

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Burckhalter Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 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 shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 Single Plan for Student Achievement.

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 2012-2013 Community Strategic Site Plan application for Burckhalter Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Burckhalter Elementary

6001689

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our 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 while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be 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. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

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.

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 an Instructional Leadership Team (ILT), to build formal structures for staff to build and strengthen school climate and culture (discipline), create, implement, and assess 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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

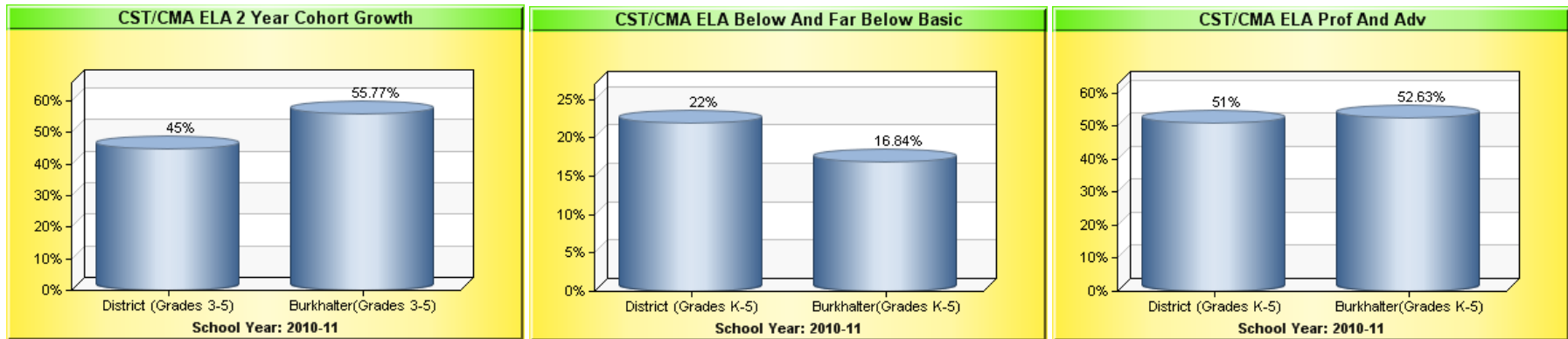
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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 State 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 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-the highest of any Oakland Unified School District elementary school.

Data Analysis

- On 2010-11 (ELA) CST, the overall percentage of students who scored PRO/ADV was (53%) up from 48% in 2009-10 (boosted by a very successful 5th grade who were 76% PRO/ADV).
- On 2010-11 (ELA) CST, 52% of African American students, 57% of Asian students and 59% of Latino students scored PRO/ADV-indicating no significant achievement gap between our significant subgroups.
- Since 2008, student academic outcomes as measured by CST scores have increased significantly-we must institutionalize "Best Instructional Practices" across all grade levels and in all classrooms to continue this trend.
- Based on 2010-11 CST data, our 2011-12 4th graders (38% FBB/BB); English Learners (27% FBB/BB); African American males (36% PRO/ADV) were focus student groups; teachers implemented intensive interventions aligned to their specific academic needs.

Theory Action

- Create and implement an agreed upon reading, writing, and speaking instructional model which incorporates a balance of informational, poetry and high quality literature texts
- Provide 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
- Create 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.

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	Creation of Professional Development calendar; agendas of	All Students	August-June 2012-13	Geathers, Roberts	4/1/2012	105SQ11A689	Create Leadership/Literacy Team	N/A			0	\$0.00

Common Core for ELA	Professional Development											
Design and implement school structures to support literacy instruction across all core subject areas	Instructional Leadership Team minutes indicating progress toward agreed upon goals	All Students	August-June 2012-13	Geathers, Roberts	4/1/2012	105SQ11A691	Provide substitute release time for teacher collaboration (PLC)	Non-SSC approved			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	PD calendar, Teacher surveys, attendance at , retreats, conferences, agendas and minutes	All Students	August-June 2012-13	Geathers, Roberts	4/1/2012	105SQ11A690	Articulate a PD plan, calendar and timeline	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	Informal site-based assessments data; OUSD Benchmark assessment data; CST data	All Students	August-June 2012-13	Geathers, Roberts	4/1/2012	105SQ11A1914	Reduce class size in upper grades to avoid combination classes; students will benefit from individualized instruction in 4th and 5th grade	3010-Title I		K12TCH1994	1	\$57,407.91
Reduce class size in upper grades to avoid combination classes; students will benefit from individualized instruction in 4th and 5th grade	Informal site-based assessments data; OUSD Benchmark assessment data; CST data	All Students	August-June 2012-13	Geathers, Roberts	4/1/2012	105SQ11A1916	Reduce class size in upper grades to avoid combination classes; students will benefit from individualized instruction in 4th and 5th grade	3010-Title I		K12TCH9999	0.1	\$7,560.00
Teachers employ Differentiated Instructional strategies in core curriculum	Informal site-based assessments data; OUSD Benchmark assessment data; CST data	All Students	August-June 2012-13	Geathers, Roberts	4/1/2012	105SQ11A1915	All teachers create intervention and acceleration groups and utilize materials to meet student needs	3010-Title I	4310-SUPPLIES		0	\$1,512.00
Weekly collaboration by teachers to develop common lesson plans and lesson objectives.	Student progress on site-based assessments; OUSD Benchmark assessments; CST	All Students	August-June 2012-13	Geathers, Roberts	4/1/2012	105SQ11A1949	Professional Learning Community between and among grade level s and circuits	N/A			0	\$0.00
Copier maintenance agreement for T1 intervention materials and supplies	Informal site-based assessments data; OUSD Benchmark assessment data; CST data	All Students	August-June 2012-13	Geathers, Roberts	4/1/2012	105SQ11A2503	Copier maintenance agreement for T1 intervention materials and supplies	3010-Title I	5610-EQUIP MAINTENANCE AGREEMT		0	\$2,204.45

