/2013	105SQ11A690	Articulate a PD plan, calendar and timeline; attend school-wide retreats, site based and off site PD, conferences, etc.	N/A			0	\$0.00
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.					4/30/2013	105SQ11A1949	Professional Learning Community between and among grade levels and circuits	N/A			0	\$0.00

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

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

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### 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:

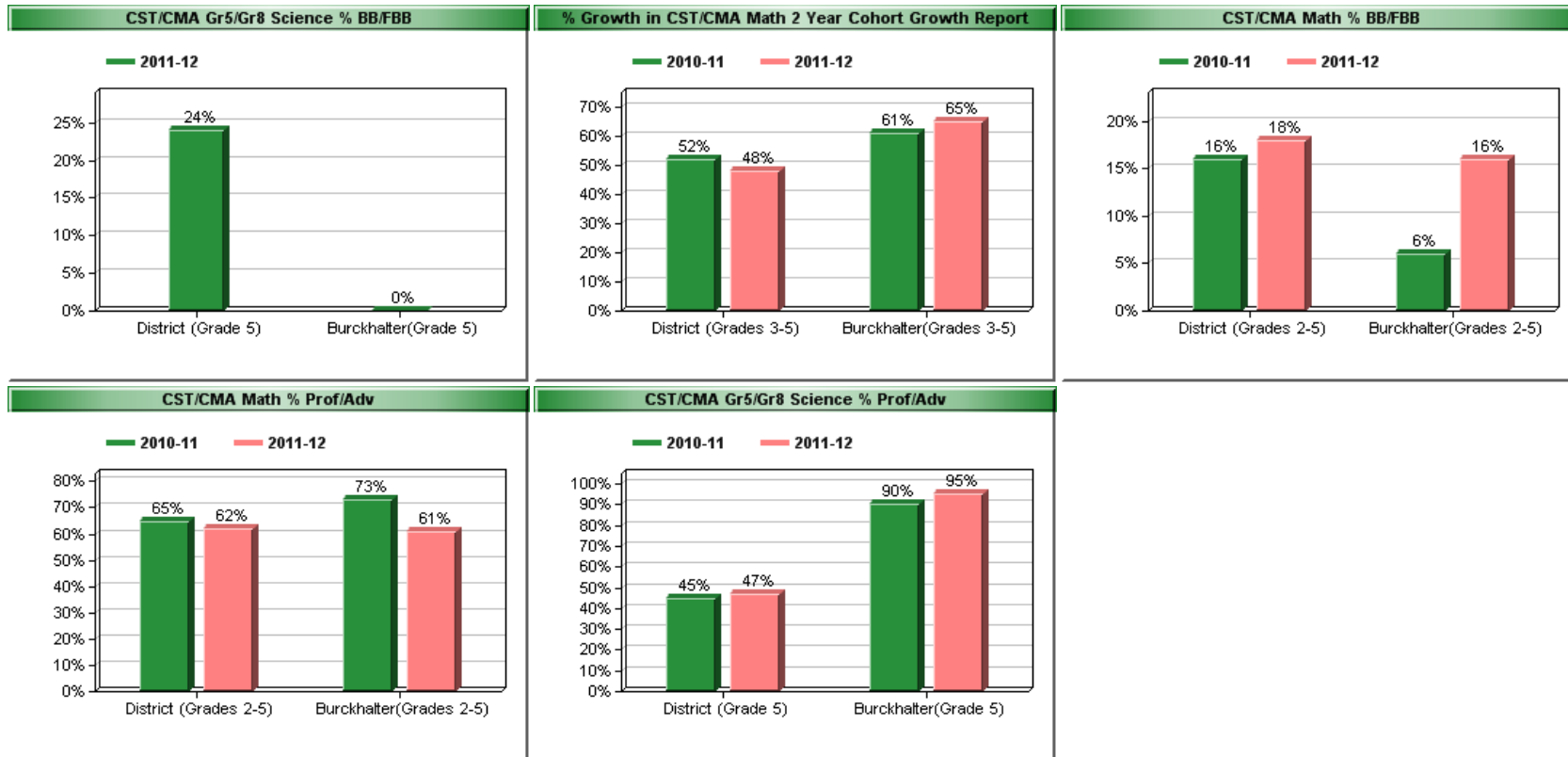
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

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

A quality school...

- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Developing\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn [\[2011-2012: Developing\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Refining\]](#)

CST



**School Data**

- Since 2009, Burckhalter Elementary School students have made great gains in the core curricular areas, including reading/language arts, mathematics and science.
- Our net API growth has been 150 points for all students; 184 for African American students-one of the highest of Oakland Unified School District Elementary Schools.

**Data Analysis**

- On 2011-12 (Math) CST, the overall percentage of students who scored PRO/ADV was (61%) down from 73% in 2010-11 (this decrease was in part due to 2nd graders who scored only 37% PRO/ADV. These students are 2012-13 focus students.
- On 2011-12 (Science) CST, 95% of students tested were PRO/ADV up from 90% in 2010-11. This is 48% greater than the OUSD proficiency rate of 47%; the result of standards-based teaching and reading of expository texts especially in 4th and 5th grades.
- Burckhalter is a Science Cohort school, integrating Science and Writing to increase literacy across all grade levels; Professional Development in rigorous instruction and "Best Practices" help to build teacher capacity in the STEM curricular areas.
- All K-5 students, including SPED students, have multiple opportunities to engage with technology, including hardware (PC computer lab, SMARTBOARDS,



laptops, IPADS) and software (Achieve 3000, SuccessMaker, Waterford) increasing academic achievement.

- As we transition to the Common Core, instructional practices must be rigorous. Instructional practices will be aligned to help students make sense of mathematical problems and persevere in solving them.

#### Theory of Action

- If teachers receive high leverage professional development in effective STEM education instructional strategies, then they will have the foundation necessary to enhance and enrich the core curriculum providing accessibility for all students.
- If instruction is focused on teaching science concepts and using claims and evidence to support scientific thinking and science note-taking skills to record thoughts, ideas and data, then students will be prepared for NGSS and CCSS.
- If we use project-based learning that integrates science, technology and mathematics to engage students and teach higher-level, problem-solving skills, then we will inspire life-long learners.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Academic Consultant will support all students not proficient in either reading and/or math as evidenced by SRI, CELDT, benchmark assessments and CST scores	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/14/2013	105SQ1B5643	Small group instruction utilized to respond to students' needs (provide concentrated acceleration)	N/A			0	\$0.00
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	5/15/2013	105SQ1B5647	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	N/A			0	\$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	5/15/2013	105SQ1B2705	Teachers provide academic support at least 3X/week for students not proficient in core subject areas.	N/A			0	\$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	CELDT	English Learners	Every Marking Period	Principal	5/15/2013	105SQ1B2708	Supplies to support English Learners specific needs; strengthen English Language proficiency in acquiring Academic English	N/A			0	\$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	CELDT	English Learners	Every Semester	Principal	5/15/2013	105SQ1B2718	Purchase books and supplemental materials, in addition to district adopted English Learners Development program, to support English Learners	N/A	4300-MATERIALS & SUPPLIES		0	\$0.00
Provide opportunities and training for students in student leadership to address climate and engagement issues as they develop.	Other (OCR, etc)	All Students	Weekly	Leadership Team	4/30/2013	105SQ1B6000	Training in Student Council; Conflict Managers and hold monthly Wednesday Rap Sessions	N/A			0	\$0.00
Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	Other (OCR, etc)	All Students	Monthly	Other	4/30/2013	105SQ1B6001	Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	N/A			0	\$0.00
Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	Other (OCR, etc)	All Students	Every Other Week	Leadership Team	4/30/2013	105SQ1B6002	Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	N/A			0	\$0.00
Biweekly PLC/Circuit							Biweekly PLC/Circuit					

Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Grade level team	4/30/2013	105SQ11B6003	Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	N/A			0	\$0.00
Every trimester Leadership Team retreats to assess, monitor and modify (if needed) school site priorities and focus areas.	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	4/30/2013	105SQ11B6004	Development of and monitoring of the Professional Development calendar that reflects priorities and data.	N/A			0	\$0.00
Teachers are provided release time to plan thematic, integrated units (math, science, technology and literacy) collaboratively in PLC meetings					5/15/2012	105SQ11B757	Students are engaged in hands-on, differentiated, project-based, arts integrated experiences in the classroom	N/A			0	\$0.00
Science is taught weekly for at least 90 minutes and is integrated with high quality texts (literature, informational and/or poetry); writing is integrated throughout					5/15/2012	105SQ11B759	Students are engaged in hands-on, differentiated, project-based, arts integrated science lessons and experiences both in and outside the classroom	N/A			0	\$0.00
Mathematics instruction is connected to building students' critical thinking skills through the solving of real world problems					5/15/2012	105SQ11B758	Daily mathematics instruction is aligned to key grade level Common Core Standards and assessments (performance, formative) drive instruction	N/A			0	\$0.00
Computer Intervention Specialist will support all students not proficient in either reading and/or math	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	4/22/2013	105SQ11B756	Technology (software, hardware) is utilized to respond to students' needs (intervention, acceleration)	3010-Title I	5825-CONSULTANTS		0	\$1,727.53
Computer Intervention Specialist will support all students not proficient in either reading and/or math	CELDT	English Learners	Weekly	Principal	4/22/2013	105SQ11B760	Technology (software, hardware) is utilized to respond to students' needs (intervention, acceleration)	7091-EIA - LEP	5825-CONSULTANTS		0	\$8,276.03
Students will participate in outdoor education study tours and field trips to extend their learning in science, math, engineering and technology, especially those students not proficient in reading and mathematics.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	5/3/2013	105SQ11B2507	Fund outdoor education opportunities focused on science, mathematics and technology	7090-EIA - SCE	5829-ADMISSION FEES		0	\$33,500.43
Students will participate in outdoor education study tours and field trips to extend their												

learning in science, math, engineering and technology, especially those students not proficient in reading and mathematics.					5/3/2013	105SQI1B5289		N/A			0	\$0.00
Students will participate in outdoor education study tours and field trips to extend their learning in science, math, engineering and technology, especially those students not proficient in reading and mathematics.					5/15/2012	105SQI1B2509	Transportation to support outdoor education opportunities focused on science, mathematics and technology	N/A			0	\$0.00
Computer Intervention Specialist will support all students not proficient in either reading and/or math	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	5/15/2013	105SQI1B4515	Technology (software, hardware) is utilized to respond to students' needs (intervention, acceleration)	N/A			0	\$0.00
Reduce class size in upper grades to avoid combination classes; students will benefit from individualized instruction in 4th and 5th grade	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/22/2013	105SQI1B5914	Reduce class size in upper grades to avoid combination classes; students will benefit from individualized instruction in 4th and 5th grade	3010-Title I		K12TCH0153	0.4	\$43,985.28

