

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

Recommendation:

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



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Burckhalter Elementary School
CDS Code: 1612596001689
Principal: Carin Geathers
Date of this revision: 6/5/2017

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

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

Contact: Carin Geathers
Address: 3994 Burckhalter Avenue
Oakland, CA 94605

Position: Principal
Telephone: 510-729-7700
Email: carin.geathers@ousd.org

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

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

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site:

Burckhalter Elementary School

Site Number: 105

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

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

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

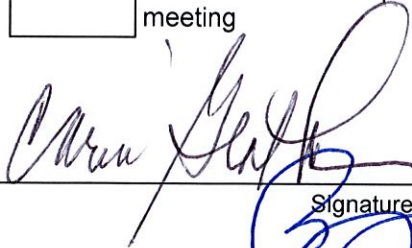
Date(s) plan was approved: 5/9/2017

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

<input type="checkbox"/> Flyers in students' home languages	<input checked="" type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Carin Geathers



5/9/2017
Date

School Principal

Signature

Brittany Walker Pettigrew
Print name of SSC Chairperson

Signature

5/9/2017
Date

Monica Thomas



5/12/17
Date

Network Superintendent

Signature

Marcus Silvi



5/25/17
Date

Coordinator, Office of Accountability Partners

Signature

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Burckhalter Elementary School

Site Number: 105

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

Date	Stakeholder Group	Engagement Description
9/1/2016	All Parents, Community Members and Staff	Distributed 15-16 SPSA at Annual Title I Back to School Night; invited parents, community to October 11, 2016 SSC Meeting; distributed Home-School Compact, Parent Involvement Policy
9/15/2016	All Parents	Presented review of Title I program at Burckhalter, discussed priorities aligned to 2015-2016 SPSA including Title I budget and Title I Parent budget; introduced TSA (Title I budget)
10/11/2016	SSC members	Invited all parents interested in becoming 16-17 SSC parent representatives; parents elected representatives and officers; discussed roles and responsibilities; reviewed and approved Home-School Compact and Parent Involvement Policy
11/15/2016	SSC members, Community members, partners	Presented 15-16 SPF; discussed alignment to SPSA and set goals to monitor including Reading (SRI) Math (SMI) and Attendance (Chronic Absenteeism)
1/26/2017	All Parents, Community Members and Staff	Hosted Family Literacy Night; shared SRI, SMI and Attendance Data to Date (Mid-Semester Check in)
2/21/2017	SSC members	Set priorities for 17-18 SPSA including Title I and Title I Parent budget (Approved budgets)
3/21/2017	SSC members	Members edited and revised 17-18 SPSA ; (3) priority areas after aligning with current data
5/9/2017	SSC members, Community members, partners	Approved 17-18 SPSA (Title I and Title I Parent budgets) re-approved, Assurance page signed by chairperson

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$43,624.33	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$110,062.54	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$250,315.71	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$43,538.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,458.03	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$44,996.03	\$0.00

PART A: ABOUT THE SCHOOL

School Description

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 members know 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 Common Core Standards-aligned 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 two years to make it an exciting, diverse community. Demographic shifts in the school population have included an increase in English Learners (6 percent), who speak Arabic, Spanish and Hmong; we are 12 percent Latino and 6 percent Asian. African American students make up more than 72 percent of the student population and Special Education (Autism) students make up another 15 percent, and the school is at an 80 percent National Lunch Program rate. OUSD statistics show that Burckhalter families account for 27 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. Burckhalter was awarded the Title I Achievement Award in 2011 and 2012! In 2016, Burckhalter 3rd, 4th and 5th graders made DOUBLE DIGIT gains in both reading and math, the ONLY school in OUSD to do so! Our goal every day is to ensure that all of our students are thriving - academically, socially, physically. We want it to be apparent, to anyone who walks through the door, that the students at Burckhalter are thriving.

School Mission and Vision

The mission of the Burckhalter Elementary School community is to create and maintain a learning environment that supports ALL students' needs and promotes their intellectual, interpersonal, and social growth. When we are successful, we equip our children to succeed in the dynamic, ever-changing world they live in. Based upon this mission and our continuous inquiry of our school's strengths and needs, we have developed the following THREE strategies that will guide Burckhalter Elementary School's site plan:

STRATEGY 1: Burckhalter Elementary School will become an urban full service community school where EVERY CHILD, EVERY DAY gains the confidence to become a positive 'can do' learner and THRIVE while in residence.

STRATEGY 2: Burckhalter Elementary School, in partnership with its children, families, community and Oakland Unified School District, guarantees each child an academically enriched education by providing rigorous instruction, integrating technology and the ARTS and challenging learning experiences.

STRATEGY 3: Burckhalter Elementary School will strive to build and maintain a cooperative link between home, school, and community. Additionally, we will provide on site mental health services, exceptional before and after school child care and other support services for children and families to build an environment that values children.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

For all 3rd-5th grade students assessed:
Increase SBAC ELA to at least 29%-moving from Yellow to Green Tier

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	32.50%	37.50%	42.50%

Other Leading Indicators for Literacy:

For all 1st grade students assessed: Increase Fountas and Pinnell (F & P) proficiency rate from 60% At/Above to at least 70% -Spring Administration
For 3rd-5th grade students assessed: Increase Scholastic Reading Inventory (SRI) proficiency rate to at least 50% proficiency

