

Board Office Use: Legislative File Info.	
File ID Number	21-2090
Introduction Date	10/13/21
Enactment Number	21-1595
Enactment Date	10/13/2021 CJH



Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA)

Ask of the Board Approval of the 2021-2022 School Plan for Student Achievement (SPSA) for Brookfield Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Brookfield Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Brookfield Elementary School
CDS Code: 1612596001663
Principal: Leigh Daniels
Date of this revision: 5/19/2021

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Brookfield Elementary School

Site Number: 103

- | | | |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/19/2021

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

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

Signatures:

Leigh Daniels <i>Principal</i>	<i>Leigh Daniels</i>	Signature	<u>6/7/2021</u> Date
Corrin Haskell <i>SSC Chairperson</i>	<i>Corrin Haskell</i>	Signature	<u>6/7/2021</u> Date
Monica Thomas <i>Network Superintendent</i>	<i>[Signature]</i>	Signature	<u>June 7, 2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>[Signature]</i>	Signature	<u>6/7/21</u> Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Brookfield Elementary School**Site Number:** 103

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/16/2021	Brookfield ILT	Discussed priorities and gained insights for next years' goals
4/12/2021	Brookfield Staff	Discussed priorities and gained insights for next years' goals
4/20/2021	Brookfield Leadership Team (CSM, TSA, Principal, Admin)	Discussion and review of SPSA document
4/21/2021	SSC & SELLS	Review of SPSA & Budget for 21/22
5/5/2021	Brookfield ILT	Review of SPSA document
6/7/2021	SSC & SELLS	Approval SPSA

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,850.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$639,928.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$69,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$12,420.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,850.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$167,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$29,550.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,625.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$187,713.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$75,850.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$564,078.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$639,928.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Brookfield Elementary School

School ID: 103

School Description

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

School Mission and Vision

Mission: Brookfield Elementary School will be a safe, healthy, high-quality, full service community school focused on academic achievement in a STEAM integrated curriculum, while serving the whole child, eliminating inequity, and providing each child with excellent instruction, every day.

Vision: Brookfield students will find joy in a nurturing, rigorous, and intentionally multicultural/multilingual student-centered academic experience, while developing the skills to ensure they are caring, fully-informed, critical thinkers who are prepared for college, career, and life, and competent to compete in a diverse global community.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Mid year assessments show we have surpassed our end of the year goals by at least two times the expected rate in 3rd - 5th grade (from -83.7 to -22). Decrease in the number of students who are eligible for on site tutorial program. The staff has focused on the implementation of math curriculum with a strong concentration on academic discourse, conceptual understanding and rigor.	GLAD strategies are being implemented. Strong PD. Curriculum implementation. PLCs in place and teachers work with coach to implement strategies. Best practices are shared and discussed. Teacher to teacher collaboration and grade level to grade level. Leadership meets with teachers in data conferences to support learning. There has been strong professional development around the implementation of math with an intentional focus and intense collaboration on academic discourse, conceptual understanding and rigor.

<i>Focal Student Supports</i>	39.4% of our EL students are at grade level on the Reading Inventory assessments and on target to be reclassified if successful on ELPAC. Teachers collect and analyze data with a focus on English Language learners, African American learners, and Title I students. All teachers are implementing IAB, RI, and F&P assessments (at appropriate grade levels) to monitor student progress. Students are allotted opportunities to engage in curriculum through a variety of methods including, field trips, class speakers, assemblies, etc.	We have 2 bilingual teachers in place to support EL and a reading program, Children Rising, that support struggling readers. GLAD strategies are being implemented. Strong PD. Curriculum implementation. PLCs in place and teachers work with coach to implement strategies. Best practices engaging curriculum field trips encourage our students to participate and increase comprehension. Teacher to teacher collaboration and grade level to grade level. Leadership meets with teachers in data conferences to support learning.
<i>Student/Family Supports</i>	ILT is in place, along with COST, BACR - ASP, SPED, tutoring, a bilingual program, a bi-lingual CSM, Homework Diner, SELLS, and report card conferences. We have on-site counselors. There has been a major decrease in the number of students in counseling. In addition, consistent language support for students and families from our bilingual CSM and ILT.	There is a need to provide opportunities for parent education through workshops that ease barriers related to their participation. This need is addressed through the work of the Bilingual Teacher, the CSM, and the ITL.
<i>Staff Supports</i>	Instructional Teacher Lead, full-time EEIP teacher (Prep), and a Community Schools Manager (CSM) are in place to support staff and facilitate PLC, PD, Data Conferences, peer observation on site and at other schools.	There is an Instructional Teacher Lead and a full-time EEIP teacher in place to support teachers in training, peer observations, coaching, PLC time, and collaboration. In addition there is a bilingual CSM to support both interaction and communication between staff and parents.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.	Absent staff, no tech prep because prep teacher is filling in for absent teachers, we have a part time instructional coach. Inconsistent PLCs although there is a strong structure. There is not a curriculum supportive of texts and tasks which are challenging, adventurous, and meaningful.