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

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

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### 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 [\[2011-2012: Developing\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Refining\]](#)

#### School Data

- Burckhalter's pre-K to Kindergarten transition plan includes providing parents of Pre-K children with opportunities during the Spring to visit the Kindergarten classrooms and meet and talk with the teachers and participate in First Five summer camp.
- Burckhalter hosts middle school leaders and holds assemblies and meetings for parents of 5th graders and their children to learn about middle school options prior to transitioning to middle school.

#### Data Analysis

- During the 2012-13 school year, more than 50% of incoming kindergarten students did not attend a formal preschool program—we must address this with a strong kindergarten program to close the gap early
- Less than 10% of the 2012-13 incoming kindergarten class attended Burckhalter's "First 5" Kindergarten Transition program (Summer 2012)—we want to continue to host this summer intervention program for incoming kindergarteners to give them a boost.
- More than 80% of Burckhalter's 5th grade students plan on attending an OUSD middle school in the fall of 2012-13—we want to formalize, strengthen and increase middle school connections.
- Accurate and ongoing implementation and analysis of SRI data provides a clear and immediate view of students' reading lexile levels. The goal is for all students to be on track for college and career readiness before leaving 5th grade.

#### Theory of Action

- If we effectively implement developmentally appropriate curriculum that is aligned with kindergarten standards, then Pre-K children will be better equipped to succeed in kindergarten and beyond.
- If we successfully prioritize the importance of maintaining a good attendance record with incoming Pre-K parents, then parents will understand the

benefits of and assume responsibility for ensuring students attend school more than 90% of the time.

- If we establish and maintain a transition protocol and a timeline for the transition process that can be easily replicated and updated annually, then our 5th graders will be better prepared to meet the demands of middle school.
- If we effectively implement developmentally appropriate curriculum that is aligned with middle school curricular standards, then our 5th graders will be better equipped to succeed in middle school and beyond.
- If we communicate the importance of establishing open communication with incoming families before and throughout the school year, then we can create and maintain meaningful Family-Child-Teacher (School) relationships.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Academic Consultant will support all students not proficient in either reading and/or math as evidenced by SRI, CELDT, benchmark assessments and CST scores	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/14/2013	105SQ11C5643	Small group instruction utilized to respond to students' needs (provide concentrated acceleration)	N/A			0	\$0.00
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	5/15/2013	105SQ11C5647	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	N/A			0	\$0.00
Engage incoming kindergarten families to support transition from preschool to kindergarten	Attendance	Pre-Kindergarten	End of Year	Principal	4/3/2013	105SQ11C2511	Host kindergarten orientation and other kindergarten family events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$200.00
Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	All Students	End of Year	Principal	4/3/2013	105SQ11C2512	Host 5th grade orientation and options meetings for families	N/A			0	\$0.00
Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	All Students	Every Semester	Principal	4/3/2013	105SQ11C2514	Invite middle school representatives to speak with students and families regarding middle school options	N/A			0	\$0.00
Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	All Students	Every Semester	Principal	4/3/2013	105SQ11C2515	Schedule middle school tours for outgoing 5th grade students and families	N/A			0	\$0.00
Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	All Students	Every Semester	After school program coordinator	4/22/2013	105SQ11C2745	Schedule fieldtrips to local colleges and universities.	N/A			0	\$0.00
Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	All Students	Every Semester	After school program coordinator	4/22/2013	105SQ11C2746	Invite high school students and college representatives to speak with students and families regarding college options	N/A			0	\$0.00
Engage and increase parent involvement through monthly							Provide food and refreshments for	9901-Title I -				

meetings, parent education meetings and other celebrations.	Other (OCR, etc)	All Students	Monthly	Principal	4/30/2013	105SQ11C5669	all .parent meetings including SSC, PTO/PTA, evening, and Saturday meetings	Parent Participation	4311-MEETING REFRESHMENTS		0	\$885.68
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	5/14/2013	105SQ11C5651	Supplies and materials, books other than text books, needed for all learners not proficient in ELA and/or math	N/A			0	\$0.00



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

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

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### 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.

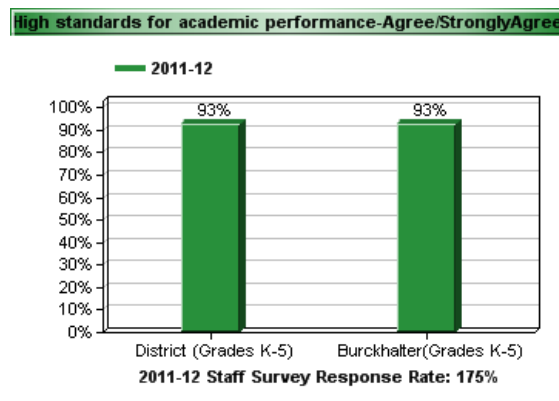
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

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

A quality school...

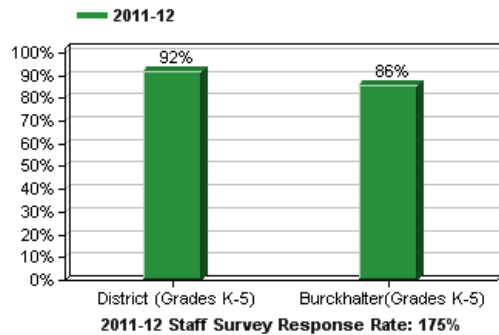
- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Developing\]](#)
- ensures that students know what they're learning, why they're learning it and how it can be applied [\[2011-2012: Sustaining\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Refining\]](#)

#### Survey - High Standards

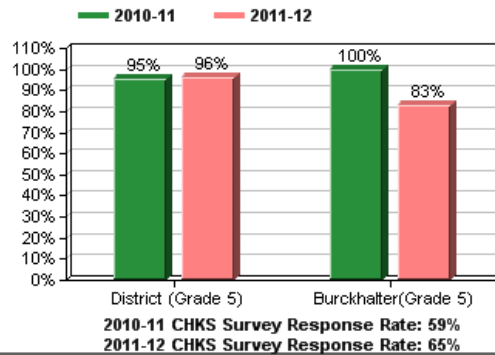


#### Survey - Success

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



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



**School Data**

- 100% of all 5th graders surveyed on the 2011-12 California Healthy Kids Survey responded that they have goals and plans for future and 83% of 5th graders responded that they ALWAYS try to do their best.
- 83% of all 5th graders surveyed responded on the 2011-12 California Healthy Kids Survey that they plan to go to college or some other school after high school.

**Data Analysis**

- 83% of 5th graders responded they want to go to college or some other school; it is important that all of our students become aware of the options available to them related to college and career interests that aligns with their strengths and skills.
- Beginning in Kindergarten, it is important that all students and their families know and understand the BEST practices, behaviors, and skills, needed for success in college and in career readiness.

**Theory of Action**

- If we provide all learners, through strategic, thematic unit development aligned to Common Core Standards, with a balance of skills, strategies, materials, and the socio-emotional support that they need, then they will be college and career ready.
- If we prioritize the importance of maintaining a good attendance record with incoming Pre-K parents, then parents will ensure students attend school more than 90% of the time, building a foundation for college and career readiness.
- If we implement a data-driven system to identify students K-5 that are potentially "off-track" for grade-level or developmental age, and employ individualized educational plans to get them back on track, then they will be college and career ready.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	All Students	End of Year	Principal	4/3/2013	105SQ11D2512	Host 5th grade orientation and options meetings for families	N/A			0	\$0.00
Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	All Students	Every Semester	Principal	4/3/2013	105SQ11D2514	Invite middle school representatives to speak with students and families regarding middle school options	N/A			0	\$0.00
Engage outgoing 5th grade families to support transition from elementary to middle school.	Other (OCR, etc)	All Students	Every Semester	Principal	4/3/2013	105SQ11D2515	Schedule middle school tours for outgoing 5th grade students and families	N/A			0	\$0.00
Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	All Students	Every Semester	After school program coordinator	4/22/2013	105SQ11D2745	Schedule fieldtrips to local colleges and universities.	N/A			0	\$0.00
Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	All Students	Every Semester	After school program coordinator	4/22/2013	105SQ11D2746	Invite high school students and college representatives to speak with students and families regarding college options	N/A			0	\$0.00
Educate parents and children about the importance of attendance starting in kindergarten.	Attendance	Pre-Kindergarten	Weekly	Principal	4/3/2013	105SQ11D5243	Hold monthly celebrations to reward perfect and improved attendance; discuss how this relates to college and career readiness.	N/A			0	\$0.00
Engage all 3-5 grade students to make them aware of the options available to them related to college and career interests that aligns with their strengths and skills.	Other (OCR, etc)	All Students	Monthly	Principal	4/3/2013	105SQ11D5254	Invite guest speakers from both the college and career world to speak with students regarding the necessary behaviors, skills and practices for success in college and the world of work.	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: Burckhalter Elementary

Principal: CARIN GEATHERS

#### 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 [[2011-2012: Sustaining](#)]

#### School Data

- Since 2011, Burckhalter Elementary School students have made great gains in the core curricular areas, including reading/language arts, mathematics and science.
- Our net API growth over the past two years has been more than 125 points for all students; the overall achievement of African American students has continued to accelerate. African American students, especially males continue to be the focus at Burckhalter.