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
<p>Strengths</p> <ul style="list-style-type: none"> 11% Double Digit gain SBAC ELA (From 22%-33%) 20% Double Digit gain SBAC Math (From 13%-33%) African American proficiency rate increased from 16% to 28% (ELA) SBAC African American proficiency rate increased from 9% to 31% (Math) SBAC Math-SMI (October)- There are 12% of all 3rd-5th graders assessed are at end of year proficiency target; another 21% are on track to meet grade end of year grade level proficiency. Reading-SRI (October)-There are 25% of all 3rd-5th graders assessed are at end of year proficiency target; another 22% are on track to meet grade end of year grade level proficiency. 	<p>Challenges</p> <ul style="list-style-type: none"> 67% all 3rd-5th graders assessed were not proficient on SBAC-ELA 67% all 3rd-5th graders assessed were not proficient on SBAC-Math African American proficiency rate less than 40% on ELA and Math-SBAC Math-SMI (October-2016)-There are more than 80% of all 3rd-5th graders assessed are at least 2 or more years below grade level proficiency Reading-SRI (October-2016)- There are more than 60% of all 3rd-5th graders assessed are at least 2 or more years below grade level proficiency

ROOT CAUSE ANALYSIS

- Teachers used math pacing guide with fidelity;
- 3rd grade teachers planned weekly lessons;
- Reader's workshop and small group instruction implemented in all classrooms; teachers confer weekly and monitor lexile levels
- Assessed all students who were not at grade level proficiency (SRI/every 30 days)
- Used formative assessments to monitor student progress, revise and refine math instruction;
- Modifying and shortening assignments allowed for more in class, targeted support through small group instruction;
- 3rd graders had highest gains on SBAC

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

For all 3rd-5th grade students assessed:
Increase SBAC Math to at least 21%-move from Yellow to Green Tier

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	33.05%	38.05%	43.05%

Other Leading Indicators for Mathematics:

For all Kindergarten-5th grade students assessed: Increase Overall Score proficiency rate from 42% At/Above to at least 50%-Spring Administration
Math CEOU
For 3rd-5th grade students assessed: Increase Scholastic Math Inventory (SMI)
Grade Level Readiness rate from 22% at least 30%-Midyear Administration

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
<p>Strengths</p> <ul style="list-style-type: none"> • 11% Double Digit gain SBAC ELA (From 22%-33%) • 20% Double Digit gain SBAC Math (From 13%-33%) • African American proficiency rate increased from 16% to 28% (ELA) SBAC • African American proficiency rate increased from 9% to 31% (Math) SBAC • Math-SMI (October)- There are 12% of all 3rd-5th graders assessed are at end of year proficiency target; another 21% are on track to meet grade end of year grade level proficiency. • Reading-SRI (October)-There are 25% of all 3rd-5th graders assessed are at end of year proficiency target; another 22% are on track to meet grade end of year grade level proficiency. 	<p>Challenges</p> <ul style="list-style-type: none"> • 67% all 3rd-5th graders assessed were not proficient on SBAC-ELA • 67% all 3rd-5th graders assessed were not proficient on SBAC-Math • African American proficiency rate less than 40% on ELA and Math-SBAC • Math-SMI (October-2016)-There are more than 80% of all 3rd-5th graders assessed are at least 2 or more years below grade level proficiency • Reading-SRI (October-2016)- There are more than 60% of all 3rd-5th graders assessed are at least 2 or more years below grade level proficiency

ROOT CAUSE ANALYSIS

- Used data from Front Row and ST Math to provide timely math data to inform instruction
- Teachers used math pacing guide with fidelity;
- 3rd grade teachers planned weekly lessons; 3rd graders had highest gains on SBAC
- Math workshop and small group instruction implemented in all classrooms; teachers confer weekly and monitor proficiency levels
- Assessed all students who were not at grade level proficiency
- Used formative assessments to monitor student progress, revise and refine math instruction;
- Modifying and shortening assignments allowed for more in class, targeted support through small group instruction;
- Used data from Front Row and ST Math to provide timely reading and math data to inform instruction
- Not all students provided multiple opportunities to demonstrate proficiency on key grade level concepts;
- Not all tasks aligned to teaching points
- Do students have a bank of strategies to tackle problems? What data points to inform instruction-whole class, small group?

CULTURE & CLIMATE PRIORITY: **Chronic Absence**

SCHOOL GOAL for Chronic Absence:

Decrease chronic absenteeism and tardies to less than 10% by EOY

SCHOOL TARGETS for Chronic Absence:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	19.25%	18.75%	18.25%

Other Leading Indicators for Chronic Absence:

For all grades TK-5th Grade: Monitor Weekly Attendance Rate

NEEDS ASSESSMENT for Chronic Absence:

STRENGTHS	CHALLENGES
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<p>2015-2016 Student suspensions were less than 2%; Students have access to on-site Mental Health services, behavior referrals have decreased; Implemented agreed upon PBIS strategies school-wide; some staff members trained; Playworks monthly support and professional Development for staff; use of trained Playworks Junior Coaches (3rd-5th grade students) at recess help model and monitor appropriate student interactions during noon recess</p>	<p>There is an increase in referrals for on site Mental Health Support Chronic Absenteeism is more than 15%; tardiness is chronic as well</p>
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ROOT CAUSE ANALYSIS

End of Year (2015-2016) Chronic Absenteeism rate was 18%; Continued interventions are needed to decrease the Chronic Absenteeism rate (goal =>10%). Attendance team members, Ujima
 Afterschool program staff, Ann Martin Center staff, counseling intern and Response to Intervention staff work with families to ensure students come to school daily and on time.