<i>Focal Student Supports</i>	60% of our EL students are performing below grade level in reading from K - 5th. Almost 50% of Latino students and 33% of African-American students in 3rd - 5th grade are scoring below grade level on RI. All of our students will miss at least two months of instruction and most of them will have little access to technology during the majority of that time period.	We are inconsistent with the implementation of ELD practices. Teachers need more training/coaching, and collaboration time in this area. The technology supports are not in place to support our students from home especially if they are bilingual. Language remains a barrier for students and their families.
<i>Student/Family Supports</i>	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.	There is a need to provide opportunities for parent education through workshops that ease barriers related to their participation. There is also a need to increase language supports to improve communication with Spanish speaking families.
<i>Staff Supports</i>	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.	Teacher turnovers and staff absences create discontinuity in instruction. Time allotted for prep, observations, and data conferences is often disrupted by absences and the lack of subs. 60% of our students are bilingual and in need of language supports from bilingual instruction and community liaisons like a bilingual CSM.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: Increase the percent of students in all grades reading at or above grade level by 10% points each successive year.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	40.0%	45.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	40.0%	45.0%

Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	40.0%	45.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-80.6 (Spring 2019)	n/a	-40.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	Coming soon	60.0%	65.0%
IAB ELA at or above Standard	All Students	TBD	16.0%	45.0%	50.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-40.0
IAB Math at or above Standard	All Students	TBD	10.5%	50.0%	55.0%
CAST (Science) at or above Standard	All Students	TBD	6.7%	40.0%	45.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024:		Increase the percent of Latino and African American students in all grades reading at or above grade level by 10% points each successive year.			
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-167 (Spring 2019)	n/a	-40.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-94 (Spring 2019)	n/a	-40.0
IAB ELA at or above Standard	Students with Disabilities	n/a	0.0%	45.0%	50.0%
IAB ELA at or above Standard	African-American Students	n/a	29.2%	45.0%	50.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	47.9%	60.0%	65.0%
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-159.1 (Spring 2019)	n/a	-40.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-97.7 (Spring 2019)	n/a	-40.0
IAB Math at or above Standard	Students with Disabilities	n/a	0.0%	50.0%	55.0%
IAB Math at or above Standard	African-American Students	n/a	16.7%	50.0%	55.0%
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target

ELL Reclassification	English Learners	Reclassify 16%	2.1%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

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

School Goal for May 2024: Brookfield will reduce chronic absenteeism by 5%.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	52.7%	85.0%	85.0%
Suspensions	All Students	-2pp	0.7%	0.3	0.3
Suspensions	African-American Students	-2pp	1.3%	1.0%	1.0%
Suspensions	Students with Disabilities	-2pp	0.0%	1.0%	1.0%
Chronic Absence	All Students	-2pp	25.8%	15.0%	15.0%
Chronic Absence	African-American Students	-2pp	39.0%	10.0%	10.0%
UCP Complaints	All Students	n/a	n/a	1	1

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

School Goal for May 2024: Brookfield will increase the number of credentialed teachers by 10%.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	70.0%
Teacher Retention	All Teachers	n/a	65.3% (Fall 2020)	n/a	70.0%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: Brookfield Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: Student Connectedness

Theory of Change:	<p>If we create a school culture and climate that:</p> <ul style="list-style-type: none">•Decreases referrals and promotes PBIS strategies that support students in class;•Implements strategies which celebrate student success like perfect attendance;•And creates opportunities for students to practice leadership skills; <p>then highly effective teaching and meaningful learning will occur.</p>
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Related School Goal:	All students build relationships to feel connected and engaged in learning.
-----------------------------	-----------------------------------------------------------------------------

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Use of perfect attendance awards, assemblies, parent-teacher conferences & virtual home visits; various awards (caught being kind, attendance, i-Ready); professional development around engaging students and allowing them to connect with each other.