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Burckhalter Elementary

Principal: CARIN GEATHERS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

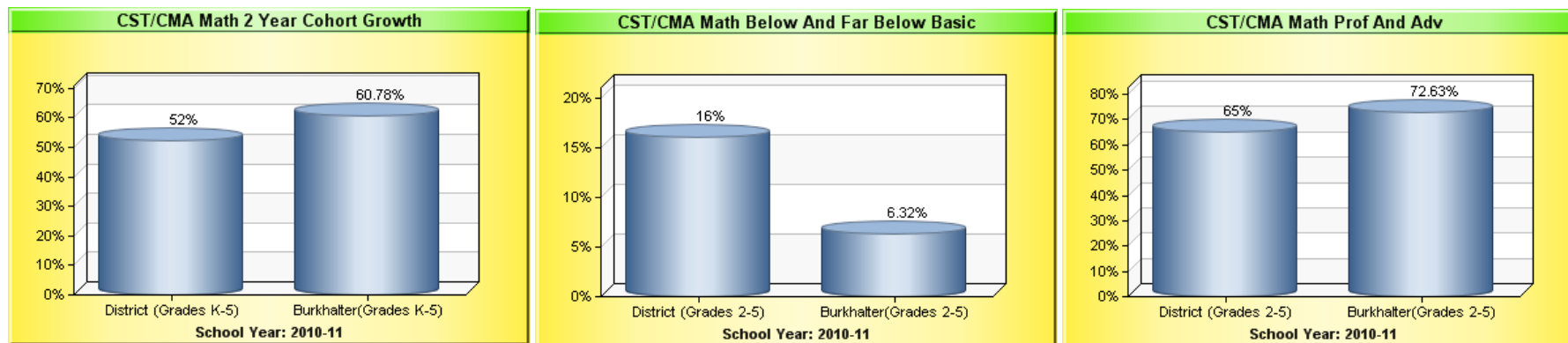
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

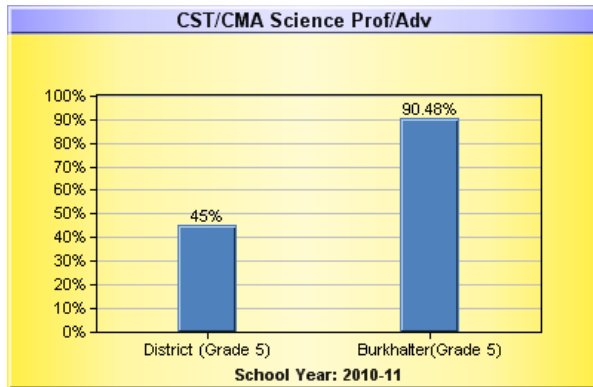
District-level Goals

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 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-the highest of any Oakland Unified School District elementary school.

Data Analysis

- On 2010-11 (Math) CST, the overall percentage of students who scored PRO/ADV was (73%) up from 71% in 2009-10 (boosted by both 4th graders and 5th graders who were 83% and 90% PRO/ADV respectively).
- On 2010-11 Midyear Math benchmark assessments, 55% (2nd grade); 67% (3rd grade); 64% (4th grade) and 79% (5th grade) proficient; mastery standards were targeted in each grade level to reach an average proficiency of at least 70% before CST testing.
- Burckhalter focused on integrating Science, Math and Writing to increase literacy across all grade levels K-5; Professional Development in rigorous instruction and "Best Practices" help to build teacher capacity in these 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.

Theory 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.
- 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, teach higher-level, problem-solving skills and build learners for life.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers are provided release time to plan thematic, integrated units (math, science, technology and literacy) collaboratively in PLC meetings	Trimester benchmark assessments, CST,	All Students	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQ1B757	Students are engaged in hands-on, differentiated, project-based, arts integrated experiences in the classroom	Non-SSC approved			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	Monthly Performance assessments, Trimester benchmark assessments, CST	All Students	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQI1B759	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	Monthly Performance assessments, Trimester benchmark assessments, CST	All Students	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQI1B758	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	Trimester benchmark assessments, CST	All Students	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQI1B756	Technology (software, hardware) is utilized to respond to students' needs (intervention, acceleration)	3010-Title I	5825-CONSULTANTS		0	\$1,999.32
Computer Intervention Specialist will support all students not proficient in either reading and/or math	Trimester benchmark assessments, CST	All Students	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQI1B760	Technology (software, hardware) is utilized to respond to students' needs (intervention, acceleration)	7090-EIA - SCE	5825-CONSULTANTS		0	\$22,000.00
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.	Informal site-based assessments data; OUSD Benchmark assessment data; CST data	All Students	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQI1B2507	Fund outdoor education opportunities focused on science, mathematics and technology	7090-EIA - SCE	5829-ADMISSION FEES		0	\$6,268.50
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.	Informal site-based assessments data; OUSD Benchmark assessment data; CST data	All Students	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQI1B2509	Transportation to support outdoor education opportunities focused on science, mathematics and technology	7090-EIA - SCE	5826-NON-CONTRACT SERVICES		0	\$5,499.55
Computer Intervention Specialist will support all students not proficient in either reading and/or math	Trimester benchmark assessments	English Learners	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQI1B4515	Technology (software, hardware) is utilized to respond to students' needs (intervention, acceleration)	7091-EIA - LEP	5825-CONSULTANTS		0	\$6,000.68

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Burckhalter Elementary

Principal: CARIN GEATHERS

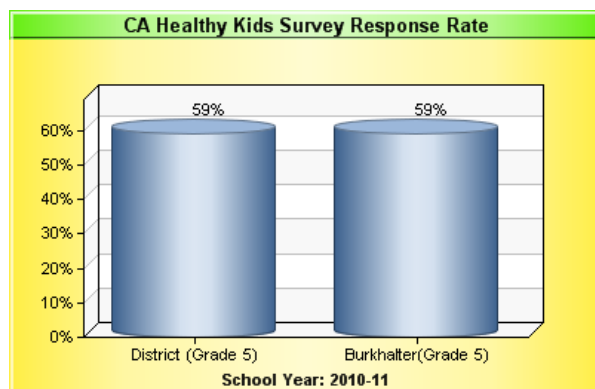
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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 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.
- 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.