Further challenges include increase in student tardiness, lack of an agreed upon and deliberate decision-making process driven by data needed to create a sustainable MTSS for students and resources (full time on site Resource Teacher, Social Worker, curriculum coaches, professional development in minimizing student "bullylike" behaviors that interfere with school-wide culture and climate and student learning.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Culture/Climate: Increase Percentage of Parents completing CHKS from 18% to at least 25%;
 Parents participate in at least (3) school-wide events annually

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent Participation Rate	All Students	18.40%	21.70%	25.00%

Other Leading Indicators for Family Engagement:

Monitor parent attendance rate at school-wide events; increase parent completion rate of CHKS from previous year

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
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<p>Hosted 4 School-wide school events; more than 50% of parents attended events; both Dad's Club and PTO meet on a monthly basis; SSC meets monthly to monitor school progress</p>	<p>Very low parent participation rate on CHKS; Only about 5% parents attend monthly Parent Teacher Organization (PTO) and Dad's Club meetings; limited number of Parent Education classes offered throughout the year</p>
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ROOT CAUSE ANALYSIS

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Literacy:</p>	<p>If we (teachers and administrator) ensure that every lesson is planned using Common Core State Standards-based curricula, is rigorous, that teaching points are aligned to tasks, is taught in a differentiated manner designed to meet the learning needs of each student, and progress monitored with both formative and summative assessments (SRI, F & P, Front Row, Reading Assistant, Illuminate assessments) then we will accelerate learning and close the identified achievement gaps of all students especially Title I, English Learners and Foster Youth resulting in a higher percentage of students achieving proficiency on ELA SBAC (3rd-5th) moving from 33% (green tier) to at least 40% (blue tier).</p>
<p>SCHOOL THEORY OF ACTION for Mathematics:</p>	<p>If we (teachers and administrator) ensure that every lesson is planned using Common Core State Standards-based curricula, is rigorous, that teaching points are aligned to tasks, is taught in a differentiated manner designed to meet the learning needs of each student, and progress monitored with both formative and summative assessments (SMI, CEOU's , Front Row, ST Math, Illuminate assessments) then we will accelerate learning and close the identified achievement gaps of all students especially Title I , English Learners and Foster Youth resulting in a higher percentage of students achieving proficiency on ELA SBAC (3rd-5th) moving from 33% (green tier) to at least 40% (blue tier).</p>
<p>SCHOOL THEORY OF ACTION for Chronic Absence:</p>	<p>If we teach SEL Skills and strategies to ensure that Burckhalter Elementary School and EVERY classroom is safe and welcoming, nurturing and engaging; engage parents in the importance of attending school EVERYDAY (incentivizing attendance) and closely monitor daily attendance to interrupt chronic absenteeism, then of all students especially Title I , English Learners and Foster Youth will want to come to school every day and the chronic absenteeism rate will decrease to less than 10% by June 2018.</p>
<p>SCHOOL THEORY OF ACTION for Family Engagement:</p>	<p>If we (Burckhalter Elementary School Staff) create and maintain a positive and welcoming school environment, include parents in school decision-making and increase opportunities for parents to engage with staff and each other throughout the school year, then all students especially Title I , English Learners and Foster Youth will benefit from better and increased academic, socio-emotional and interpersonal outcomes.</p>

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Tier 1 implementation ensures all students are introduced to and immersed daily in key elements of Balanced Literacy; all 3rd-5th grade students read at least 50% of Informational text; reading and writing strategies are explicitly taught; and students closely analyze text with evidence to back up their claims and conclusions. Teaching Points match Student tasks. Rigorous software and hardware are integrated daily to ensure student facility with SBAC assessment model; ELLs are provided scaffolds to access curriculum; and professional development and observation and feedback meets the needs of all teachers.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers learn to identify grade level Common Core State Standards (CCSS-Mathematics, ELA, Writing); teachers ensure they are teaching anchor standards aligned to grade level proficiency targets	2017-2018 Professional Development calendar aligned to deepening knowledge of CCSS's, anchor standards and aligning teaching points to tasks; Principal, Intervention Teacher and/or Leadership Team lead site-based PD aligned to site-based focus areas	Hire 1.0 Instructional Teacher Leader (ITL) whose responsibilities include aligning PD for teachers to increase understanding and implementation of CCSS's, anchor standards and teaching points to task alignment. Other responsibilities include closely monitoring student progress in core curricular areas (Balanced Literacy, Blended Learning, Formative assessments, interventions).
1-2	Teachers implement key elements of Reader's Workshop daily; Teaching Points (TP) match student task	Principal closely monitors small group work during Reader's Workshop; daily Teaching Points match student tasks when assessed during 1 to 1 conferring.	Weekly PLC Collaboration for data analysis and planning- budget for release time; "protected time" is set aside for teachers to analyze data together.
1-3	Teachers will begin to differentiate between tasks that require thinking and reasoning and those that require the application of previously learned rules and procedures	Teachers examine Depth of Knowledge (DOK) tasks to deepen understanding; DOK tasks used as a tool to help plan instruction and assessments with a focus on rigor and relevance.	Site-based Professional Development aligned to deepening knowledge of Webb's Depth of Knowledge (DOK); in PLC's teachers develop DOK tasks and use these as student assessments
1-4	Teachers ensure ELLs are provided scaffolds to access Common Core curriculum; teachers familiarize themselves with Guided Language Acquisition Design (GLAD) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	PLC's analyze the detailed assessment scores (SRI, SMI, SBAC and CELDT test data) of ELLs in order to get a better sense of what they need instructionally.	Weekly PLC Collaboration for data analysis and planning- budget for release time; "protected time" is set aside for teachers to analyze data together.
1-5	Teachers explicitly teach reading and writing strategies; teachers administer writing assessments each trimester and score them collectively using a common rubric	Leadership, including Instructional Teacher Leader, ensures students receive regular brief reading assessments so that their reading growth can be monitored (Front Row, Illuminate CCSS assessments) .	Student reading is monitored through a series of regularly timed assessments (e. g. SRI administration every 30 days; ongoing F&P progress monitoring).