What evidence do you see that your practices are effective?

Use of breakout rooms, classroom attendance

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

Continue to have CSM hold this work and build PBIS into professional development practices.

20-21 Standards-Based Instruction Priority: Mathematics

Theory of Change:	<p>If we:</p> <ul style="list-style-type: none">• focus on the implementation of Common Core Standards and strong, clear learning objectives;• participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery;• collaborate around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth; <p>then, highly effective teaching and meaningful learning of mathematics will occur</p>
--------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Professional development around building student discussion and use of manipulatives in math instruction, building student discussion during distance learning and using resources online and in students' homes; PLCs focusing on planning and implementation of curriculum (standards based and using district adopted curriculum); increased use of math language/vocabulary

What evidence do you see that your practices are effective?

Increased use of curriculum, manipulatives, learning objectives, student discussion during math instruction as measured by walkthrough data; improved IAB scores in math

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

Continue focus on standards-based math instruction

20-21 Language & Literacy Priority: Literacy

Theory of Change:	<p>If we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborate around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth; <p>then highly effective teaching and meaningful learning of language and literacy will occur.</p>
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
-----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of new EL curriculum, focus on using rigorous texts, student discussion, and vocabulary development. Continued work with SIPPS curriculum and small group implementation. PLC planning and implementation of new EL curriculum, site based and district led professional development.

What evidence do you see that your practices are effective?

Improvements on RI, IABs and i-Ready assessments

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

More focus on early literacy skills (early literacy TSA)

20-21 Conditions for Adult Professional Learning Priority: PLCs and Consistency

Theory of Change:	If we: practice and lead collaborative inquiry to build a culture of public learning, we will improve learning for students from underserved groups.
Related School Goal:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Ongoing support of ILT members by TSA to lead high quality and weekly PLC meetings. Implementation and support by TSA to lead consistency in PLCs. PLC schedules and agendas shared and implemented with fidelity.	
What evidence do you see that your practices are effective?	
Implementation of weekly PLC agendas through observation	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Increased use of peer observation through additional prep teacher	
20-21 Conditions for English Language Learners Priority:	Reclassification
Theory of Change:	Reclassification
Related School Goal:	<p>If we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low/income, English language learners, and foster youth; <p>then, highly effective teaching and meaningful learning will occur for English Language Learners.</p>
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
CSM translation services, community engagement, parent classes to support families with English, distance learning, and technology; implementation of EL curriculum, additional online supports (RAZ Kids, i-Ready, ST math, Google Classroom, etc.).	
What evidence do you see that your practices are effective?	
Student engagement in distance learning; parent engagement in school events; i-Ready & RI scores increased	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Additional prep teacher to lead Spanish instruction school-wide	

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?
Changes to budget due to needs of distance learning online instruction

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Brookfield Elementary School

School ID: 103

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Priority ("Big Rock"): Student Connectedness

School Theory of Change:

If we create a school culture and climate that:

- Decreases referrals and promotes PBIS strategies that support students in class;
- Implements strategies which celebrate student success like perfect attendance;
- And creates opportunities for students to practice leadership skills;

then highly effective teaching and meaningful learning will occur.

Related Goal(s): All students build relationships to feel connected and engaged in learning.