#### Data Analysis

- Teachers organize classroom environments that create multiple opportunities for students, particularly African American males, to move around and interact with peers.
- School-wide discipline policies are adopted and implemented and include fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.
- Academic interventions, aligned to data, identify and target students' needs especially English Learners; Professional Development is aligned to instructional practices that support English Learners English fluency.
- A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students; the differentiated curriculum for gifted students is supported by appropriate instructional structures and resources.

#### Theory of Action

- If we create and implement an African American student support plan that targets the social, academic and cultural needs of these students, then we can consistently close the achievement gap for African American students.
- If teachers provide several learning options, or different paths to learning, which help ALL students make sense of key core concepts; then the academic achievement gap is eliminated for all students, including ELL's and AA males.

- If teachers provide appropriate levels of challenge for ALL students, including those who lag behind, those who are advanced, and those in the middle, then the academic achievement gap is eliminated for those historically unsuccessful students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	5/15/2013	105SQ11E2705	Teachers provide academic support at least 3X/week for students not proficient in core subject areas.	N/A			0	\$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	CELDT	English Learners	Every Marking Period	Principal	5/15/2013	105SQ11E2708	Supplies to support English Learners specific needs; strengthen English Language proficiency in acquiring Academic English	N/A			0	\$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	CELDT	English Learners	Every Semester	Principal	5/15/2013	105SQ11E2718	Purchase books and supplemental materials, in addition to district adopted English Learners Development program, to support English Learners	N/A	4300-MATERIALS & SUPPLIES		0	\$0.00
Teachers organize classroom environments that create multiple opportunities for students, particularly African American males, to move around and interact with peers.	State tests (CST/STAR, PFT)	All Students	Weekly		4/4/2013	105SQ11E2693	Create centers (K-2) and small instructional (3-5) groups to support student learning.	N/A			0	\$0.00
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.	Discipline/CSC	All Students	Weekly	Principal	4/4/2013	105SQ11E2692	Create and implement clear and agreed upon school-wide norms for positive and respectful student and adult interactions.	N/A			0	\$0.00
Implement fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.	Suspension	All Students	Monthly	Principal	4/4/2013	105SQ11E2694	Revise Home-School compact that aligns with agreed upon school-wide norms; all stakeholders including students help to create and enforce norms	N/A			0	\$0.00
Create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas.		GATE			4/15/2013	105SQ11E2749	Teachers organize classroom environments that create multiple opportunities for GATE identified students.	N/A			0	\$0.00
Create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas.		GATE			4/15/2013	105SQ11E2750	Technology (software, hardware) is utilized to respond to GATE students' needs (acceleration)	N/A			0	\$0.00

Create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas.		GATE			4/15/2013	105SQ11E2751	Teachers provide academic support at least 3X/week for GATE students in core subject areas.	N/A			0	\$0.00
Provide emotional and social interventions for those students who are not thriving.	Health data	All Students	Monthly		4/30/2013	105SQ11E2695	Provide access to key family and individualized counseling support (e.g. Ann Martin Center)	N/A			0	\$0.00

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

### Strategic Priority F. Extending Learning Time

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### From OUSD Strategic Plan:

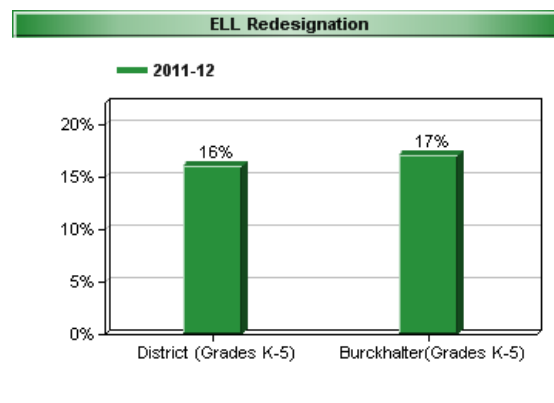
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together 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...

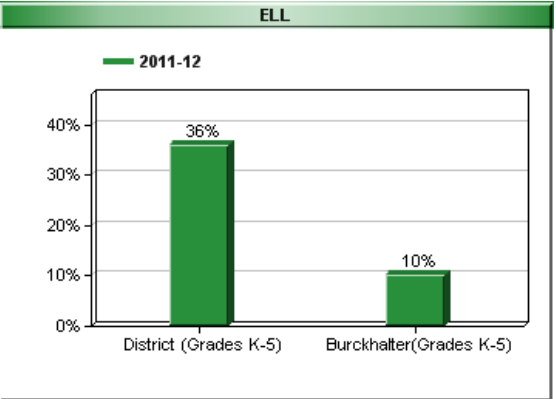
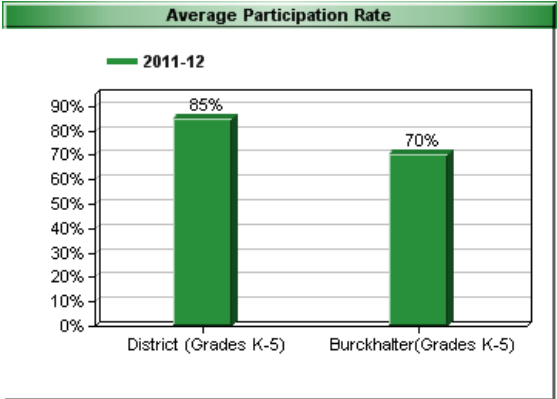
- provides academic intervention and broader enrichment supports before, during, and after school [\[2011-2012: Sustaining\]](#)

#### After School Program- Student Impact

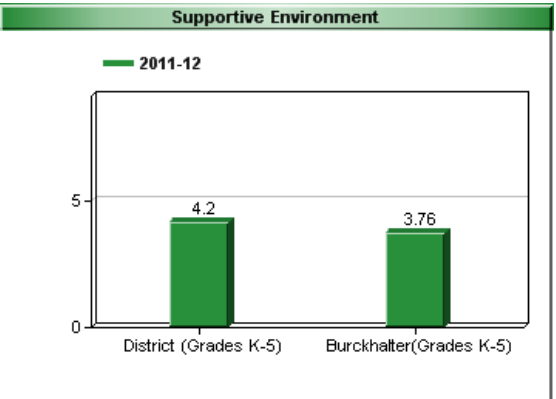
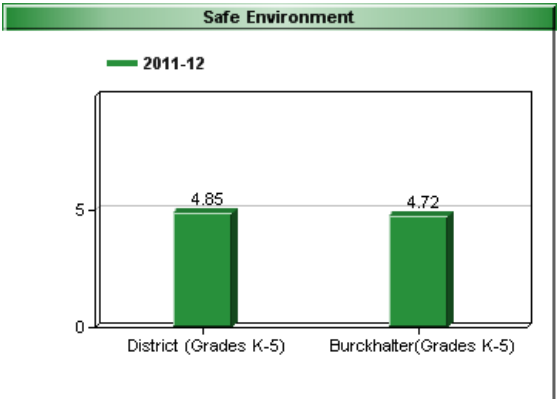
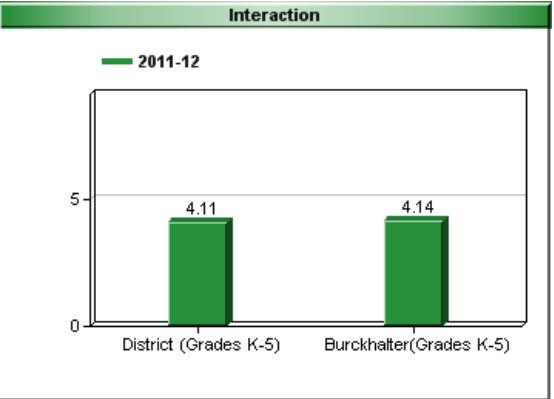
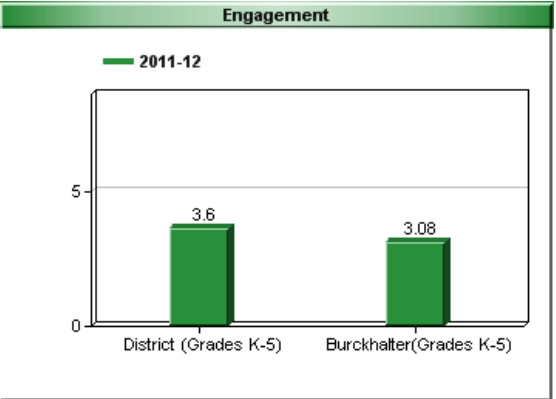
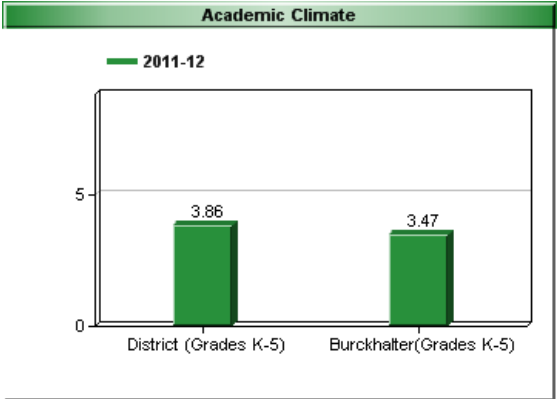


#### After School Program- Participation





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



### School Data

- Burckhalter's Elementary After-school participation rate in 2011-12 was 75%, 15 % lower than the OUSD goal of 85%. The annual goal is 90% of program capacity.
- Engagement was lowest rated (3.08/5) and Safe Environment was highest rated (4.72/5).