1-6	Teachers organize classroom environments that are nurturing and engaging so children want to come to school every day. Classrooms are organized to ensure that there are multiple opportunities for students, particularly African American males, to move around and interact with peers.	Leadership Team, circuit and grade level teams will observe classrooms and provide feedback to ensure that every classroom is emotionally safe, clean, comfortable, provides opportunities for students to move around, access to learning materials, stimulates learning and help build warm classroom communities.	Provide resources, including prioritizing budget resources, to create classroom environments that are warm, nurturing and inviting.
1-7	Teachers organize classroom environments that create multiple opportunities for GATE identified students.	Leadership Team lead PLC meetings and Professional Development to help teachers create and implement individualized acceleration plans and identify instructional materials needed for GATE identified students.	Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students.
1-8	Teachers create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas.	Blended Learning opportunities integrating technology (software, hardware) is utilized to respond to GATE students' needs (acceleration).	Purchase technology (software, hardware) and create Blended Learning opportunities to respond to GATE students' needs (acceleration)
1-9	Teachers provide extended learning time (e.g. before and/or afterschool tutoring) to targeted student groups including Low Income students and ELL's not meeting grade level CCSS.	Provide teacher stipends for extended learning.	Partner with Ujima Foundation to provide quality academic intervention and broader enrichment supports after school. Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.
1-10	Teachers employ differentiated instructional strategies to meet the needs of targeted student groups including Foster and Homeless Youth, ELL's, GATE and African American males.	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE).	Provide emotional and social interventions for all students, including Foster Youth and Transitional youth who are not "thriving" (e.g. Provide access to key family and individualized counseling support via Ann Martin Center).
1-11	Teachers ensure students have access to Informational Texts; students read at least 50% Informational texts in grades 2nd-5th grades	Leadership provides resources (e.g. Informational Texts, NewsELA) for student access	Resources budgeted for Informational texts, high interest articles, supplemental materials, software, etc.)
1-12	TK and Kindergarten teachers will host Spring Orientation/Open House for incoming TK and Kindergarten parents to welcome students and families to school.	Calendar TK, Kindergarten Orientation/Open House for incoming families. Share priorities with families (e.g. Daily, On Time Attendance)	Set clear student achievement goals, aligned to grade level standards, for TK, Kindergarten families; calendar Academic Family Nights (1 per trimester) that allow families to monitor progress towards these goals

1-13	Teachers host Trimester Grade Level meetings with families to provide opportunities for Family Engagement	Calendar Grade Level Meetings for all families. Share priorities with families (e.g. CCSS, Daily, On Time Attendance)	Set clear student achievement goals for all students, aligned to grade level CCSS; calendar Academic Family Nights (1 per trimester) that allow families to monitor progress towards these goals
1-14	Teachers employ differentiated instructional strategies to meet the needs of targeted student groups including ELL's, Foster and Homeless Youth	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs (e.g. Foster and Homeless Youth).	Provide resources, including prioritizing budget resources, to meet the needs of Foster and Homeless Youth.
1-15	Teachers create, implement, monitor and revise Individual Education (IEP) plans and differentiated strategies for those students who have disabilities to ensure their individual needs are met.	Leadership will provide resources and access to instructional technology to support students disabilities in Special Day Classes (SDC) classrooms as well as students in regular classes with IEP's.	Provide resources, including prioritizing budget resources to meet the needs of students with disabilities.
1-16	Teachers organize classroom environments that are nurturing and engaging so children want to come to school every day. Classrooms are organized to ensure that there are multiple opportunities for students, particularly Low Income males, to move around and interact with peers.	Leadership Team, circuit and grade level teams will observe classrooms and provide feedback to ensure that every classroom is emotionally safe, clean, comfortable, provides opportunities for students to move around, access to learning materials, stimulates learning and help build warm classroom communities.	Provide resources, including prioritizing budget resources, to create classroom environments that are warm, nurturing and inviting; focus on practices that INCREASE Average Daily Attendance and DECREASE Chronic Absenteeism.

Improvement Strategy #2:	During Mathematics, Reading, and English Language Arts instruction for all students, students rotate on a fixed schedule between a learning lab and use of Chromebooks used entirely for online learning and a classroom used for other learning modalities. During the classroom period, A BALANCED LITERACY model is implemented, specifically quality mini-lessons and Reading, Writing and Mathematics Workshops.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	All teachers will use CELDT, SRI, SMI, F & P, Front Row and Math (EOC) data regularly to better tailor instruction for English Language Learners.	Principal and Leadership Team (Teacher leaders, ITL) will provide "real time data" to teachers to guide classroom instruction through regular feedback aligned to school goals	Grade Level daily schedules with a literacy block
2-2	All teachers will implement workshop model in Reading, Writing and Mathematics that follows agreed upon model (Interactive Readaloud, mini-lesson, independent reading, guided and shared reading, and regular assessments)	Principal will provide regular observation and feedback around "Workshops", specifically how to confer with students effectively	Weekly PLC Collaboration for data analysis and planning- budget for release time; regular time is set aside for teachers to analyze data together