Students to be served by these actions: *All Students*

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

1-1	Identify and practice common school policies which build positive teacher-student relationships, support and encourage student belonging so that they desire to attend, ie song, pledge, government, awards, etc.	Principal and ILT along with COST team led by a bilingual CSM and the PBIS committee will identify a plan to collect and disseminate common practice and best practice information. Staff will identify students to be awarded.	ILT minutes, PBIS documentation, staff meeting COST minutes and agendas.	60% of our EL students are performing below grade level in reading from K - 5th. Almost 50% of Latino students and 33% of African-American students in 3rd - 5th grade are scoring below grade level on RI. All of our students will miss at least two months of instruction and most of them will have little access to technology during the majority of that time period.	Tier 1
1-2	Teachers correctly use the COST and SST processes to support students, and can explain the processes to parents and families	Principal and the bilingual Community School Manager (CSM) ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students. Bi-weekly COST meetings led by the bilingual CSM.	COST data (tracker) and meeting minutes.	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.	Tier 2
1-3	Teachers abide by established routines for all areas of school. Teachers document student discipline, buddy passes, and referrals according to agreed upon procedures.	Principal/ILT establishes and reinforces routines for all areas of school. Principal documents communication with teachers regarding student referrals and suspensions. COST team is established and there are readily available universal forms for use by teachers. Review and disseminate both a parent and a staff handbook.	Staff meeting agendas, staff memos, referral documentation, and handbooks.		Tier 1

1-4	Teachers communicate to students and families the importance of school attendance, and support students to improve attendance	Principal establishes structure for attendance referrals to be made and the bilingual CSM case-manages through COST. SARTs are held monthly. Chronic absence data is reviewed regularly by Attendance Team (CSM & Attendance Clerk) and prevention and school wide intervention programs are put in place	Staff meeting agendas, staff memos, referral documentation, newsletters, Title I meeting documentation. SART documents and calendar.	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.	Tier 1
1-5	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	The bilingual CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education	Parent meeting logs and surveys. PTO minutes. CSM calendar.	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.	Tier 1
1-6	Teachers call students who missed school at least once weekly.	The bilingual CSM and the bilingual Attendance Clerk review absences and call homes. Attendance team meets weekly and reviews students, plans home visits.	Phone logs and SART/SARB records	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.	Tier 1

1-7	Support after school learning through tutorials, reading programs, ASP, etc.	Will work in coordination with the ASP and the teacher liaison to support learning in the ASP. Provide additional staff to support extended day tutoring and enrichment.	ASP records and liaison schedule	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.	
1-8	Kindergarten teachers will hold parent workshops to inform parents about the importance of attendance.	The administration, in coordination with the CSM, will host a beginning of the year meeting for incoming families. The school will fund a Kindergarten meeting at the beginning of the year.	Meeting agenda and flyer		Tier 1
1-9	Teachers will accurately utilize the COST referral system to refer students who need supports form , SPED, reading programs, and outside services including tutorial, health/mental care, special education,etc.	The COST, led by a bilingual CSM, will identify and establish partnerships with tutorial agents, the special education dept., and a mental health provider to employee services for students.	Partnership agreements with providers. COST referrals and meeting notes.		Tier 2
1-10	Inform parents of and maintain/support school practices and rules regarding parent volunteers on campus	Set meetings for beginning of year to roll out volunteer plans: establish sign-up procedures, requirements, and expectations; calendar and conduct trainings; and provide badges identifying volunteers. Provide a biligual CSM to strengthen and support volunteer program.	Parent meeting logs and surveys. PTO minutes. Community Liaison calendar. Parent surveys.		Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Mathematics				
School Theory of Change:	<p>If we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborate around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth; <p>then, highly effective teaching and meaningful learning of mathematics will occur</p>				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will include a math vocabulary target in each lesson.	Language/Vocab target will be posted daily. School provides structure for teachers to meet and plan together; cycle of Inquiry on PD calendar.	Classroom observation, PD calendar	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.	Tier 1

2-2	Teachers attend planning and PD sessions according to schedule	PD materials are prepared and content aligns to site needs Provide an integrated PD calendar	PD calendar and agendas	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.	Tier 1
2-3	Teachers will implement core curriculum and intervention materials in class to support student achievement in math with a special focus on socio - economically disadvantaged youth and their understanding of conceptual mathematics.	Principal will work with ILT to identify core curriculum and intervention materials. Support core curriculum and intervention materials.	ILT agendas and minutes. Curriculum logs. Classroom walkthroughs.		
2-4	Identify opportunities for parents to be exposed to and understand Common Core Math Standards so that they can support students throughout the year, with a focus on Latino and African American students.	A bilingual CSM will work with teachers to create parent workshop opportunities focused on CC Math Standards to increase parent Involvement and support of students.	Parent surveys. Visitors logs. Sign up sheets.	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer obseration on site and at other schools.	Tier 1