### Data Analysis

- Burckhalter's after-school program has room for improvement; the participation rate (75%), measured by Point of Service Quality Criteria, is due in part to becoming fee-based, to enroll a larger number of students including incoming kindergarteners.
- Training for afterschool program staff in effective student engagement strategies is needed to increase student engagement especially during homework support and tutoring; Teaching staff will lead training of Ujima ASP staff (2013-2014).
- Burckhalter afterschool program offerings must reflect both student needs and interests; further alignment between during the day instructional and engagement strategies and afterschool are needed to increase student engagement.
- 

### Theory of Action

- If we ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.
- If we strategically structure time for students to study, learn and practice and include motivating enrichment activities, (e.g.technology, science and the arts) then we will be better able to support all students academically and socially.
- If we implement school-wide intervention strategies during the day that include differentiated workshop, ELD/AED strategies, and push in and pull-out small-group work then we will be better able to meet individual students needs.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	All Students	Every Semester	After school program coordinator	4/22/2013	105SQ11F2745	Schedule fieldtrips to local colleges and universities.	N/A			0	\$0.00
Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Survey data (CHKS, etc.)	All Students	Every Semester	After school program coordinator	4/22/2013	105SQ11F2746	Invite high school students and college representatives to speak with students and families regarding college options	N/A			0	\$0.00
Provide academic, homework and tutorial support to all enrolled students aligned to grade level standards and district goals.	State tests (CST/STAR, PFT)	All Students	Weekly	After school program coordinator	4/4/2013	105SQ11F5378	Provide academic, homework and tutorial support to all enrolled students aligned to grade level standards and district goals.	N/A			0	\$0.00
Provide extended learning opportunities through a variety of age appropriate field trips and study tours aligned to student interests and school initiatives.	Survey data (CHKS, etc.)	All Students	Every Other Week	After school program coordinator	4/4/2013	105SQ11F5382	Provide extended learning opportunities through a variety of age appropriate field trips and study tours aligned to student interests and school initiatives.	N/A			0	\$0.00
Consistently engage families and increase parent involvement through hosting student showcases, community celebrations and weekend activities.	Other (OCR, etc)	All Students	Every Other Week	After school program coordinator	4/4/2013	105SQ11F5384	Consistently engage families and increase parent involvement through hosting student showcases, community celebrations and weekend activities.	N/A			0	\$0.00

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

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

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### 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: Achieve an Average Daily Attendance rate of 98% by June 2013

- Strategy 1.1: Present monthly classroom perfect attendance awards for all students and classrooms that obtain Perfect Attendance (September-June)
- Strategy 1.2: Recognize students with Perfect Attendance at trimester assemblies (in conjunction with positive behavior assemblies and awards)

Goal 2: To reduce number and incidences of Behavior referrals to less than 10% by June 2013

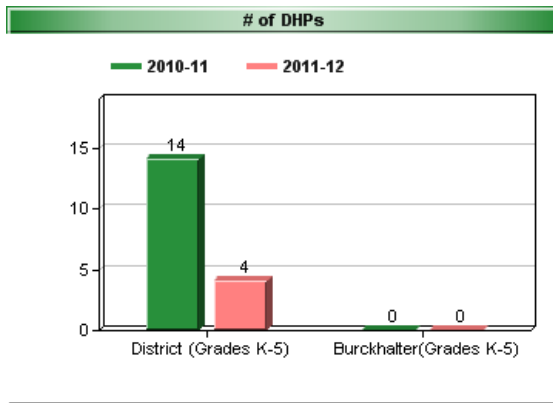
- Strategy 2.1: Implement Caring Schools Community classroom meetings weekly in all grades K-5; Implement Second Step strategies and lessons K-5 weekly Implement fully 180° Behavior modification program weekly in grades 4-5; 180° schoolwide support for all students K-5 outside of classroom times(recess and lunch);Implement 2X/month Wednesday Rap Sessions (2X/month); Meet weekly with Focal 15 African American Male students
- Strategy 2.2: Refer students with repeated behavioral and/or socio-emotional referrals to on site Ann Martin Center and provide intensive support (as determined by teacher, administrators and/or parents)

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

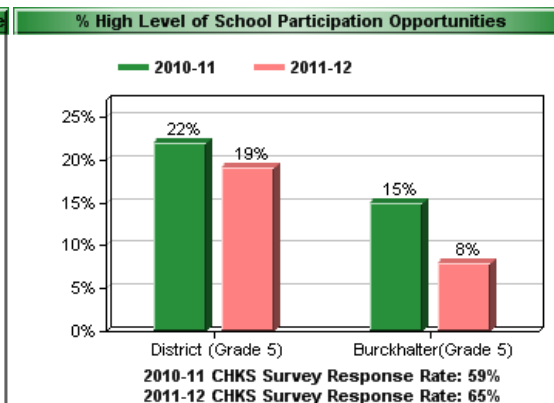
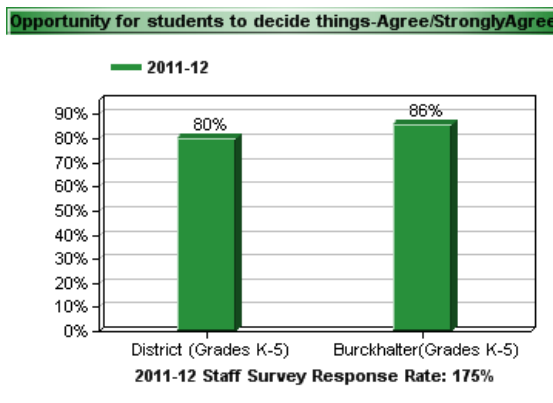
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day [\[2011-2012: Developing\]](#)
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [\[2011-2012: Developing\]](#)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [\[2011-2012: Developing\]](#)
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences [\[2011-2012: Developing\]](#)

DHP

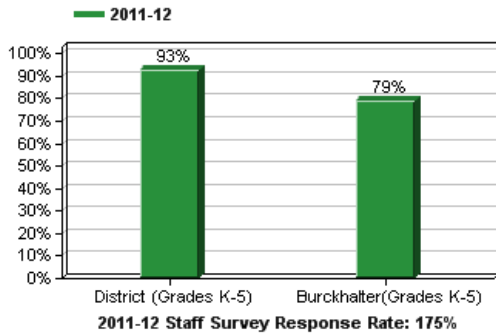


Survey - Engagement

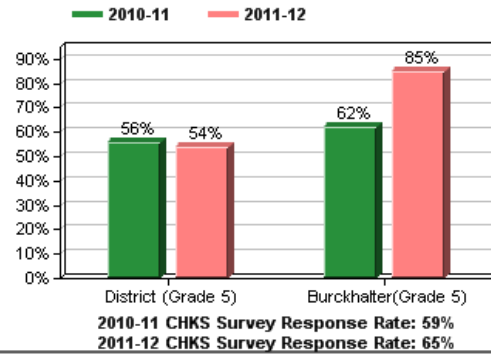


Survey - Relationships

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

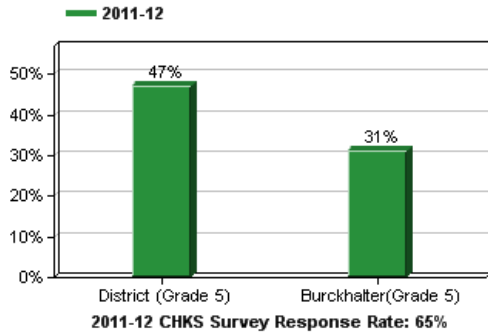


**% High Level of Caring Relationships with Adults at School**

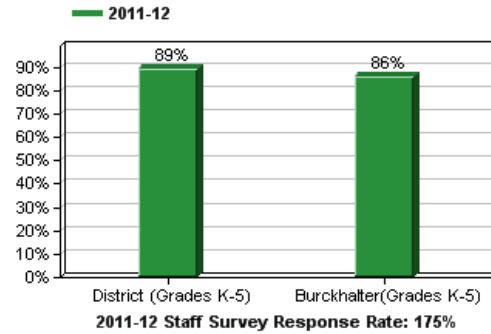


**Survey - Safety**

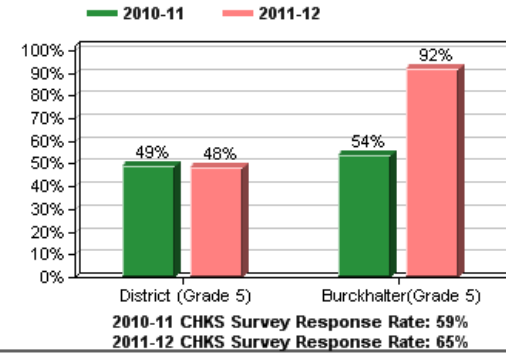
**% Hit or pushed by other kids at school**