2-3	All teachers use reading records (F & P) to pinpoint EXACTLY where students are and use this data to individualize instruction in small group settings.	Principal and ILT will ensure teachers are provided with professional learning opportunities (e.g. attendance at conferences, retreats, peer observations, video-taping of practices) to deepen and refine their skills; ILT will plan PD in areas of Balanced Literacy.	School calendar/schedule/resources allows for teachers to have time to assess each student and use this data to inform planning for instruction.
2-4	All teachers will ensure students are provided the results of all assessment data. All teachers will set individual student goals to track each student's reading, writing and mathematics growth and confer with students to set next level of goals (monthly)	Principal will closely monitor small group work during Reader's Workshop to ensure teachers become proficient in 1 to 1 conferring, guided reading and assessing student progress (F&P)	Teachers will receive differentiated PD during monthly Wednesday Workshop on Reader's Workshop/BAL components related to data results
2-5	All teachers will engage in 4x annual data conference and cycle of inquiry around F&P, SRI data points	Principal and ILT create and utilize weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation	Hire ITL (credentialed) to support ALL students during Blended Learning Block. ITL will support students in class and in small group intervention groups. ITL will also provide Professional Development to teachers to fully implement adopted software equitably and consistently.
2-6	All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and increase student achievement in literacy (Front Row math, ST Math, Reading Assistant. for targeted students groups including Low Income students, ELL's, and Foster Youth .	Principal and teachers will create grade level plan to track goals across the year; check in will be 3X/year @ data conferences	Supplemental materials (e.g. Standards Plus) aligned to Common Core standards are utilized to give students opportunities to engage with SBAC aligned assessments and provide opportunities to apply their learning
2-7	All teachers administer SMI for targeted students not currently at proficiency (grades 3-5) every 30 days to monitor progress toward grade level goals	Provide protected time for weekly PLC planning using all relevant data including SMI, Front Row math, ST Math, etc.	Both ILT and 0.6 Prep Teacher to provide "during the day" release time for teacher planning aligned to data
2-8	All teachers will ensure students are aware of their reading Lexile levels and students select "just right books" during independent reading time	Principal closely monitors classroom instruction and provides targeted feedback	Purchase Informational texts and other books to provide students with rigorous, high quality, lexile aligned reading books
2-9	Teachers participate in professional learning that includes OUSD sponsored trainings, conferences, etc.	Principal and ILT will ensure teachers are provided with professional learning opportunities (e.g. attendance at conferences, retreats, peer observations, video-taping of practices) to deepen and refine their skills; ILT will plan PD in areas of Balanced Literacy.	Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.

2-10	Teachers ensure students not at grade level are provided additional time (extended time) to master core skills, targeting especially ELL's, Foster Youth and Low Income students.	Provide teacher stipends for extended learning.	Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.
2-11	Afterschool Teacher Liason provides PD for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	Provide teacher stipends for PD	Partner with Ujimaa Foundation to provide quality academic intervention and broader enrichment supports after school. Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.
2-12	TK and Kindergarten teachers will host Spring Orientation/Open House for incoming TK and Kindergarten parents to welcome students and families to school	Calendar TK, Kindergarten Orientation/Open House for incoming families. Share priorities with families (e.g. Daily, On Time Attendance)	Set clear student attendance and achievement goals for TK, Kindergarten families that are public; create and share a calendar that allows us to monitor progress towards these goals.
2-13	TK and Kindergarten students have access to blended learning high quality software (ST Math, Front Row) to ensure students are prepared for transition to Kindergarten and 1st grade	Create calendar and Blended Learning Block to ensure students have access to high quality software that accelerates learning. Share priorities with families (e.g. Daily, On Time Attendance)	Hire 1.0 Instructional Leadership teacher to provide PD to strengthen technology competency for all teachers.
2-14	Teachers create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas	Blended Learning opportunities integrating technology (software, hardware) is utilized to respond to GATE students' needs (acceleration)	Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students.
2-15	Teachers create, implement, monitor and revise Individual Education (IEP) plans and differentiated strategies for those students who have disabilities to ensure their individual needs are met.	Leadership will provide resources and access to instructional technology to support students disabilities in Special Day Classes (SDC) classrooms as well as students in regular classes with IEP's.	Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of students of disabilities.
2-16	Teachers organize classroom environments that are nurturing and engaging so children want to come to school every day. Classrooms are organized to ensure that there are multiple opportunities for students, particularly Low Income students, to move around and interact with peers appropriately helping them to build and sustain positive relationships.	Leadership Team, circuit and grade level teams will observe classrooms and provide feedback to ensure that every classroom is emotionally safe, clean, comfortable, provides opportunities for students to move around, access to learning materials, stimulates learning and help build warm classroom communities.	Provide resources, including prioritizing budget resources, to create classroom environments that are warm, nurturing and inviting; focus on practices that INCREASE Average Daily Attendance and DECREASE Chronic Absenteeism.

Improvement Strategy #3:	Multi-Tiered Systems of Support-Tier 1, 2, and 3 systems are established for school culture and academic acceleration and are agreed upon and followed by all team-members. Through continued refinement of school vision, engage ALL members of the school community to create an agreed upon and deliberate decision-making process driven by data for a sustainable MTSS -Tier 1 for students and prioritize resources necessary. Consider "how we want to do things here" and create the conditions necessary for an "Engaged School", one one that allows all members of the school community to thrive. Develop school wide practices that cultivate student engagement. Develop a shared vision that defines what success looks like at Burckhalter. Identify core values and schoolwide practices that cultivate student engagement and achievement.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will use common warning steps outlined on Universal Referral Form (URF) to redirect "off task" student behavior.	Leadership Team will research and develop school wide practices that cultivate student positive engagement; Monitor student behavioral referrals.	Create Student/Parent handbook that includes school-wide behavioral expectations.
3-2	Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best.	Principal and ILT complete self-assessment and use data to create, implement staff development aligned to site-based, school-wide SEL needs	Provide support and resources to Parent Teacher Organization (PTO) to increase parent participation in school-wide programs.
3-3	Teachers create instructional plans that facilitate "bell-to-bell" teaching and learning.	Leadership Team members will conduct classroom walkthroughs to collect evidence of effective student engagement and positive discipline strategies to share schoolwide.	Include parent members of School Site Council (SSC) and PTO as core group of parents to help develop school-wide handbook identifying commonly agreed upon behavioral expectations.
3-4	Teachers, working in teams, develop written, common classroom motivation and management plans. These plans are communicated in writing to parents and students, explained orally and posted in classrooms permanently.	Principal will monitor classrooms daily and provide feedback to staff on effective engagement and culture practices.	Partner with Ujima ASP to survey parents and use data to host a minimum of (3) parent workshops annually.
3-5	Teachers produce and share progress reports with parents and students, that include feedback regarding student conduct.	Staff participate in yearlong Positive Behavior Interventions and Supports (PBIS) PD; assess year 1 progress and create Year 2 goals; implement plan; explicitly teach positive and appropriate behaviors to all students	Increase student safety and minimize negative peer-to-peer interactions during recess; Increase student safety and minimize negative peer-to-peer interactions during recess.
3-6	Teacher create behavior improvement plans for students who repeat negative behaviors.	Noon Supervisor and Playworks coach train Junior Coaches in Conflict Management strategies to reduce negative verbal and physical interactions	Contract with Playworks, purchase resources, incentive materials, food and refreshments for student trainings