2-5	Increase parent knowledge of the importance of attendance and the Common Core.	CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education with a focus on families of language Learners	Parent meeting logs and surveys. PTO minutes. Community Liaison calendar.	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.	Tier 1
2-6	Utilize educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReady) to better support socio-economically disadvantaged, African-American and ELL students.	Principal will work with ILT and ITL to identify enrichment opportunities for students. Increase base-funded EEIP to 1.0 to provide enrichment for students.	Prep schedule. ILT minutes. ITL schedule, agendas, etc.		Tier 1
2-7	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	Provide opportunities for field trips, classroom presentations, assemblies, and speakers. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	Field trip documentation, parent surveys		Tier 1

2-8	Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	The principal, CSM, ITL, and ILT will work together to prepare and disseminate a monthly school calendar and newsletter. Provide copier maintenance and materials for office and classroom support.	Newsletters, calendars, packets, and flyers.	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.	Tier 1
2-9	Teachers will complete assessments on time for i-Ready, SRI, and IABs along and the data analysis.	Principal, ITL and ILT will provide professional development and PLC calendar which supports data collection and analysis. Provide templates and tools for teachers to analyze the data and Identify strategies to accelerate learning. Reading support for lowest performing subgroups. The principal and ITL will work with a part time TSA to support data collection and analysis.	Assessment data, PD calendar, PLC documents.		Tier 1

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

School Priority ("Big Rock"):	Literacy	
--------------------------------------	----------	--

School Theory of Change:	<p>If we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • implement EL curriculum consistently • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborate around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth; • Focus on vocabulary and sight words in Early Literacy using Words Their Way and SIPPS <p>then highly effective teaching and meaningful learning of language and literacy will occur.</p>				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>Literacy</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3 -1	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice with a focus on the specific practices to support low income students.	Principal will review plans to ensure language support for EL students. School will provide common academic language strategies.	Teacher's instructional plans.	60% of our EL students are performing below grade level in reading from K - 5th. Almost 50% of Latino students and 33% of African-American students in 3rd - 5th grade are scoring below grade level on RI. All of our students will miss at least two months of instruction and most of them will have little access to technology during the majority of that time period.	Tier 1

3-2	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning with a focus on the specific practices to support students with disabilities.	Principal, ITL, and ILT will work together to create a schedule which allows teachers to meet, establish PLC expectations, and support teams with coaching. The ILT will monitor and analyze PLCs making recommendations as needed.	District and state assessments, PD/PLC agendas, exit tickets and technology schedules.		Tier 1
3-3	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	ITL and principal will provide support to teachers and assure implementation of the components of BL. A school-wide schedule for planning time and data analysis; cycles of inquiry and assesments, supports and scaffolding will be in place.	District and state assessments, PD/PLC agendas, exit tickets and technology schedules.	60% of our EL students are performing below grade level in reading from K - 5th. Almost 50% of Latino students and 33% of African-American students in 3rd - 5th grade are scoring below grade level on RI. All of our students will miss at least two months of instruction and most of them will have little access to technology during the majority of that time period.	Tier 1
3-4	Teachers will identify and support documents to present in parent workshops on Common Core Standards to help support Latino students.	Leadership will organize and host parent workshops in coordination with bilingual (Spanish) CSM. All parent workshops will be calendared, widely communicated, and supported.	PD Calendar, schedule for planning and data analysis.	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer obseration on site and at other schools.	