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

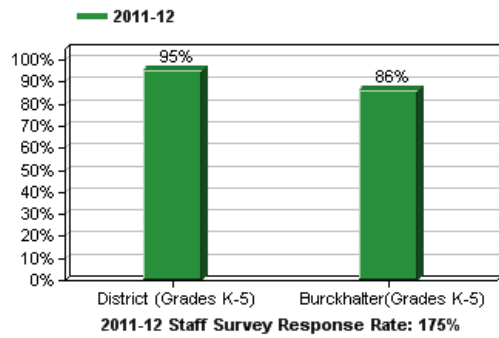


**% feeling safe at school all of the time**

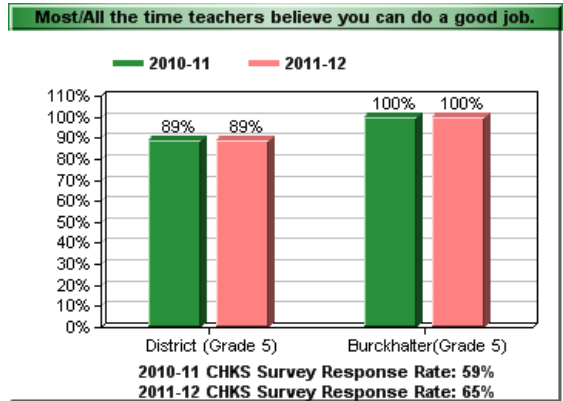


**Survey - Welcoming**

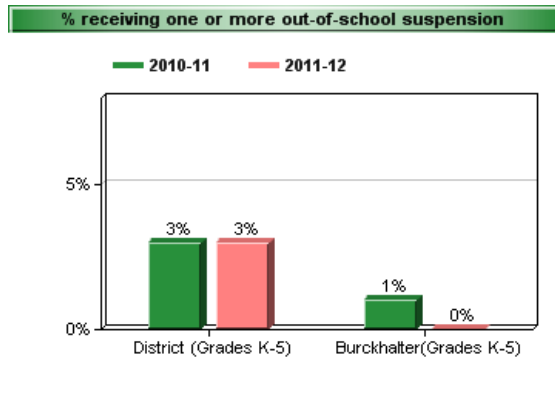
**School is a supportive and inviting place. Agree/Strongly Agree**



**Survey- Beliefs**



**Suspensions**



#### School Data

- Since 2009, Burckhalter Elementary School has not had any students referred to the Disciplinary Hearing Panel (DHP).

#### Data Analysis

- The expansion of Lakeview and Burckhalter schools has included the addition of the Ann Martin Center which is housed on-site to provide behavioral and mental health services and support to students and families.
- A Coordinated Services (C.O.S.T) Team helps to identify, assess and provide both academic and intervention support for students by developing individualized support plans with concrete goals. These meetings are biweekly (and as needed).
- The Student Success Team (SST) is comprised of two teachers, an administrator, and all necessary support personnel to immediately identify and address the needs of those students requiring Tier(2&3) interventions not met in the regular classroom.

#### Theory of Action

- If we engage ALL members of the school community by assessing the school climate and considering "how we do things here", then we can begin to create the conditions necessary for an "Engaged School", one that allows all members to thrive.
- If the school leaders establish high expectations for everyone's involvement, then we begin to create and sustain a school climate that nurtures the commitment and engagement of teachers, parents, and students.
- If we can sustain the above mentioned conditions, then we will have created a positive school climate that is responsive to the social, emotional and academic needs of all students and ensures that they thrive.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities and training for students in student leadership to address climate and engagement issues as they develop.	Other (OCR, etc)	All Students	Weekly	Leadership Team	4/30/2013	105SQI2A6000	Training in Student Council; Conflict Managers and hold monthly Wednesday Rap Sessions	N/A			0	\$0.00
Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	Other (OCR, etc)	All Students	Monthly	Other	4/30/2013	105SQI2A6001	Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	N/A			0	\$0.00
Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	Other (OCR, etc)	All Students	Every Other Week	Leadership Team	4/30/2013	105SQI2A6002	Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	N/A			0	\$0.00
Biweekly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Grade level team	4/30/2013	105SQI2A6003	Biweekly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	N/A			0	\$0.00
Every trimester Leadership Team retreats to assess, monitor and modify (if needed) school site priorities and focus areas.	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	4/30/2013	105SQI2A6004	Development of and monitoring of the Professional Development calendar that reflects priorities and data.	N/A			0	\$0.00
Reduce class size in upper grades to avoid combination classes; students will benefit from individualized instruction in 4th and 5th grade	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/22/2013	105SQI2A5914	Reduce class size in upper grades to avoid combination classes; students will benefit from individualized instruction in 4th and 5th grade	3010-Title I		K12TCH0153	0.4	\$43,985.28
Educate parents and children about the importance of attendance starting in kindergarten.	Attendance	Pre-Kindergarten	Weekly	Principal	4/3/2013	105SQI2A5243	Hold monthly celebrations to reward perfect and improved attendance; discuss how this relates to college and career readiness.	N/A			0	\$0.00
Engage all 3-5 grade students to make them aware of the options available to them related to college and career interests that aligns with their strengths and skills.	Other (OCR, etc)	All Students	Monthly	Principal	4/3/2013	105SQI2A5254	Invite guest speakers from both the college and career world to speak with students regarding the necessary behaviors, skills and practices for success in college and the world of work.	N/A			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### From OUSD Strategic Plan:

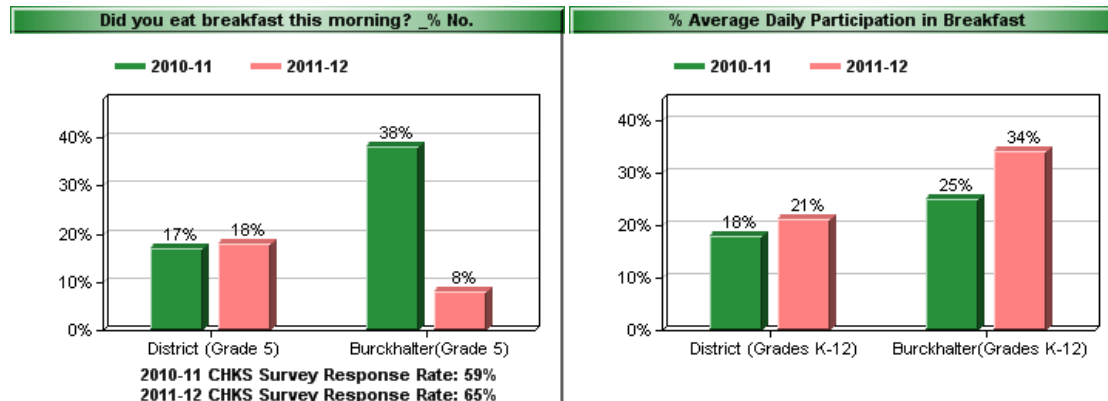
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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

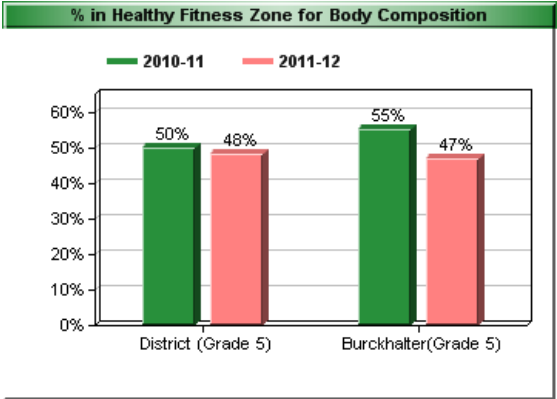
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [\[2011-2012: Developing\]](#)

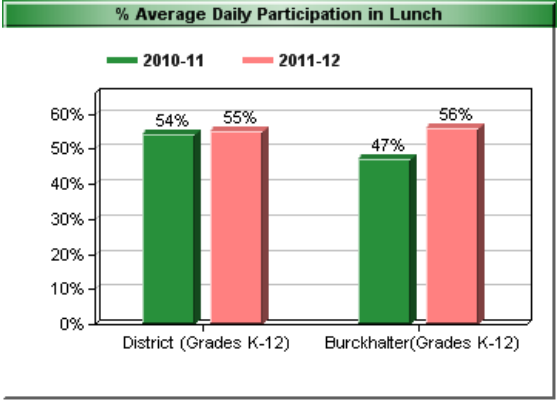
#### Breakfast



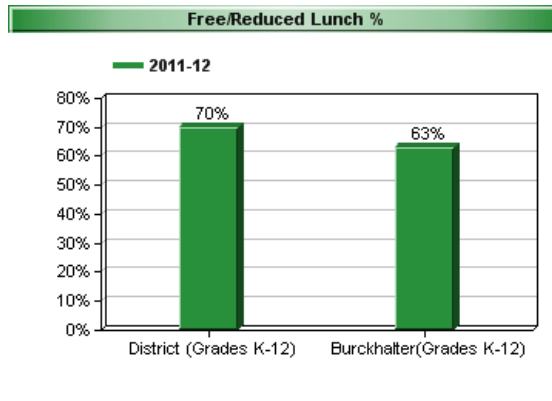
#### Fitness



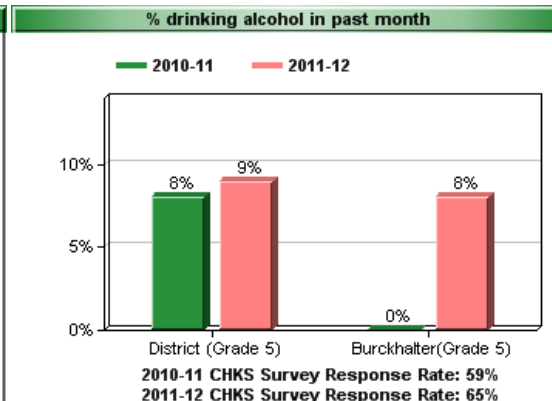
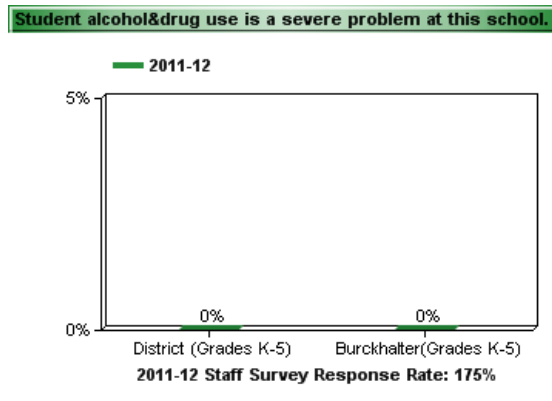
**Lunch**