3-7			
3-8	Teachers work collaboratively to support each other and monitor progress and growth toward identified core beliefs.	Principal will ensure learning environments have all necessary supplies.	All students have access to on site behavioral resources including mental health staff and counseling services (i.e. Ann Martin Center staff and/or counseling intern).
3-9	Teachers will take attendance daily.	Members of the Attendance Team will meet with parent/families of each "At Risk" of being chronically absent after each absence.	Create Attendance Improvement Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits.
3-10	Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for ELL's, Foster and Homeless Youth	Leadership Team will identify high leverage academic and behavioral interventions, aligned to data, to target ELL, Foster and Homeless students' needs.	Enlist the support of Community Engagement Specialist (CES) to support culture and climate priorities; 1st-5th grade students meet in weekly "Rap Session" to address student problems and resolve conflicts;
3-11	Afterschool Teacher Liason provides PD in core teaching areas for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	Explicitly teach positive and appropriate behaviors to all enrolled Ujimaa ASP students	Partner with Ujimaa Foundation to identify resources to support positive and appropriate behaviors. Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.
3-12	Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for GATE identified students	Leadership Team will identify high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE).	Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students.
3-13	Explicitly teach positive and appropriate behaviors to all students beginning in TK, Kindergarten; reteach often Tier 2 and Tier 3 students	Calendar monthly and trimester celebrations to recognize students academically, with perfect and improved attendance and good and improved citizenship beginning in TK-Kindergarten	Host regular celebrations for families aligned to improved academic achievement, attendance and positive behaviors. Purchase resources, incentive materials, food and refreshments for student recognition

3-14	Staff describes the expectations for student behavior and conduct and outlines the procedures to be followed when these expectations are not met.	Leadership Team, with input from PTO, create a Burckhalter Student/Family Handbook	Publish and distribute Parent/Family Handbook (2017-2018). Use policies and procedures contained within to guide student behaviors while at Burckhalter Elementary School.
3-15	Teachers create, implement, monitor and revise Individual Education (IEP) plans and differentiated strategies for those students who have disabilities to ensure their individual needs are met.	Leadership will provide resources and access to instructional technology to support students disabilities in Special Day Classes (SDC) classrooms as well as students in regular classes with IEP's.	Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students.
3-16	Teachers organize classroom environments that are nurturing and engaging so children want to come to school every day. Classrooms are organized to ensure that there are multiple opportunities for students, particularly Low Income students, to move around and interact with peers appropriately helping them to build and sustain positive relationships.	Leadership Team, circuit and grade level teams will observe classrooms and provide feedback to ensure that every classroom is emotionally safe, clean, comfortable, provides opportunities for students to move around, access to learning materials, stimulates learning and help build warm classroom communities.	Provide resources, including prioritizing budget resources, to create classroom environments that are warm, nurturing and inviting; focus on practices that INCREASE Average Daily Attendance and DECREASE Chronic Absenteeism.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

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

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

105

School:

Burckhalter Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Funds to support afterschool program including teacher, coordinator and teacher liasion salaries; materials and supplies to fund daily program.	Partner with Ujima Foundation to provide quality academic intervention and broader enrichment supports after school. Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.	A1.6: After School Programs	5825				105-1
\$4,500.00	General Purpose Discretionary	Substitutes to release teachers for planning and professional development	Provide protected time for weekly PLC planning using all relevant data including SMI, Front Row math, ST Math, etc.	A2.5: Teacher Professional Development for CCSS & NGSS	1150				105-2
\$3,000.00	General Purpose Discretionary	Assemblies	Enlist the support of Community Engagement Spacialist (CES) to support culture and climate priorities; 1st-5th grade students meet in weekly "Rap Session" to address student problems and resolve conflicts;	A5.1: School Culture & Ciimate (Safe & Supportive Schools)	5828				105-3
\$10,499.33	General Purpose Discretionary	Supplies needed for 17-18 calendar year (paper, ink, pencils, etc)	Provide resources, including prioritizing budget resources, to create classroom environments that are warm, nurturing and inviting.	A2.3: Standards-Aligned Learning Materials	4310				105-4
\$5,500.00	General Purpose Discretionary	Fund copiers for daily use	Principal will ensure learning environments have all necessary supplies.	A2.1: Implementation of CCSS & NGSS	5610				105-5
\$5,000.00	General Purpose Discretionary	Fund transportation to/from school approved field trips.	Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	A2.1: Implementation of CCSS & NGSS	5826				105-6
\$15,000.00	General Purpose Discretionary	Fund outdoor education opportunities for students (Mission Springs, Camp Arroyo, Oakland zoo, Chabot)	Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	A2.1: Implementation of CCSS & NGSS	5829				105-7
\$125.00	General Purpose Discretionary	Purchase postage for flyers, invitations, etc. for incoing TK-5th grade families; increases family engagement	Host regular celebrations for families aligned to improved academic achievement, arrendance and positive behaviors. Purchase resources, incentive materials, food and refreshments for student recognition	A6.5: Academic Parent-Teacher Communication & Workshops	5910				105-8
\$59,188.55	LCFF Supplemental	TSA to support academic acceleration	Teachers explicitly teach reading and writing strategies; teachers administer writing assessments each trimester and score them collectively using a common rubric	A3.2: Reading Intervention	2100	10 MONTH CLASSROOM TSA	C10TSA0200	0.60	105-9
\$5,000.00	LCFF Supplemental	Extended day/enrichment for struggling readers to receive small group acceleration	Teachers provide extended learning time (e.g. before and/or afterschool tutoring) to students not meeting grade level CCSS.	A3.2: Reading Intervention	1120				105-10