3-5	The Teacher Liaison will support after school learning through tutorials, reading programs, ASP, etc.	The ILT and principal will work in coordination with the ASP and the teacher liaison to support learning in the ASP. The After-School Program, BACR, and a reading Intervention program will be put into place to support extended learning for students..	Walkthrough forms, After-school Program documentation.		Tier 2
3-6	Teachers will accurately utilize the COST referral system to refer students who need supports form , SPED, reading programs, and outside services including tutorial, health/mental care, special education,etc.	COST, led by a bilingual CSM, will work with RSP and psychologist to identify students with disabilities.	Referrals, COST documentation, SPED documents.	Almost 44% of our students	Tier 2
3-7	Teachers will implement standards-based instruction using district adopted curricula to target vocabulary, comprehension & sight words (SIPPS, Words Their Way, EL Education)	Early literacy tutor and TSA will support ongoing implementation of curriculum.	i-Ready, walkthrough data (word walls, curriculum implementation)	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.	Tier 1

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING	
School Priority ("Big Rock"):	PLCs and Consistency
School Theory of Change:	If we: practice and lead collaborative inquiry to build a culture of public learning, we will improve learning for students from underserved groups.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	All teachers will attend professional development, and participate in PLCs. These PLC's will include cycles of inquiry which will focus on specific practices to support African American and Latino students.	Leadership will provide a common schedule for planning and collaboration; TSA schedule will ensure support for teachers. A school-wide schedule for planning will be posted ahead of time.	PLC agendas, teacher collaboration work, exit documents. engagement google doc,	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.	Tier 1
4-2	Teachers will participate in trainings and conferences to improve teaching skills.	Principal and ILT will identify trainings and conferences to support teachers in meeting school goals.	Agendas and conference schedules.		Tier 1
4-5	All teachers will focus on collaboration around the effective implementation of conceptualization in the math curriculum.	Leadership will provide a common schedule for planning and collaboration; TSA schedule will ensure support for teachers around the implementation of math.	PLC agendas, teacher collaboration work, exit documents. engagement google doc,		Tier 1
4-4	Teachers will learn to utilize educational technology and personalized learning including chromebooks, and programs (i. e. RAZ and iReady) to better support socio-economically disadvantaged, African-American and ELL students in distance learning.	Principal will work with ILT and TSA to identify supports for teachers around the implementation of technology for all students.	Prep schedule. PLC agendas, teacher collaboration work, google docs, ILT minutes. ITL schedule, agendas, etc.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Reclassification
School Theory of Change:	<p>If we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low/income, English language learners, and foster youth; <p>then, highly effective teaching and meaningful learning will occur for English Language Learners.</p>
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-3	Teachers will collaborate with the CSM during report cards and parent teacher conference time to support families of English Language Learners with translation of Common Core Standards, grade level expectations, etc.	Community Schools Manager (CSM), bilingual Spanish	Parent Teacher Conference Logs, CSM data and meeting logs, Parent Center documentation	60% of our EL students are performing below grade level in reading from K - 5th. Almost 50% of Latino students and 33% of African-American students in 3rd - 5th grade are scoring below grade level on RI. All of our students will miss at least two months of instruction and most of them will have little access to technology during that majority of that time period.	Tier 1

5-4	Teachers will work with CSM to identify workshops which will support parents of English Language Learners in the understanding of standards, curriculum, etc to better support Latino students.	Community Schools Manager (CSM), bilingual Spanish	Parent Center workshops and parent meetings	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.	Tier 1
5-5	Teachers will communicate with the bilingual attendance clerk to support parents of English Language Learners in maintaining good attendance and absence documentation.	Attendance Clerk, bilingual Spanish	Attendance records, phone logs, SARTS, Independent Study records		Tier 1
5-6	Bilingual teachers will work with ILT to identify goals in both English and Spanish, and to address the specific needs of Newcomer students.	ILT will work with bilingual teachers to create goals in English and Spanish for bilingual students.	Teachers present during PD, ILT minutes, newcomer assessment data.		Tier 2
5-7	Teachers will implement ELD strategies to support English Language Learners and Latino students and monitor progress to ensure they are on track.	ELA Lead will coach teachers on ELD strategies. Provide ELD curriculum supports and review all assessments including ELPAC, RI, F&P etc.	PD agendas and classroom walk throughs, and all data including ELPAC, F&P, RI, etc.		Tier 1