Data Analysis

- During the 2011-12 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

- 25% of the 2011-12 incoming kindergarten class attended Burckhalter's "First 5" Kindergarten Transition program (Summer 2011)-we want to continue to host this summer intervention program for incoming kindergarteners
- 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.

Theory 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 communicate with and get to know incoming Pre-kindergarten parents and their children before school begins and maintain this communication, then we can create meaningful Teacher-Child-Family relationships.
- If we establish 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.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage incoming kindergarten families to support transition from preschool to kindergarten	CHKS, Parent attendance	Pre-Kindergarten	June-August 2012	Geathers/Roberts	4/29/2012	105SQI1C2511	Host kindergarten orientation and other kindergarten family events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$250.00
Engage outgoing 5th grade families to support transition from elementary to middle school.	CHKS, Parent attendance	All Students	January-June 2012	Geathers, Roberts	4/29/2012	105SQI1C2512	Host 5th grade orientation and options meetings for families	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$200.00
Engage outgoing 5th grade families to support transition from elementary to middle school.	CHKS, Parent attendance	All Students	January-June 2012	Geathers, Roberts	4/29/2012	105SQI1C2514	Invite middle representatives to speak with students and families regarding middle school options	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$200.00
Engage outgoing 5th grade families to support transition from elementary to middle school.	CHKS, Parent attendance	All Students	January-June 2012	Geathers, Roberts	4/29/2012	105SQI1C2515	Schedule middle school tours for outgoing 5th grade students and families	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$200.00
Provide opportunities for all students, especially 5th graders, to learn about college requirements and skills needed to do well in college.	Informal site-based assessments data; OUSD Benchmark assessment data; CST and CHKS data	All Students	Spring 2013	Geathers, Roberts	4/29/2012	105SQI1C2745	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.	Informal site-based assessments data; OUSD Benchmark assessment data; CST and CHKS data	All Students	Spring 2013	Geathers, Roberts	4/29/2012	105SQI1C2746	Invite high school students and college representatives to speak with students and families regarding college options	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

School Quality Standards relevant to this Strategic Priority

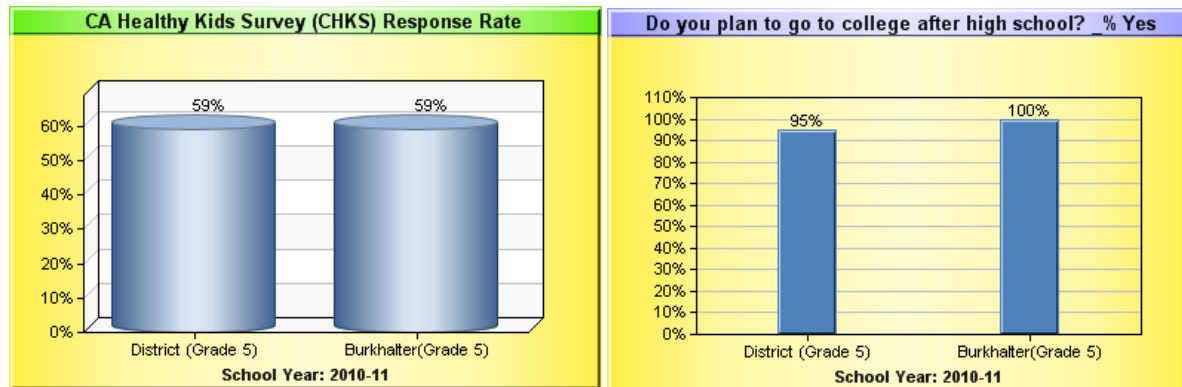
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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 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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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 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-the highest of any Oakland Unified School District elementary school.

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 Action

- 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.
- If teachers provide several learning options, or different paths to learning, which help students take make sense of key concepts; 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
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Teachers organize classroom environments that create multiple opportunities for students, particularly African American males, to move around and interact with peers.	Informal site-based assessments data; OUSD Benchmark assessment data; CST data	All Students	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQ1E2693	Create centers (K-2) and small instructional group 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.	CHKS, office referrals, suspension data	Ethnicity	August 2012-June 2013	Geathers, Roberts	5/15/2012	105SQ1E2692	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.	CHKS, office referrals, suspension data	Ethnicity	August 2012-June 2013	Geathers, Roberts	5/15/2012	105SQ1E2694	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
Provide emotional and social interventions for those students who are not thriving.	Informal site-based assessments data; OUSD Benchmark assessment data; CST and CHKS data	FBB, BB and BAS	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQ1E2695	Provide access to key family and individualized counseling support (e.g. Ann Martin Center)	N/A			0	\$0.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	Informal site-based assessments data; OUSD Benchmark assessment data; CST and CHKS data	English Learners	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQ1E2705	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).	Informal site-based assessments data; OUSD Benchmark assessment data; CST and CHKS data	English Learners	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQ1E2708	Supplies to support English Learners specific needs; strengthen English Language proficiency	7091-EIA - LEP	4310-SUPPLIES		0	\$1,000.00
Academic interventions, aligned to data, identify and target students' needs (e.g. English Learners).	Informal site-based assessments data; OUSD Benchmark assessment data; CST and CHKS data	English Learners	August-June 2012-13	Geathers, Roberts	5/15/2012	105SQ1E2718	Books and supplemental materials, in addition to district adopted English Learners Development program, to support English Learners	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$1,483.00
Create and implement individualized acceleration plans for those students who have	GATE testing data; Informal site-based assessments data; OUSD	GATE	August-June 2012-13	Geathers, Roberts, GATE Lead	5/15/2012	105SQ1E2749	Teachers organize classroom environments that create multiple	N/A			0	\$0.00