\$20,873.99	LCFF Supplemental	Books for classroom library collection and book sets for small group guided reading and literature circles	Resources budgeted for Informational texts, high interest articles, supplemental materials, software, etc.)	A2.3: Standards-Aligned Learning Materials	4200					105-11
\$25,000.00	LCFF Supplemental	Family engagement, incentives, and awards focused on reading campaigns and achievement	Teachers host Trimester Grade Level meetings with families to provide opportunities for Family Engagement	A3.3: Family Engagement focused on Literacy Development	5825					105-12
\$5,000.00	Measure G: TGDS	Stipends for teachers to participate in after hours Instructional Leadership PD, trainings, etc.	Provide teacher stipends for PD	A3.2: Reading Intervention	1120					105-13
\$6,638.15	Measure G: TGDS	Provide opportunity for teachers to participate in conferences (travel, fees,)	Teachers participate in professional learning that includes OUSD sponsored trainings, conferences, etc.	A2.5: Teacher Professional Development for CCSS & NGSS	5520					105-14
\$3,300.00	Supplemental Program Investment	Fund on site EXCEL Reading clinic for identified students (2X/week)	Provide resources, including prioritizing budget resources, to meet the needs of Foster and Homeless Youth.	A3.2: Reading Intervention	5825					105-15
\$8,000.00	Supplemental Program Investment	Fund 1 day/week Mental Health Intern	Provide emotional and social interventions for all students, including Foster Youth and Transitional youth who are not "thriving" (e.g. Provide access to key family and individualized counseling support via Ann Martin Center).	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825					105-16
\$7,825.00	Supplemental Program Investment	Fund software for 2017-18 year including ST Math, Starfall, Front Row Education	Blended Learning opportunities integrating technology (software, hardware) is utilized to respond to GATE students' needs (acceleration).	A3.1: Blended Learning	5846					105-17
\$4,078.96	Title I Basic	Supplemental materials including Wordly Wise	Supplemental materials (e.g. Standards Plus) aligned to Common Core standards are utilized to give students opportunities to engage with SBAC aligned assessments and provide opportunities to apply their learning	A2.3: Standards-Aligned Learning Materials	4200					105-18
\$39,459.04	Title I Basic	TSA to support academic acceleration	Teachers explicitly teach reading and writing strategies; teachers administer writing assessments each trimester and score them collectively using a common rubric	A3.2: Reading Intervention		10 MONTH CLASSROOM TSA	C10TSA0200	0.40		105-19
\$1,458.03	Title I Parent Participation	Supplies to support the Parent room including paper, pencils, etc.	Leadership Team, with input from PTO, create a Burckhalter Student/Family Handbook	A6.5: Academic Parent-Teacher Communication & Workshops	4310					105-20

Burckhalter Elementary School, Parent and Student Compact

Burckhalter Elementary School and the parents of enrolled Burckhalter Elementary School students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School, Parent and Student Compact is in effect during the 2016-2017 school year.

School Responsibilities —

Burckhalter Elementary School will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

*All teachers will utilize the district adopted **Common Core** curriculum and implement effective instructional strategies that will ensure that all students are successful in their grade level. All teachers will teach towards the grade level standards and provide differentiated instruction so that all students have equal access to actively participating in the classroom.*

- **Calendar and host parent-teacher conferences at the end of the 1st trimester and as requested by either parent or teacher for the remainder of the school year. During these conferences this compact will be discussed as it relates to the individual child's achievement.**

During the conference, the teacher will discuss the individual child's academic and social achievement. Parents and/or teachers can request additional conferences based upon student needs.

- **Provide parents with frequent reports on their children's progress.**

Formal report cards are provided (3) times during the academic school year. Each parent will receive a progress report prior to the end of the 1st report card period. On other occasions, teachers keep parents informed about their child's progress either by one-on-one meetings, phone calls, texts and/ or written notes.

- **Provide parents reasonable access to staff.**

Teachers are available to speak with parents either before school, after school or by appointment.

- **Provide opportunities for parents to volunteer and to participate and to observe classroom activities in their child's class.**

Parents are encouraged to volunteer, participate and observe in the classroom. Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for an extended period of time. Parents must sign-in in the main office before entering the classroom as part of the education code.