5-6	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice which will support Latino students. All teachers will implement GLAD strategies.	Principal will review plans to ensure language support for EL students. School will provide common academic language strategies (including GLAD).	Teacher's instructional plans.		Tier 1
5-7	Teachers and EEIP implement educational technology and personalized learning including chromebooks, and programs (i. e. RAZ kids and iReady) in order to offer differentiated instruction to meet the needs of all students, including GATE students, low-performing students, and English Learners.	Principal will work with staff to establish lab and chromebook schedules and provide RAZ kids and iReady and personalized learning	Chrome book cart records, ST Math data, teacher technology plans, student assessment data		Tier 1
5-8	Teachers will refer students to COST incases of concern regarding student with disabilities.	COST, led by a bilingual CSM, will work with RSP and psychologist to identify students with disabilities.	Referrals, COST documentation, SPED documents.		Tier 2

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Lit TSA	\$125,000	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	tbd	Enter position number at left.	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	The Teacher Liaison will support after school learning through tutorials, reading programs, ASP, etc.	103-1
Tutors	\$32,713	Early Literacy Support Block (ELSB) Grant	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	The Teacher Liaison will support after school learning through tutorials, reading programs, ASP, etc.	103-2
Stipends for tutoring	\$20,000	Early Literacy Support Block (ELSB) Grant	2920	Other Classified Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	The Teacher Liaison will support after school learning through tutorials, reading programs, ASP, etc.	103-3
Supplies	\$10,000	Early Literacy Support Block (ELSB) Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund school supplies for focal student groups, including paper, ink so that all students have access to adequate resources to learn.	103-4
Unallocated	\$0	Early Literacy Support Block (ELSB) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	103-5
Classified OT/ET	\$2,377	General Purpose Discretionary	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	The ILT and principal will work in coordination with the ASP and the teacher liaison to support learning in the ASP. The After-School Program, BACR, and a reading Intervention program will be put into place to support extended learning for students..	103-6
Supplies	\$5,043	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	103-7
Copier	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	103-8
Extended Contracts	\$14,834	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning with a focus on the specific practices to support students with disabilities.	103-9
Instructional materials	\$8,600	LCFF Concentration	4304	Classroom Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund school supplies for the focal student groups, including paper, ink so that all students have access to adequate resources to learn.	103-10

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Book Trust	\$3,500	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education with a focus on families of language Learners	103-11
Licenses	\$2,450	LCFF Concentration	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Utilize educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReady) to better support socio-economically disadvantaged, African-American and ELL students.	103-12
Unallocated	\$166	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will implement core curriculum and intervention materials in class to support student achievement in math with a special focus on socio - economically disadvantaged youth and their understanding of conceptual mathematics.	103-13
Prep #2 - Cornejo	\$90,059	LCFF Supplemental	1105	Certificated Teachers' Salaries	1297	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will implement ELD strategies to support English Language Learners and Latino students and monitor progress to ensure they are on track.	103-14
CSM - Robles	\$48,304	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7894	Program Mgr Community School	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A bilingual CSM will work with teachers to create parent workshop opportunities focused on CC Math Standards to increase parent Involvement and support of students.	103-15
Books other than textbooks	\$1,176	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will implement core curriculum and intervention materials in class to support student achievement in math with a special focus on socio - economically disadvantaged youth and their understanding of conceptual mathematics.	103-16
Unallocated	\$2,911	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Identify opportunities for parents to be exposed to and understand Common Core Math Standards so that they can support students throughout the year, with a focus on Latino and African American students.	103-17
Contract - BACR	\$25,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	COST, led by a bilingual CSM, will work with RSP and psychologist to identify students with disabilities.	103-18
Library Tech	\$55,000	Measure G: Library	2205	Classified Support Salaries	tbd	Enter position number at left.	0.50	Goal 1: All students graduate college, career, and community ready.	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice with a focus on the specific practices to support low income students.	103-19

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Prep #1 - Haskell	\$58,957	Title I: Basic	1105	Certificated Teachers' Salaries	0274	Teacher Education Enhancement	0.45	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning with a focus on the specific practices to support students with disabilities.	103-20
Unallocated	\$0	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	103-21
Children Rising	\$3,600	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will accurately utilize the COST referral system to refer students who need supports form , SPED, reading programs, and outside services including tutorial, health/mental care, special education,etc.	103-22
Field Trips	\$4,769	Title I: Basic	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	103-23
Field Trip Transport	\$3,000	Title I: Basic	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase parent knowledge of the importance of attendance and the Common Core.	103-24
Parent Workshops	\$1,850	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A bilingual CSM will work with teachers to create parent workshop opportunities focused on CC Math Standards to increase parent involvement and support of students.	103-25
Technology	\$2,312	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal will work with ILT and TSA to identify supports for teachers around the implementation of technology for all students.	103-26
Field Trips	\$2,313	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice with a focus on the specific practices to support low income students.	103-27
After school program	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	The ILT and principal will work in coordination with the ASP and the teacher liaison to support learning in the ASP. The After-School Program, BACR, and a reading Intervention program will be put into place to support extended learning for students..	103-28



