

| Board Office Use: Legislative File Info. | |
|--|----------------|
| File ID Number | 21-2091 |
| Introduction Date | 10/13/21 |
| Enactment Number | 21-1596 |
| 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 Burckhalter 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 Burckhalter Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Burckhalter Elementary School
CDS Code: 1612596001689
Principal: Carin Geathers
Date of this revision: 3/25/2021

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:

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| Contact: Carin Geathers | Position: Principal |
| Address: 3994 Burckhalter Avenue Oakland, CA 94605 | Telephone: 510-729-7700 Email: carin.geathers@ousd.org |

The School Site Council recommended this revision of the SPSA for Board approval on: 3/25/2021

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: Burckhalter Elementary School

Site Number: 105

- | | | |
|--|--|---|
| <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 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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: 3/25/2021

- 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:

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|---|---|
| Carin Geathers <i>Principal</i> | <i>Carin Geathers</i> Signature |
| Brittant Walker-Pettigrew <i>SSC Chairperson</i> | <i>Brittany Walker-Pettigrew</i> Signature |
| Monica Thomas <i>Network Superintendent</i> | <i>[Signature]</i> Signature |
| Lisa Spielman <i>Director, Strategic Resource Planning</i> | <i>Lisa Spielman</i> Signature |

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|-----------------------------|
| <u>3/26/2021</u> Date |
| <u>3/26/2021</u> Date |
| <u>June 9, 2021</u> Date |
| <u>6/9/2021</u> Date |

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|------------|---|--|
| 10/13/2020 | Parents, Staff, Community members in attendance | SSC Parent Elections held; Overview of SSC responsibilities shared with parents, community members in attendance |
| 10/20/2020 | SSC Elected Members, parents, community members | Shared priority goals with all parents, staff, community members, and visitors in attendance (SSC Established) |
| 11/12/2020 | SSC Elected Members, parents, community members | 20-21 SPSA shared, Title I budget reviewed, decided how Title I and Title I parent monies would be used to support Distance Learning |
| 12/15/2020 | SSC Elected Members, parents, community members | Reviewed, identified and agreed upon 21-22 Schoolwide goals and priorities; discussed effective Tier I, Tier II and Tier III strategies and new instructional strategies and curriculum (EL ED-Reading, SIPPS, iReady, Conceptual Understanding-Mathematics) |
| 3/16/2021 | SSC Elected Members, parents, community members | Final 21-22 SPSA reviewed after necessary revisions completed; SSC voted to approve 21-22 SPSA and adopted Title I budget. |
| 3/25/2021 | SSC Elected Members, parents, community members | Conducted final walkthrough of SSC documentation, 3/26/2021 signed (virtual) Assurance page (after Title I review completed) |
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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 | \$64,780.00 |
| 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 | \$388,925.00 |

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) | \$59,250.00 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$10,200.00 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$1,580.00 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$124,950.00 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0.00 | TBD | Local Control Funding Formula Concentration Grant (LCFF Concentration #0003) | \$22,050.00 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$3,950.00 | 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) | \$0.00 | 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: | \$64,780.00 | \$0.00 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$324,145.00 | \$0.00 |

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|--|---------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$388,925.00 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

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

1A: ABOUT THE SCHOOL

School: Burckhalter Elementary School

School ID: 105

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.

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

| <p>Focus Areas: ELA/SIPPS/Mathematics</p> | <p>Priority Strengths</p> | <p>Root Causes of Strengths</p> |
|--|---|---|
| <p><i>College/Career Readiness</i></p> | <p>MidYear Assessment Data K-5 =22% AT/Above (i-Ready) 1st Grade=28% At/Above (i-Ready) 3rd-5th Grade=27% At/Above proficiency (RI) 5th Grade 38% At/Above Proficiency (RI)</p> | <p>After initial IReady and SIPPS assessments, Kindergarten-2nd grade students receive accelerated phonics support in small groups (SIPPS), K-5 weekly training and professional development in SIPPS (TSA) and EL Education Reading (OUSD) ongoing professional development and support for K-2 teachers; all K-5 teachers SIPPS and EL Education trained; teachers implement, assess and progress monitor lessons; K-1 students received accelerated support to learn Letter Names, Letter Sound and Sight Words; Students progress regularly monitored monthly; Small group instruction ensures students receive targeted support; EL Education reading curriculum provides daily opportunities for students to engage with complex texts;</p> |
| <p><i>Focal Student Supports</i></p> | <p>Targeted Interventions and Aligned Curriculum (K-5 SIPPS implementation, small group instruction, weekly SIPPS and reading tutoring, weekly Professional Development (PD) targeted at strengthening grade level instruction; On Site Mental Health Services (Seneca) provide targeted support for Tier II/III students; English Language Learners and Students with IEP's receive differentiated academic/behavioral supports</p> | <p>School-Wide participation in EL Education Reading cohort (2) provides ongoing professional development and support for K-5 teachers; site has centrally paid and well trained SIPPS TSA; Teachers receive SIPPS training, coaching weekly; consistent implementation of SIPPS in all K-5 classes; students have multiple opportunities to engage with Complex Texts and Close Reading strategies; 100% of all classes implement daily aligned reading</p> |