**Socio Economics**



Survey - Drugs / Alcohol



School Data

- Of the 5th grade students surveyed who responded on the 2012 CHKS, 34% report that they participate in the school site breakfast program; 56% of students surveyed participate in school site lunch program. 63% of Burckhalter students are eligible for free and reduced lunch, this is 7% below the district average.
- In 2011-12, 47% of 5th graders scored in the Healthy Fitness Zone (measured on annual Physical Fitness Test); this is 8% lower than the 2010-11 scores for 5th graders. 62% of students surveyed report exercising more than 7 days a week. Other important CHKS data include; 54% of students surveyed report feeling at school All of the time; 46% feel safe all of the time OUTSIDE of school.

Data Analysis

- Only a little more than 1/3 of Burckhalter students are eating breakfast at school. We want to educate students and families about the benefits of eating healthy meals that include breakfast and lunch.

- Not having a P.E. Specialist on site has impacted the number of students scoring in the Healthy Fitness Zone (2011-12); less than 1/2 of students are physically fit. We want to educate teachers, students and families about the benefits of exercise.
- Only about 50% of students surveyed report feeling safe while at school and away from school; this is a concern. We must provide opportunities for students to dialogue with each other about how to make school a safer place for them and others.

#### Theory of Action

- If we provide Parent Education classes regarding the importance of students eating a healthy breakfast and lunch; then they would understand their benefits and help ensure students come to school well fed and prepared to learn.
- If ALL Burckhalter students (grades K-5) receive the minimum allotted minutes for physical education while at school; then we can better ensure they will become more health conscious and physically fit.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities and training for students in student leadership to address climate and engagement issues as they develop.	Other (OCR, etc)	All Students	Weekly	Leadership Team	4/30/2013	105SQI2B6000	Training in Student Council; Conflict Managers and hold monthly Wednesday Rap Sessions	N/A			0	\$0.00
Engage and increase parent involvement through monthly meetings, parent education meetings and other celebrations.	Other (OCR, etc)	All Students	Monthly	Principal	4/30/2013	105SQI2B5669	Provide food and refreshments for all .parent meetings including SSC, PTO/PTA, evening, and Saturday meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$885.68
Provide emotional and social interventions for those students who are not thriving.	Health data	All Students	Monthly		4/30/2013	105SQI2B2695	Provide access to key family and individualized counseling support (e.g. Ann Martin Center)	N/A			0	\$0.00

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

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

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### From OUSD Strategic Plan:

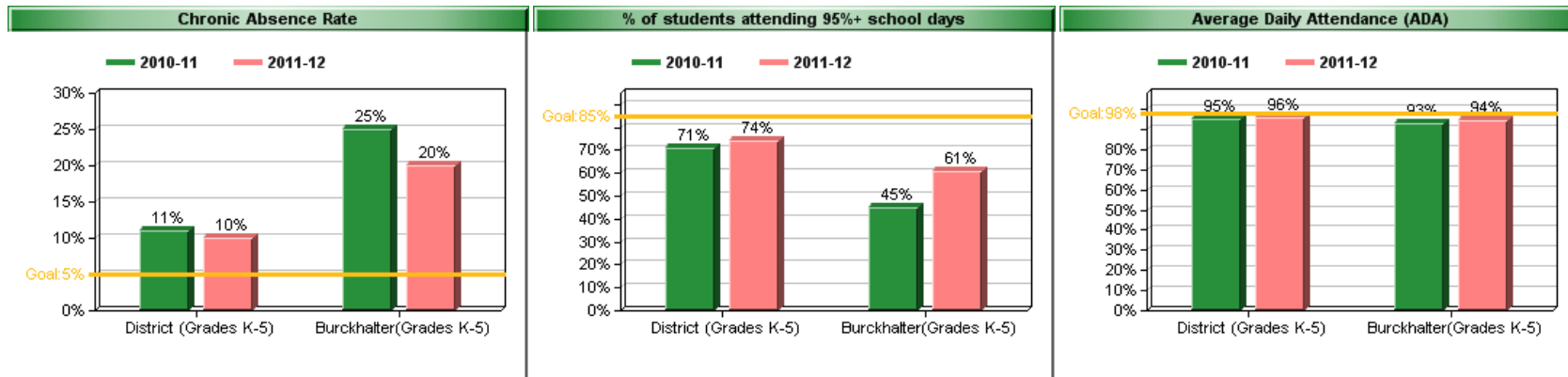
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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 [\[2011-2012: Developing\]](#)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [\[2011-2012: Developing\]](#)



#### School Data

- During the 2011-12 school year, Burckhalter reduced the rate of chronic absenteeism from 25% in 2010-11 to 20% of students who were chronically absent in 2011-12.
- During the 2011-12 school year, Burckhalter's Average Daily Attendance (ADA) was 94.5% up from 93% in 2010-11, but below the OUSD ADA of 96%. Chronic absenteeism continues to be a major focus at Burckhalter.

### Data Analysis

- Burckhalter has one of the highest rates (27%) of students with Chronic Asthma; this strongly contributes to our high chronic absenteeism.
- During the 2011-12 academic school year, 26% of Burckhalter's students with special needs were chronically absent; some of these students are physically and emotionally fragile.
- During the 2011-12 school year, only 56% of Burckhalter's African American male students and 54% of Latino students attended more than 95% of the school year-we must begin SART meetings with families immediately after the 2nd absence of the year.
- Burckhalter's Average Daily Attendance rate is lower than district average (96%) as well as the target rate of 98%; we need to support school-wide practices to celebrate perfect attendance and limited tardies.

### Theory of Action

- If we track chronic absence data for each student as early as kindergarten and partner with families and community agencies to intervene when it affects student achievement, then students will be better equipped to succeed academically.
- If we partner with families to develop and address attendance challenges affecting chronically absent and tardy students (e.g. unreliable transportation, access to quality health care, unstable housing, etc) then we can reduce chronic absenteeism.
-



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage frequently absent students and families to find out in a supportive manner why they are missing school and what would help them attend more regularly.					4/3/2013	105SQI2C2729	Phone calls home by attendance clerk, teachers to frequently absent students.	N/A			0	\$0.00
Ensure all classrooms are nurturing and engaging so children want to come to school every day.					4/1/2012	105SQI2C2737	Teachers organize classroom environments that create multiple opportunities for students, particularly African American males, to move around and interact with peers.	N/A			0	\$0.00
Develop and implement a school-wide system of incentives and rewards for good attendance.					4/1/2012	105SQI2C2741	Hold monthly award ceremonies that highlight and recognize students (and families) that have perfect and improved attendance.	N/A			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: Burckhalter Elementary

Principal: CARIN GEATHERS

#### 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.

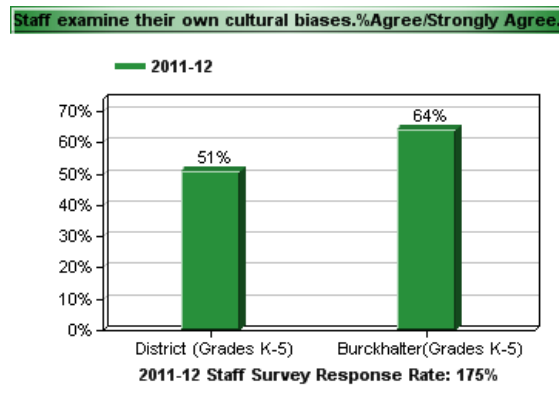
1. Improve the conditions in schools to retain 80% of effective teachers

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

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress [\[2011-2012: Developing\]](#)
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning [\[2011-2012: Developing\]](#)
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice [\[2011-2012: Sustaining\]](#)

#### Survey - Professional Learning



#### School Data

- 54% of teachers who completed the 2011-12 CHKS survey believe they need more Professional Development that addresses the social, emotional and

developmental needs of students.

- More than 90% of teachers who completed the 2011-12 CHKS survey believe they have adequate materials, resources and training needed to do an effective job.

#### Data Analysis

- Staff participates in Professional Development (school-wide retreats-beginning and end of year), site based and off site PD, conferences on Common Core standards, and effective teaching strategies; we will allocate resources to make PD a priority.
- 2013-14 school site calendar and schedules will provide additional time for collaboration (grade level, circuit, school-wide); Instructional Leadership Team members will lead professional development (beginning Spring 2014).
- Teachers will be provided during the day release time to plan thematic, integrated units (math, science, technology and literacy) collaboratively in Professional Learning Community meetings; goal is to maximize time for planning and collaboration.
- During 2013-14 a major focus of professional development will be on integrating strategies to meet the demands of Common Core and New Generation Science Standards. We will continue to utilize science coach expertise and feedback.