demonstrated proficiency in the core subject areas.	Benchmark assessment data; CST data			Teachers			opportunities for GATE identified students.					
Create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas.	GATE testing data; Informal site-based assessments data; OUSD Benchmark assessment data; CST data	GATE	August-June 2012-13	Geathers, Roberts, GATE Lead Teachers	5/15/2012	105SQ1E2750	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 testing data; Informal site-based assessments data; OUSD Benchmark assessment data; CST data	GATE	August-June 2012-13	Geathers, Roberts, GATE Lead Teachers	5/15/2012	105SQ1E2751	Teachers provide academic support at least 3X/week for GATE students in core subject areas.	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

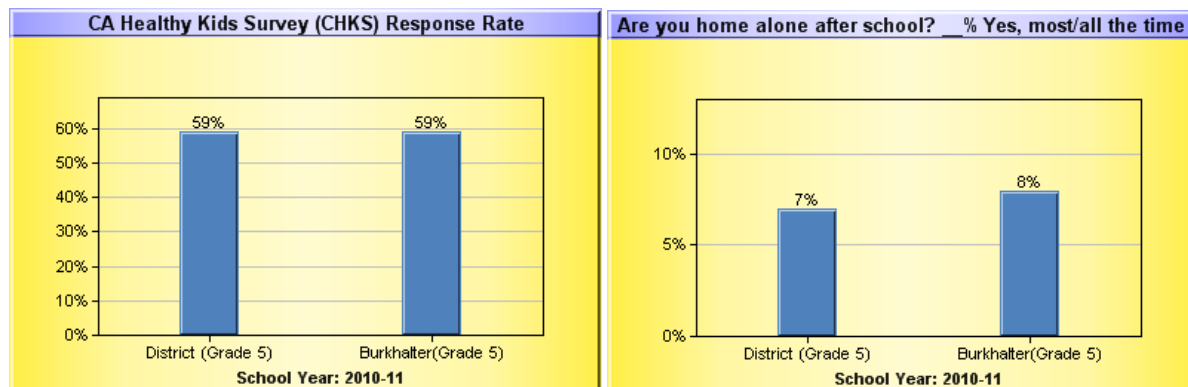
School Quality Standards relevant to this Strategic Priority

A quality school...

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

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 Indicator 2: Safe, Healthy & Supportive Learning Environments

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

School: Burckhalter Elementary

Principal: CARIN GEATHERS

School Quality Standards relevant to this Strategic Priority

A quality school...

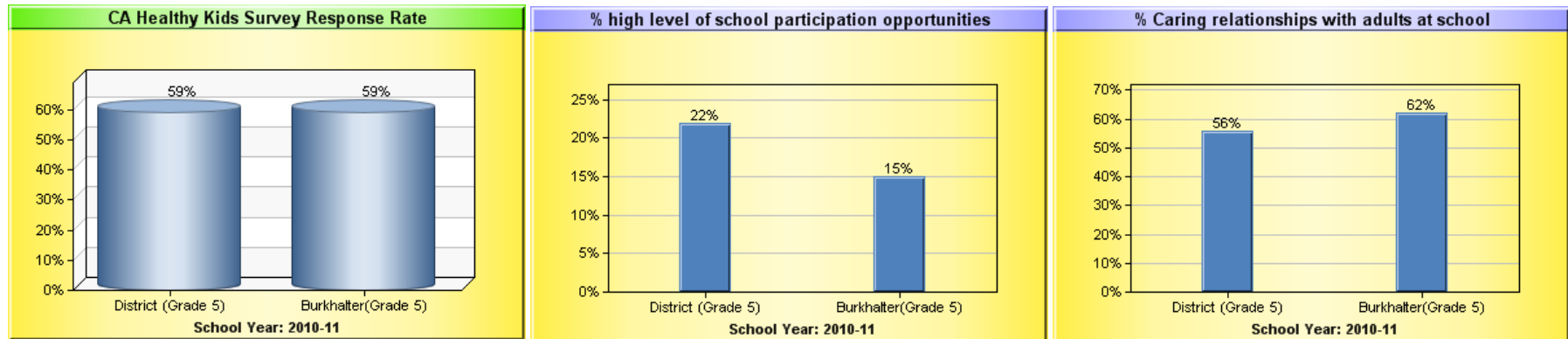
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