Parent Responsibilities —

We, as parents, will support our children's learning in the following ways:

- *Sign in at the main office for ALL school visits;*
- *Follow ALL Burckhalter Elementary School rules to ensure safety for all community members;*
- *Bring my child to school on time;*
- *Attend school meetings (e.g. PTO, dad's Club, SSC, Title I, etc.);*
- *Make sure my child does his/her homework;*
- *Read/listen to ALL school-wide communications (e.g. school calendars, monthly newsletters, "robo" calls, texts, etc.,)*
- *Check my child's homework everyday;*
- *Keep in touch with the teacher;*
- *Talk to my child at home about school;*
- *Make sure my child eats well;*
- *Pick-up my child from school on time;*
- *Limit "non-educational" computer screen time*
- *Check and clean my child's backpack regularly and,*
- *Work to keep other parents informed about important school-wide important events by helping to create a better communication system between classroom-school-home (for example, becoming a room parent; creating and participating in the phone tree)*

Student Responsibilities —

We, as students, will share the responsibility to improve our academic achievement and meet the State of California's academic standards. We will:

- *Follow all Burckhalter rules and norms;*
- *Do my homework every day;*
- *Ask for help when I need it;*
- *Read for at least 15 minutes every day, outside of school (Kindergarten, 1st and 2nd grade students)*
- *Read for at least 20 minutes every day, outside of school (3rd, 4th and 5th grade students)*

School Site Council Membership Roster – Elementary

School Name: Burckhalter

School Year: 2016-2017

Chairperson : <p style="text-align: center;">Brittany Walker-Pettigrew</p>	Vice Chairperson: <p style="text-align: center;">Erich Butler Sr.</p>
Secretary: <p style="text-align: center;">Carin Geathers</p>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

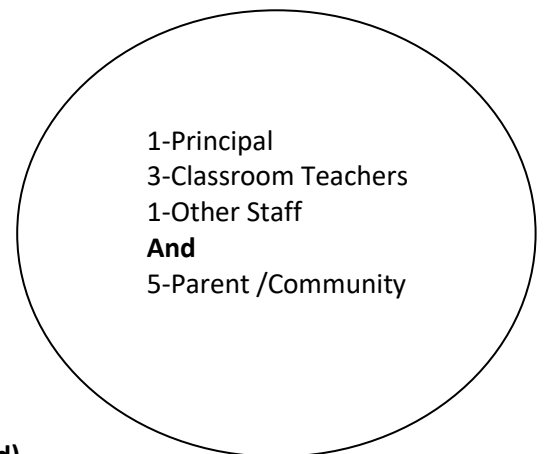
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Charlene Blanson				X
Erich Butler Sr.			X	
Daria Espinoza				X
Carin Gethers	X			
Lillie Hayes-Staples		X		
Tammy Hernandez				X
Kathy Konrady		X		
Lillie Manning		X		
Brittany Walker -Pettigrew				X
Jon Pettigrew				X

Meeting Schedule (day/month/time)	SSC Meets Every 2nd Tuesday/Month 5:30-7:00pm
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SSC Legal Requirements: (Ed. Code 52852)

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



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.

approved 10/11/16



Title I School Parental Involvement Policy 2016-17

(Blue fonts indicate an area that needs to be completed)

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:
(Name of school)

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Calendar and invite parents to the monthly School Site Council (SSC) meetings to provide regular updates on Title I budget, programs and progress on school-wide goals. Input will be solicited to revise and create Title I programs.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

In addition to monthly SSC meetings, calendar and host State of the School Meeting (Semester) to provide parents with Title I updates and budget accountability.

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Calendar and invite parents to the monthly School Site Council (SSC) meetings to provide regular updates on Title I budget, programs and progress on school-wide goals. Input will be solicited to revise and create Title I programs.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Publish SSC minutes and have copies available in the main office.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Calendar and host Back to School Night, Parent Literacy Nights (October), Parent/Teacher/Student conferences (1st trimester) and Open House (May).

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Calendar and host Back to School Night, Parent Literacy Nights (October), Parent/Teacher/Student conferences (1st trimester) and Open House (May).

School-Parent Compact

(Name of school) Burckhalter Elementary School

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Burckhalter Elementary School

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

Calendar and host at least 4 parent involvement meetings per year that include but are not limited to: Back to School Night, Parent Literacy Nights (October), Parent/Teacher/Student conferences (1st trimester) and Open House (May).

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Calendar and host at least 4 parent involvement meetings per year that include but are not limited to: Back to School Night, Parent Literacy Nights (October), Parent/Teacher/Student conferences (1st trimester) and Open House (May).. Copies of all textbooks, workbooks, CCSS, and grade-level proficiency standards are available for review in classrooms.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Calendar and host at least 4 parent involvement meetings per year that include but are not limited to: Back to School Night, Parent Literacy Nights (October), Parent/Teacher/Student conferences (1st trimester) and Open House (May).



- 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.
(In the box below, briefly describe or bullet how this happens at your schools.)

Calendar and host at least 4 parent involvement meetings per year that include but are not limited to: Back to School Night, Parent Literacy Nights (October), Parent/Teacher/Student conferences (1st trimester) and Open House (May).

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Calendar and host at least 4 parent involvement meetings per year including: Back to School Night, Parent Literacy Nights (October), Parent/Teacher/Student conferences (1st trimester). Parents will receive copies of documents in their home language upon request.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Calendar and host at least 4 parent involvement meetings per year including: Back to School Night, Parent Literacy Nights (October), Parent/Teacher/Student conferences (1st trimester). Input from parents will be encouraged and solicited.

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.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents will receive copies of documents in their home language and interpreters at meetings upon request including at Back to School Night, Parent Literacy Nights (October), Parent/Teacher/Student conferences (1st trimester).



Adoption

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

This policy was adopted by the (Name of School) Burckhalter School Site Council on (Date) 10/11/16 and will be in effect for the 2016-17 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 (Name of school) Burckhalter Elementary'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)

10.11.16

(Date)