#### Theory of Action

- If we prioritize ongoing and regular opportunities for all staff to learn with and from each other, then we will build a school culture that enhances shared leadership and accountability.
- If we provide access to ongoing PD that keeps teachers abreast of new research on how children learn, emerging technologies, and new curricular resources, then they will be able to implement instructional strategies to meet student needs.
- If we provide access to PD for all staff that is ongoing, experiential, collaborative, and connected to and derived from working with students, then we will have created a Professional Learning Community that supports teacher development.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Design, develop and implement a site based vision for Balanced Literacy and transition to the Common Core for ELA					4/2/2012	105SQI3A3351	Create Leadership/Literacy Team	N/A			0	\$0.00
Design and implement school structures to support literacy instruction across all core subject areas					4/2/2012	105SQI3A3354	Provide substitute release time for teacher collaboration	N/A			0	\$0.00
Provide Professional Development and/or attend school-wide retreats, site based and off site PD, conferences on Balanced Literacy instruction, ELA Common Core standards, and effective teaching strategies					4/2/2012	105SQI3A3360	Articulate a PD plan, calendar and timeline	N/A			0	\$0.00
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.					4/2/2012	105SQI3A3367	Professional Learning Community between and among grade level s and circuits	N/A			0	\$0.00
Teachers are provided release time to plan thematic, integrated units (math, science, technology and literacy) collaboratively in PLC meetings					4/30/2013	105SQI3A3379	Students are engaged in hands-on, differentiated, project-based, arts integrated science lessons and experiences both in and outside the classroom	N/A			0	\$0.00

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

### Strategic Priority A. Family & Community Engagement

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### 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.

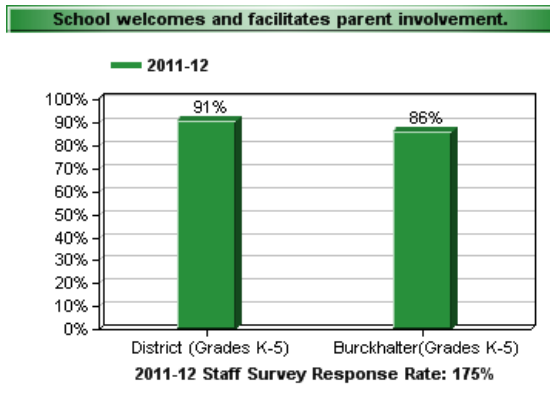
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

#### 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 [\[2011-2012: Beginning\]](#)
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well [\[2011-2012: Undeveloped\]](#)
- builds effective partnerships by using principles of student and family/community engagement [\[2011-2012: Undeveloped\]](#)

#### Survey - Welcoming



#### School Data

- Ujima After School partner plays an integral role in engaging families and community members; there are well attended trimester parent meetings and student showcases for those students enrolled in ASP.

#### Data Analysis

- Burckhalter Monthly Parent/Community Newsletter are distributed to all families and are available via school website; need to ensure newsletter is available for translation in primary language of families.
- Burckhalter has created and distributed a parent education survey to determine parent education and outreach priorities for the 2012-13 school year.
- Goal is to engage, educate, support and build the capacity of parent "leaders" to assume formal leadership roles; create Parent/Teacher Association, expand School site Council

#### Theory of Action

- IF we create and establish systems and structures for sustained positive home-school relationships; then strengthened and improved family engagement will lead to high levels of academic achievement for all students.
- If we learn how to develop positive relationships between the three critical groups involved in a successful Family Engagement process: Leadership, Staff, and Families (including students, then we will begin to create a community school.
- If we create a "Family Friendly" school; one that engages all families in the educational and academic lives of their children, then we can support the development of a community school that addresses strong learning outcomes for all students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Academic Consultant will support all students not proficient in either reading and/or math as evidenced by SRI, CELDT, benchmark assessments and CST scores	State tests (CST/STAR, PFT)	FBB, BB and BAS	Weekly	Principal	5/14/2013	105SQI4A5643	Small group instruction utilized to respond to students' needs (provide concentrated acceleration)	N/A			0	\$0.00
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	5/15/2013	105SQI4A5647	Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	N/A			0	\$0.00
Provide opportunities and training for students in student leadership to address climate and engagement issues as they develop.	Other (OCR, etc)	All Students	Weekly	Leadership Team	4/30/2013	105SQI4A6000	Training in Student Council; Conflict Managers and hold monthly Wednesday Rap Sessions	N/A			0	\$0.00
Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	Other (OCR, etc)	All Students	Monthly	Other	4/30/2013	105SQI4A6001	Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	N/A			0	\$0.00
Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	Other (OCR, etc)	All Students	Every Other Week	Leadership Team	4/30/2013	105SQI4A6002	Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	N/A			0	\$0.00
Biweekly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Grade level team	4/30/2013	105SQI4A6003	Biweekly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	N/A			0	\$0.00
Every trimester Leadership Team retreats to assess, monitor and modify (if needed) school site priorities and focus areas.	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	4/30/2013	105SQI4A6004	Development of and monitoring of the Professional Development calendar that reflects priorities and data.	N/A			0	\$0.00
Reduce class size in upper grades to avoid combination classes; students will benefit from individualized instruction in 4th and 5th grade	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/22/2013	105SQI4A5914	Reduce class size in upper grades to avoid combination classes; students will benefit from individualized instruction in 4th and 5th grade	3010-Title I		K12TCH0153	0.4	\$43,985.28

Engage and increase parent involvement through monthly meetings, parent education meetings and other celebrations.	Other (OCR, etc)	All Students	Monthly	Principal	4/30/2013	105SQI4A5669	Provide food and refreshments for all .parent meetings including SSC, PTO/PTA, evening, and Saturday meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$885.68
Purchase supplies and materials, books other than text books, for all learners to support science cohort work, and supplemental, hands-on, experiential learning.	State tests (CST/STAR, PFT)	FBB, BB and BAS	Monthly	Principal	5/14/2013	105SQI4A5651	Supplies and materials, books other than text books, needed for all learners not proficient in ELA and/or math	N/A			0	\$0.00
Provide academic, homework and tutorial support to all enrolled students aligned to grade level standards and district goals.	State tests (CST/STAR, PFT)	All Students	Weekly	After school program coordinator	4/4/2013	105SQI4A5378	Provide academic, homework and tutorial support to all enrolled students aligned to grade level standards and district goals.	N/A			0	\$0.00
Provide extended learning opportunities through a variety of age appropriate field trips and study tours aligned to student interests and school initiatives.	Survey data (CHKS, etc.)	All Students	Every Other Week	After school program coordinator	4/4/2013	105SQI4A5382	Provide extended learning opportunities through a variety of age appropriate field trips and study tours aligned to student interests and school initiatives.	N/A			0	\$0.00
Consistently engage families and increase parent involvement through hosting student showcases, community celebrations and weekend activities.	Other (OCR, etc)	All Students	Every Other Week	After school program coordinator	4/4/2013	105SQI4A5384	Consistently engage families and increase parent involvement through hosting student showcases, community celebrations and weekend activities.	N/A			0	\$0.00
Engage, educate, support and build the capacity of parent "leaders" to assume formal leadership roles at the school site through targeted professional development					4/1/2012	105SQI4A248	Use data generated from parent surveys to design effective professional development opportunities for parents	N/A			0	\$0.00
Parent Newsletter/Information Letters to be distributed across all media sources. Parent partners to transition new families					4/4/2013	105SQI4A249	Develop, distribute and display monthly newsletter and parent information to all parents	N/A			0	\$0.00
Merge the current student populations with incoming students to create and build sense of community.					4/1/2012	105SQI4A349	Create opportunities for students to build relationships	N/A			0	\$0.00
Focus on parent education and outreach to parents					4/1/2012	105SQI4A2543	Develop needs assessment to respond to parent education needs; convene quarterly parent education	N/A			0	\$0.00



							classes					
Provide supplemental, hands-on, experiential learning through a variety of enrichment activities including theatre arts, dance, science, etc.	Survey data (CHKS, etc.)	All Students	Weekly	After school program coordinator	4/5/2013	105SQI4A5380	Provide supplemental, hands-on, experiential learning through a variety of enrichment activities including theatre arts, dance, science, etc.	N/A			0	\$0.00

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Burckhalter Elementary

Principal: CARIN GEATHERS

#### From OUSD Strategic Plan:

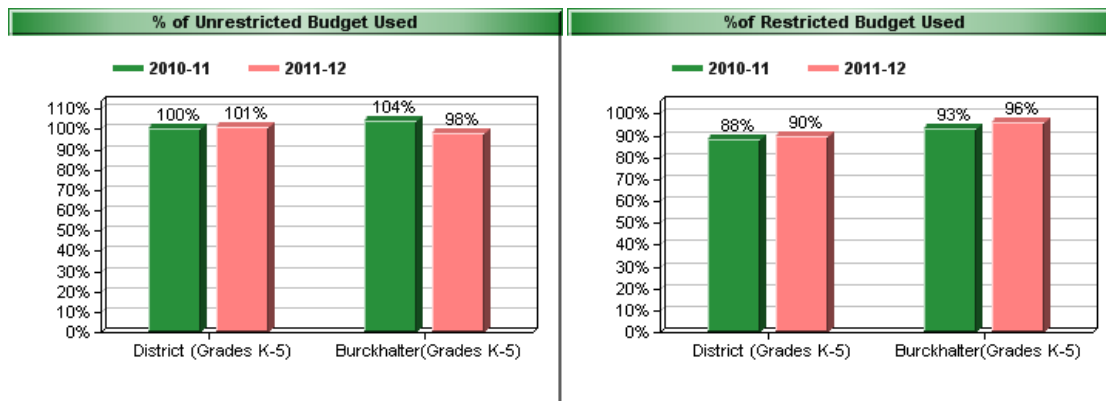
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations 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