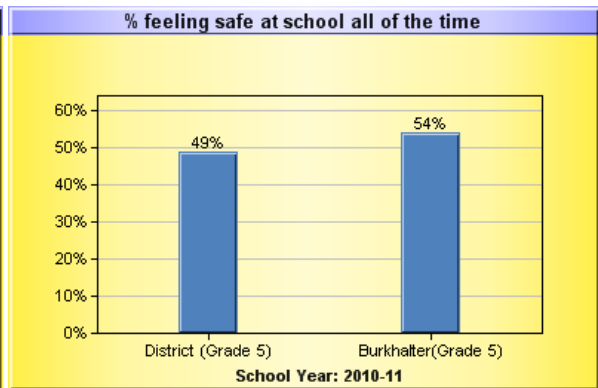
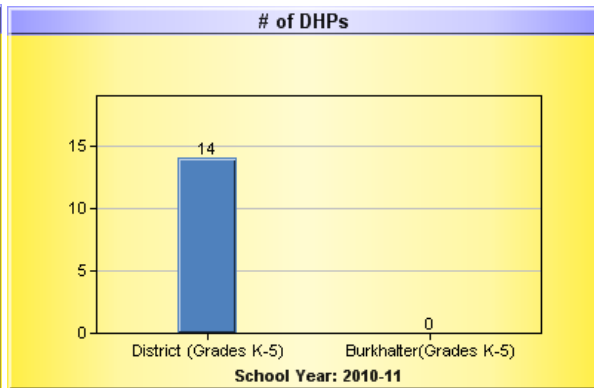
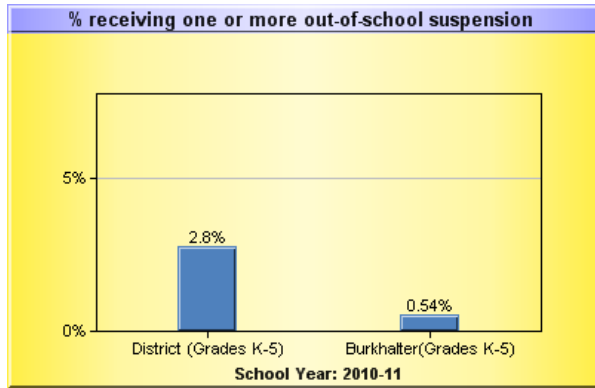
From OUSD Strategic Plan:

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 Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Burckhalter Elementary

Principal: CARIN GEATHERS

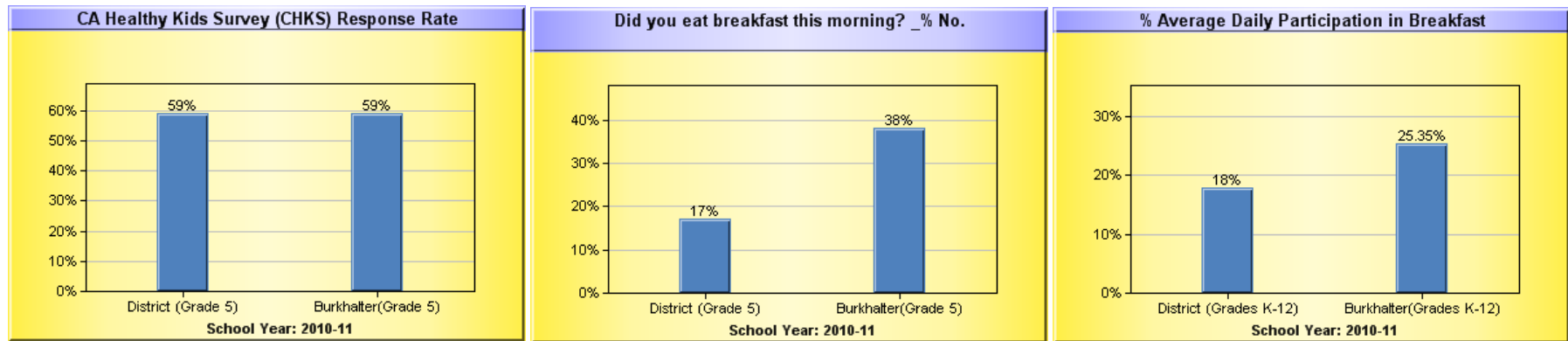
School Quality Standards relevant to this Strategic Priority

A quality school...

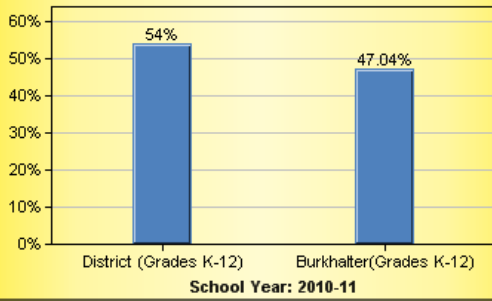
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

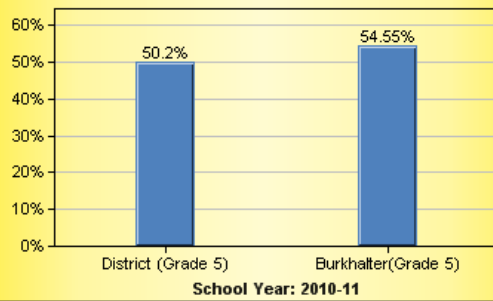
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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



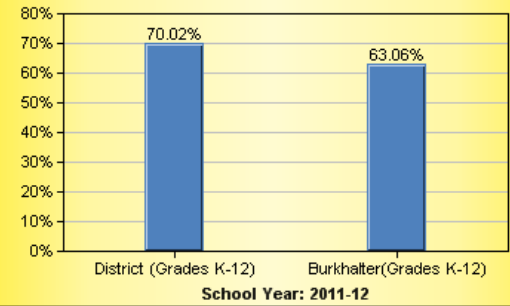
% Average Daily Participation in Lunch



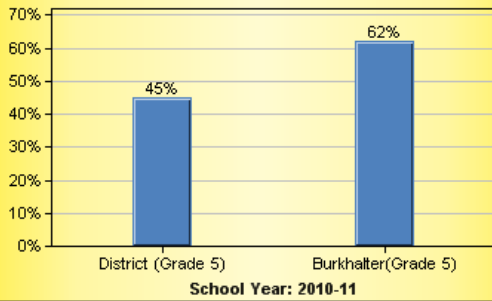
% in Healthy Fitness Zone for body composition



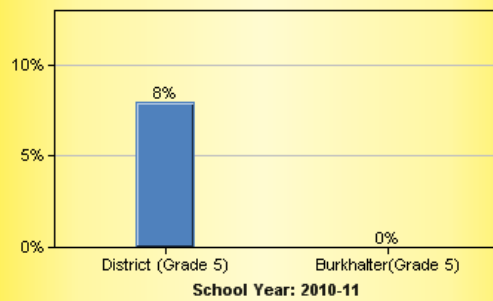
Free/Reduced Lunch %



days/week exercise, dance, or play sports? % 6 or 7 days.