Brookfield Elementary School 20-21

Title I, Part A School Parent and Family Engagement Policy

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

Brookfield Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Parents will receive training from staff on how to help their children academically.
- Parents will be trained on ELA and Math common core standards
- Teachers will review student assessments at their Parent-Teacher conferences.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- SSC Meetings, Parent-Teacher conferences, parent trainings, food distributions

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

- SSC Meetings, Parent -Teacher conferences, Annual Title 1 Meeting,
- Parent Trainings, CSM

The school communicates to families about the school's Title I, Part A programs by:

- Annual Title 1 Meeting, SSC Meetings, Weekly Parent Newsletter

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Weekly Parent Newsletter, Teacher-parent conferences, Back to School Night, CSM

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- SSC Meetings, translation is provided, Weekly Newsletter (translated), Bilingual classes for K-1, Parent Trainings

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Parents are welcome to volunteer in daily zoom classes!

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Parent English classes, SSC training, Translated weekly Newsletter

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- SSC Meetings, Parent-Teacher conferences, Parent and staff trainings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- SSC, Title 1 meeting, back to school night, parent trainings, CSM

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- SSC meetings, Annual Title 1 meeting, back to school night, weekly newsletter

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- SSC meetings, weekly newsletter, parent english classes

The school provides support for parent and family engagement activities requested by parents by:

- Parent english classes, SSC meetings, english classes for parents

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

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

- Parent center, CSM, english classes for parents

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

Adoption

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

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

Name of Principal
Pamela Booker

Signature of Principal
Pamela Booker

Date September 23, 2020

Please attach the School-Parent Compact to this document.



Strategic Resource Planning (SRP)

Brookfield ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Corrin Haskell
Vice Chairperson:	Jesus Guerrero
Secretary:	Jules Schenone

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

Member's Name	Designee	Classroom Teacher	Other Staff	Parent/Community Member
Glorimar Robles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corrin Haskell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jules Schenon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jesus Guerrero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brenda Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rois Romo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tee Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gaye Bermudez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Karla Galeano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Victoria Tril	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: (Day/Month/Time)	3rd Thursday/Month @ 2:00 p.m.
--------------------------------------------------	--------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members



School-Parent Compact

Brookfield Elementary School

2020-21

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

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

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

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

Students will receive high quality instruction that includes all core areas of instruction

Instruction will be enhanced by afternoon tutoring through the afterschool program. In

addition students will receive science prep 3 times a week which includes gardening

Classes 2 times a week. Students experience strong daily curriculum each day via

zoom.

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

Parent-teacher conferences will be held the month of November. At this time the

Parent Compact will be discussed as it relates to student achievement.

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

Parents will be given the opportunity to review and discussed to ensure parents and students are aware of his/her academic progress. Parents will receive progress reports that outline student progress.

- 4) provide parents reasonable access to staff.

Teachers will have regular office hours to assist parents with any concern they may have

Regarding student achievement.

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

Parents have the option to visit the child(ren) zoom class(es) daily. The CSM develops promotes and invites parents to volunteer on a daily basis.

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

English classes are provided weekly. English materials are purchased to ensure

Academic for the parents who attend. In addition the CSM plans and implements

Other trainings to help parents work to improve the academic achievement of

Of their children.

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

Professional Development for teacher on the most effective ways to work with

Parents to form a healthy and productive working relationship

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

Teacher Responsibilities

[This section is optional; schools may identify additional responsibilities for teachers.]

Examples:

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- *[Add other responsibilities at school's discretion]*

Student Responsibilities

[This section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]

Examples:

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the *(type name of the school)* on *(insert date)*, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before *(add date here)*.

Signature of Principal

Pamela Booker Principal

September 23, 2020