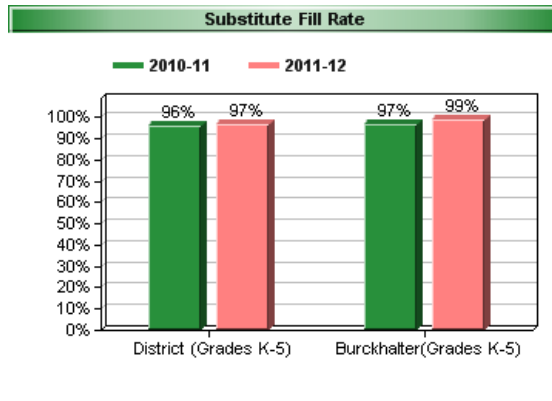
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities. [\[2011-2012: Developing\]](#)
- guides and supports the development of quality instruction across the school [\[2011-2012: Sustaining\]](#)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability. [\[2011-2012: Sustaining\]](#)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals [\[2011-2012: Developing\]](#)

#### Budget



#### Sub Fill Rate



#### School Data

- Burckhalter utilized almost 100% of both its unrestricted and restricted budgets during the 2011-12 school year to equitably purchase good, services and materials to support all enrolled students.

#### Data Analysis

- Burckhalter is consistent in applying almost all of its resources towards enhanced and improved student learning outcomes; budget allocation is a topic shared with all stakeholders including School Site Council and staff members.

#### Theory of Action



- If we solicit the input of key stakeholders (teachers, parent leaders and volunteers) on the equitable use of the school budget aligned to identified school priorities, then we can begin to create sustainable equitable conditions for all students.
- If we identify school needs based upon data and prioritize resources to support these needs; then we can better allocate available resources to find the best solution for the education of all Burckhalter students.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	Other (OCR, etc)	All Students	Monthly	Other	4/30/2013	105SQI5A6001	Convene monthly SSC and ELAC meetings to monitor implementation of current CSSSP plan, student achievement and the equitable use of resources.	N/A			0	\$0.00
Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	Other (OCR, etc)	All Students	Every Other Week	Leadership Team	4/30/2013	105SQI5A6002	Meet every two weeks with Leadership Team members to monitor instructional professional development plans.	N/A			0	\$0.00
Biweekly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	Local assessments (benchmarks, PWA)	All Students	Every Other Week	Grade level team	4/30/2013	105SQI5A6003	Biweekly PLC/Circuit Meetings with grade levels teams to monitor and modify instructional focus aligned to timely data.	N/A			0	\$0.00
Every trimester Leadership Team retreats to assess, monitor and modify (if needed) school site priorities and focus areas.	Other (OCR, etc)	All Students	Every Marking Period	Leadership Team	4/30/2013	105SQI5A6004	Development of and monitoring of the Professional Development calendar that reflects priorities and data.	N/A			0	\$0.00
Provide Professional Development and/or attend school-wide retreats, site based and off site PD, conferences on Balanced Literacy instruction, ELA Common Core standards, and effective teaching strategies	State tests (CST/STAR, PFT)	All Students	Every Marking Period	Leadership Team	5/14/2013	105SQI5A690	Articulate a PD plan, calendar and timeline; attend school-wide retreats, site based and off site PD, conferences, etc.	N/A			0	\$0.00
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.					4/30/2013	105SQI5A1949	Professional Learning Community between and among grade levels and circuits	N/A			0	\$0.00
Teachers are provided release time to plan thematic, integrated units (math, science, technology and literacy) collaboratively in PLC meetings					4/30/2013	105SQI5A3379	Students are engaged in hands-on, differentiated, project-based, arts integrated science lessons and experiences both in and outside the classroom	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	<b>\$33,500.43</b>	
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	<b>\$8,276.03</b>	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$41,776.46</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	<b>\$45,712.81</b>	
 <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	<b>\$1,085.68</b>	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$46,798.49</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:** Burckhalter Elementary School  
**Site Number:** 105

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
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 2nd, 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

Patricia Blanson  
SSC Chairperson's Name (printed)

5/7/2013  
Date

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

Carin Geathers, Clara Robe  
Principal's Name (printed)

\_\_\_\_\_  
Date  
5/7/2013  
Date

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

Kimi Kean  
Executive Officer's Name (printed)

5/7/2013  
Date

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

Susana Ramirez  
Director, State & Federal's Name (printed)

6/5/13  
Date

## School Site Council Membership Roster – Elementary School

**School Name:** Burckhalter Elementary School

**School Year** 12-13

<b>Chairperson:</b> Patricia Blanson	<b>Vice Chairperson:</b> Jeannie Ware
<b>Secretary:</b> Carin Geathers	<b>DAC Representative:</b> Patricia Blanson

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Clara Roberts	3994 Burckhalter Avenue Oakland, CA	X			
Carin Geathers	3994 Burckhalter Avenue Oakland, CA	X			
Jeannie Ware	7608 Sunkist Drive Oakland, CA				X
Ayana Adanandus	3994 Burckhalter Avenue Oakland, CA				X
Patricia Blanson	4015 Burckhalter Avenue Oakland, CA				X
Elyata Davis	3994 Burckhalter Avenue Oakland, CA		X		
Lillie Manning	3994 Burckhalter Avenue Oakland, CA		X		
Zotunde Morton	3994 Burckhalter Avenue Oakland, CA				X
Modesta Rodriguez	3994 Burckhalter Avenue Oakland, CA			X	
Meghan Whitacre	3994 Burckhalter Avenue Oakland, CA		X		
Kimberley Thomas	2007 86 <sup>th</sup> Avenue Oakland, CA				X
Wendy Reynolds	6061 Simson Street Oakland, CA				Alternate X
Candace Harper	3994 Burckhalter Avenue Oakland, CA		Alternate X		
<b>DAC Representative</b>					
Patricia Blanson	4015 Burckhalter Avenue Oakland, CA				X
Home Ph. (510) 853-5556	Email:				

<b>Meeting Schedule</b>	<b>First Tuesday of every month from 5:00pm-6:30pm</b>
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**SSC Legal Requirements:**

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.

2-Principals  
(1 nonvoting)  
3-Classroom Teachers  
1-Other Staff  
5-Parent /Community  
2 Alternates





Burckhalter Elementary School  
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**

*Burckhalter 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. *Annual Title I Meeting and Back to School Night held on/before September 15<sup>th</sup>. Parents learn about Title I program at school site, learn results of California Star Test, Academic Point Index school rating and meet staff. Refreshments will be served*
- Offer a flexible number of meetings for parents. *(Parents are invited to attend and participate in monthly parent meetings, School Site Council Meetings and Parent/Teacher/Student 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. *(Parents are invited to attend and participate in monthly parent meetings, School Site Council Meetings and Parent/Teacher/Student Meetings)*
- Provides parents of Title I students with timely information about Title I programs. *(Parents will receive monthly parent /community newsletter, School Site Council Meetings, and weekly and monthly meetings with teachers and principal.)*
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *(Parents receive grade level kid friendly standards, copies of student assessment , etc. at trimester parent/teacher/student 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. *(Parent Education sessions are held throughout the school year including Back to School Night, Parent/teacher/student conferences and Open House as well as scheduled Literacy Nights)*

## School-Parent Compact

*Burckhalter 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.

*Attach a copy of the School-Parent Compact to this policy.*

### Building Parent Capacity for Involvement

*Burckhalter 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
  - 6) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *(Parent Education sessions are held throughout the school year including Back to School Night, Parent/teacher/student conferences and Open House as well as scheduled Literacy Nights)*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *(Staff regularly discuss between and among themselves and with the larger parent, volunteer communities how they can become involved, provide multiple opportunities for parents to work within classrooms and throughout the school site, (e.g. literacy nights, chaperones for field trips, classroom volunteers)*
- 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. *(Parents are invited to attend and participate in monthly parent meetings, School Site Council Meetings and Parent/Teacher/Student 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. *(Principal distributes monthly newsletter to parent and community that includes information about Title I)*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *(This happens at monthly School Site Council Meetings (formal) as well informally at Ujima After School Program trimester meetings)*

## 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. (*Newsletters, flyers, School Messenger announcement and meetings are adapted for Spanish English Learners*)

## 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

(September *Annual Title I meeting; September 6, 2012, ELAC Meeting September 6, SSC Establishment Meeting October 2, 2012, School Site Council Meeting; Ujima Afterschool November 1, 2012, Showcase, School Site Council Meeting-November 13*)

This policy was adopted by the *Burckhalter Elementary School* School Site Council on 11/13/2012 and will be in effect for the period of November 2012-June 2013. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 13, 2012. It will be made available to the local community on or before November 13, 2012. The *Burckhalter 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.

\_\_\_\_\_  
(principal's signature)

\_\_\_\_\_  
(date)

Burckhalter Elementary School  
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  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. *Annual Title I Meeting and Back to School Night held on/before September 15<sup>th</sup>. Parents learn about Title I program at school site, learn results of California Star Test, Academic Point Index school rating and meet staff. Refreshments will be served*
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  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
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\_\_\_\_\_  
(principal's signature)

\_\_\_\_\_  
(date)