% drinking alcohol in past month



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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Burckhalter Elementary

Principal: CARIN GEATHERS

School Quality Standards relevant to this Strategic Priority

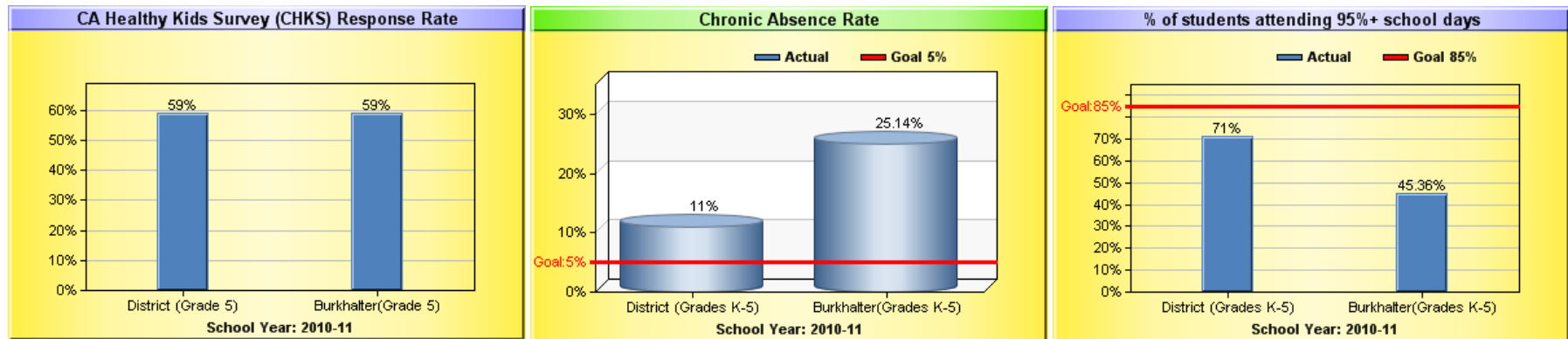
A quality school...

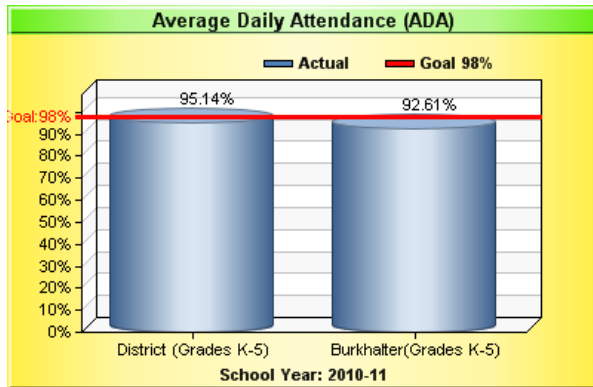
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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 Data

- During the 2010-11 school year, Burckhalter had one of the highest rates of chronic absenteeism of all elementary schools in OUSD-25% of students were chronically absent compared to 11% district-wide.
- During the 2010-11 school year, Burckhalter's Average Daily Attendance (ADA) was 93% compared to 95% district-wide.

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 2010-11 academic school year, 28% of Burckhalter's students with special needs were chronically absent; some of these students are physically and emotionally fragile.
- During the 2010-11 academic school year, only 52% of Burckhalter's Latino students and 61% of African American students attended more than 95% of the school year-we must engage families immediately following the 2nd absence of the year.
- Burckhalter's Average Daily Attendance rate is much lower than district average as well as the target rate of 95%; we need to support school-wide practices to celebrate perfect attendance and limited tardies.

Theory Action

- We promote tracking chronic absence data for each student beginning in kindergarten and partnering with families and community agencies to intervene when poor attendance is a problem for students.
- Starting in kindergarten, we must reduce multiple absences that can affect academic achievement, especially for at risk students who will be unable to make up for lost time.
- We will partner with families and community groups to to develop and address attendance challenges affecting chronically absent and tardy students (e.g. unreliable transportation, lack of access to health care, unstable housing, etc.).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Educate parents and children about the importance of attendance starting in kindergarten.	Daily attendance data, Monthly statistical reports	All Students	August-June 2012-13	Geathers, Roberts, Attendance Clerk	4/1/2012	105SQI2C2731	Hold monthly, quarterly meetings with families to educate parents about the importance of attendance.	N/A			0	\$0.00
Engage frequently absent students and families to find out in a	Daily			Geathers,			Phone call homes by					

supportive manner why they are missing school and what would help them attend more regularly.	attendance data, Monthly statistical reports	All Students	August-June 2012-13	Roberts, Attendance Clerk	4/1/2012	105SQI2C2729	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.	Increased and improved attendance, Daily attendance data	All Students	August-June 2012-13	Geathers, Roberts, Attendance Clerk, Teachers	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.	Increased and improved attendance, Daily attendance data	All Students	August-June 2012-13	Geathers, Roberts	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

School Quality Standards relevant to this Strategic Priority

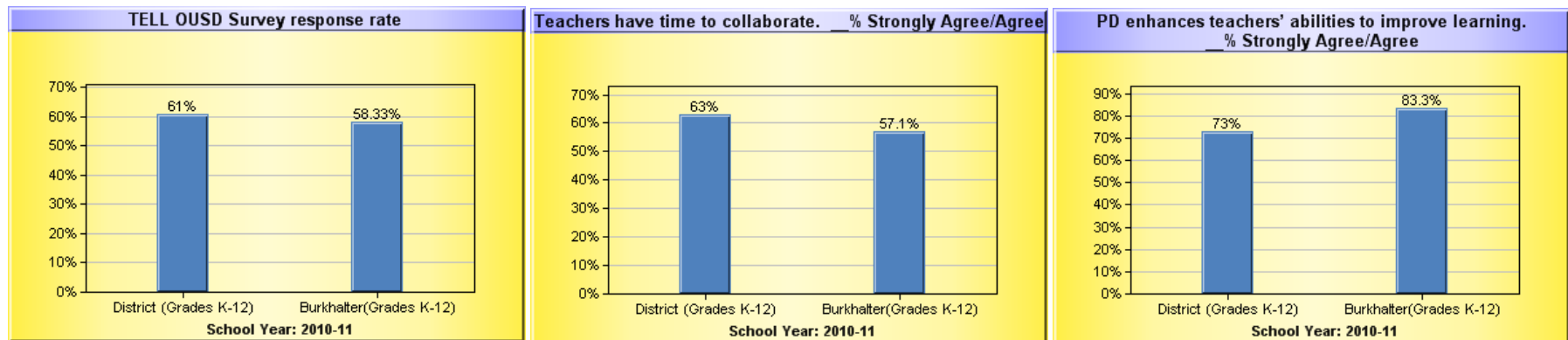
A quality school...

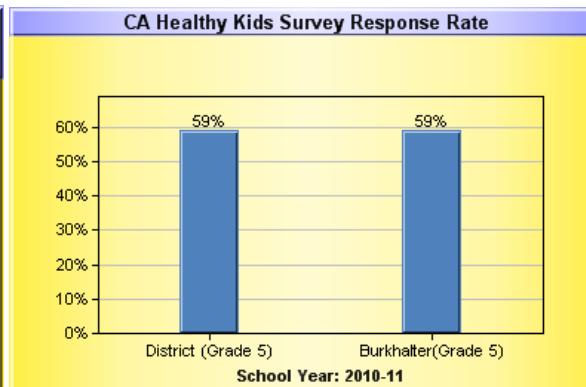
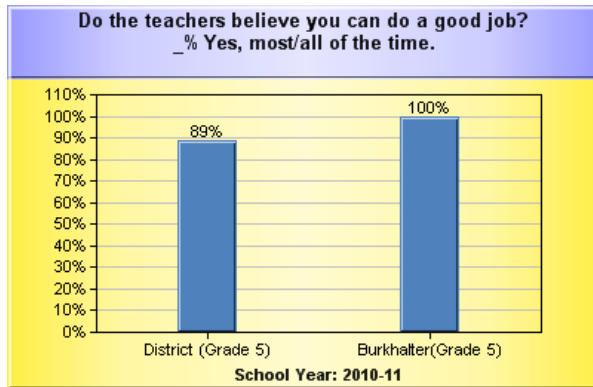
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

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 Data

- 83% of Burkhalter teachers who completed the 2010-11 Use Your Voice Survey believe Professional Development enhances their ability to improve student learning and thus student outcomes.
- Only 57% of Burkhalter teachers who completed the 2010-11 Use Your Voice Survey believe they have adequate "during the day" collaboration time.

Data Analysis

- Staff has participated in Professional Development including school-wide retreats, site based and off site PD, conferences on Common Core standards, and effective teaching strategies; we will allocate resources to make PD a priority.
- Our 2012-13 school site calendar and schedules will provide additional time for Weekly collaboration between and among staff members; Instructional Leadership Team members will provide regular input and feedback
- Teachers will be provided 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 collaboratio

Theory Action

- We believe It is critical for all teachers, especially new and veteran teachers, to have ongoing and regular opportunities to learn with and from each other.
- Further, we believe ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology, new curriculum resources, and current instructional strategies to meet students' needs.
- Finally, we believe best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

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	Create Leadership/Literacy Team	All Students	August-June 2012-13	Geathers, Roberts	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	Instructional Leadership Team minutes indicating progress toward agreed upon goals	All Students	August-June 2012-13	Geathers, Roberts	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	PD calendar, Teacher surveys, attendance at , retreats, conferences, agendas and minutes	All Students	August-June 2012-13	Geathers, Roberts	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.	Student progress on site-based assessments; OUSD Benchmark assessments; CST	All Students	August-June 2012-13	Geathers, Roberts	4/2/2012	105SQI3A3367	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	Trimester benchmark assessments, CST	All Students	August-June 2012-13	Geathers, Roberts	4/2/2012	105SQI3A3379	Students are engaged in hands-on, differentiated, project-based, arts integrated science lessons and experiences both in and outside the classroom	Non-SSC approved			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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

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 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.
- Annual Title I/State of the School meeting is well attended by families and community members.

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 Action

- It is imperative we build and establish systems and structures for sustained positive home-school relationships; strengthened and improved family engagement leads to academic achievement for all students.
- It is essential 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)
- Our goals is to create a "Family Friendly" school; one that engages all families in the educational and academic lives of their children to support strong learning outcomes for all students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Engage, educate, support and build the capacity of parent "leaders" to assume formal leadership roles at the school site through targeted professional development	Number of families that attend monthly gatherings.	All Students	January-June 2012	Geathers/Roberts	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	Number of families from both communities that attend monthly gatherings.	All Students	January-June 2012	Geathers/Roberts	4/1/2012	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.	Percent of student referrals, school climate	All Students	January-June 2012	Geathers/Roberts	4/1/2012	105SQI4A349	Create opportunities for students to build relationships	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$500.00
Focus on parent education and outreach to parents	CHKS, Parent attendance	All Students	August-June 2012-13	Geathers, Roberts	4/1/2012	105SQI4A2543	Develop needs assessment to respond to parent education needs; convene quarterly parent education classes	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$241.34

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Burckhalter Elementary

Principal: CARIN GEATHERS

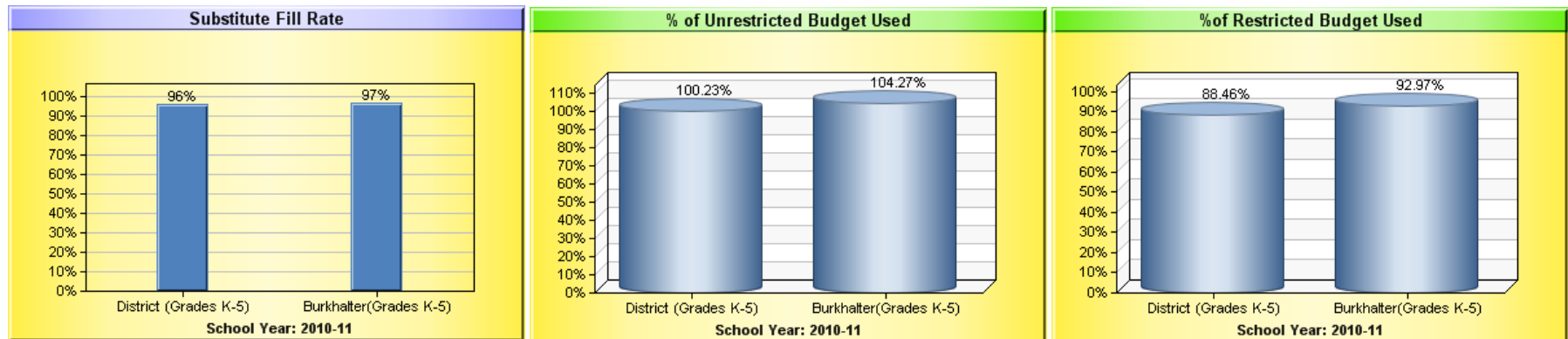
School Quality Standards relevant to this Strategic Priority

A quality school...

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

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.



Theory Action

-
-
-

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Burckhalter
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 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on May 2, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on May 2, 2012.
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:

Patricia Blans
SSC Chairperson's Signature

Patricia Blanson
SSC Chairperson's Name (printed)

5-7-2012
Date

[Signature]
ELAC Chairperson's Signature
[Signature]
Principal Signature

ELAC Chairperson's Name (printed)
Carin Geathers
Principal's Name (printed)

Date
5-7-2012
Date

[Signature]
Executive Officer's Signature

Kimi Kean
Executive Officer's Name (printed)

5/12/12
Date

[Signature]
Director, State & Federal Compliance Signature

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

6/8/12
Date

School Site Council Membership Roster – Elementary School

School Name: Burckhalter Elementary

School Year 2011-12

Chairperson: Patricia Blanson	Vice Chairperson: Ayanna Adandanus
Secretary: Linda Phan	<u>DAC Representative:</u>

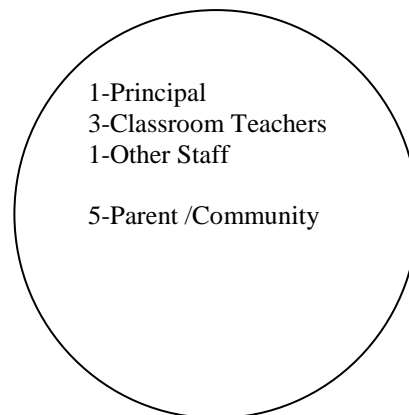
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Ayanna Adanandus	3994 Burckhalter Avenue				X
Patricia Blanson	3994 Burckhalter Avenue				X
Ramonda Fulcher	3994 Burckhalter Avenue				X
Carin Geathers	3994 Burckhalter Avenue	X			
Kathryn Konrady	3994 Burckhalter Avenue		X		
Zotunde Morton	3994 Burckhalter Avenue				X
Linda Phan	3994 Burckhalter Avenue		X		
Modesta Rodriguez	3994 Burckhalter Avenue			X	
Paul Smith	3994 Burckhalter Avenue		X		
Jeannie Ware	3994 Burckhalter Avenue				X
DAC Representative					
Patricia Blanson					
Home Ph. (510) 853-5556	Email:				

Meeting Schedule	Second (2 nd) Tuesday of each month
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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.



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 I 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 I Plan.

***Annual Title I/State of the School Meeting September 2012**
Parents notified via email, website, parent/community newsletter, flyers home, After School Program and Parent Information Board.*
- Offer a flexible number of meetings for parents. [Monthly SSC meetings, student evening showcases, morning meetings with administrators, Saturday 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. [Recruit Title I parents for SSC, PTO, parent volunteers, send newsletter, post meeting agendas.](#)
- Provides parents of Title I students with timely information about Title I programs. [Recruit Title I parents for SSC, PTO, parent volunteers, send newsletter, post meeting agendas.](#)
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. [Back to School Night, Teacher newsletters and emails, Monthly SSC meetings, With review of benchmark data](#)
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. [Back to School Night, Teacher newsletters and emails, Monthly SSC meetings, with review of benchmark data, Trimester report card conferences.](#)

School-Parent Compact

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

Building Parent Capacity for Involvement

Burckhalter 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

Annual Back to School/State of the School Meeting (Fall), Monthly SSC meetings, Trimester Parent Conferences, After School Program

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *At trimester parent conferences parents receive pamphlets on how to help students, teacher. parent conferences , meetings with Principal, After School Program*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *At trimester parent conferences parents receive pamphlets on how to help students, teacher. parent conferences , meetings with Principal, After School Program*
- 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. *At trimester parent conferences parents receive pamphlets on how to help students, teacher. parent conferences , meetings with Principal, After School Program*
- 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. *Monthly parent/community newsletter, Burckhalter website, OUSD pamphlets, teacher handouts.*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *Monthly parent/community newsletter, Burckhalter website, OUSD pamphlets, teacher handouts*

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.

Adoption

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

This policy was adopted by Burckhalter Elementary School School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The *Burckhalter'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 Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

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

Student

Teacher

Parent/Guardian