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| <p><i>Student/Family Supports</i></p> | <p>90% Attendance rate (Midyear 20-21) >10% Chronic absenteeism rate (decrease from 52% 20-21); 0% Suspension rate Family Liaison/C.O.S.T act as resource providers for student and families (Students in Transition, Foster Youth, English Language Learners) Active SSC and PTO provide outreach to all enrolled families</p> | <p>Teachers implement Caring Schools Community (CSC) curriculum during daily Morning Meetings and Closing Circles (SEL); Liaison/C.O.S.T act as resource providers for student and families (Students in Transition, Foster Youth, English Language Learners) Active SSC and PTO provide outreach to all enrolled families; Attendance Clerk, Network 3 Attendance Liaison, Family Liaison work to increase student attendance; SARB process begun in Fall for persistently chronically absent students There is a need to provide additional opportunities for parent education through workshops/conferences that address barriers related to parent participation. Caregivers Space begun February 2021 by parents of current students to provide support; **Need FOCUSED professional development in Culturally Responsive Teaching Strategies</p> |
| <p><i>Staff Supports</i></p> | <p>Professional Development (PD) aligned to staff needs; Professional Learning Community (PLC) aligned to student data; All K-5 teachers participate in EL Education Reading as part of cohort 2 pilot; K-2 (SIPPS implementation w/fidelity); K-5 teachers plan, teach and assess grade level standards toward mastery; ELA, Mathematics assessments provide data for targeted focal student support e.g. RI, iReady, IAB's, EL Module)</p> | <p>All K-5 teaching staff participate in bimonthly reading professional development; K-2 teachers receive training, professional development and coaching w/ K-2 .5 TSA (2019-2020) K-2 ("I Teach") and 3-5 ("Standards Institute") teachers attended summer conferences to strengthen instructional and engagement strategies;</p> |

| Focus Areas: ELA/SIPPS/Mathematics | Priority Challenges | Root Causes of Challenges |
|---------------------------------------|---|---|
| <i>College/Career Readiness</i> | <p>No quantitative data on K-2 math progress; >25% of all 3rd-5th grade students Above proficiency on Fall and Midyear(ELA and Math IAB's)</p> <p>Use Title I funds to hire additional classroom teacher to lower class size for all the other students in that same grade or circuit (K-2); teacher will lower student teacher ratio for effective implementation of instructional programs including reading, ELA, math</p> | <p>No K-2 standards-based interim assessments (Math); K-5 teaching Lack protocol and knowledge for iReady reading assessments use (i.e. how to plan using data); Missing coherent and aligned system and protocol for monitoring K-2 standards performance in math; 3rd-5th grade students have little practice with math performance tasks that resemble SBAC tasks; ST Math, iReady Math (software) not fully implemented nor targeted (lack of professional development)</p> |
| <i>Focal Student Supports</i> | <p>90% of all 3rd-5th grade students NOT PROFICIENT on key reading, writing standards (as measured Reading LiteraryTexts IAB's)</p> <p>0% 3rd graders proficient of Fall Reading Literary texts (IAB) AND Math (Operational and Algebraic Thinking)</p> <p>50% of all K-2 grade African American students NOT PROFICIENT (iReady)</p> <p>+50% 1st and 2nd graders 1 Year Below on (iReady) Midyear assessment</p> <p>3rd-5th grade African American Students assessed Not Proficient on key grade level math standards (as measured by Number and Operations Base 10, Fractions, Operations and Algebraic Thinking IAB's)</p> | <p>Teachers have received very little coaching and professional development in effective instructional strategies for Math (K-2) and ELA (3-5); Need a consistent K-5 standards-based program to unite the grades. Needs assessment reveals need for professional development in rigorous math instruction (especially focusing on conceptual understanding); students have little practice with math performance tasks that resemble SBAC tasks; Limited time for teachers to "Backwards Map" units of study</p> |

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| <i>Student/Family Supports</i> | Chronic Absenteeism Rate (August-February) =29%; K-5 chronic absenteeism begins as early as the end of the 1st month of school; Chronic Absenteeism is <25% or 29/192 students have missed more than 80% of school year; 2nd and 3rd Grade highest rate (several students were truant in Kindergarten and 1st grades); African American Chronic Absenteeism is 25% OR 16/120 African American students (August-February) | Interventions to increase satisfactory attendance have uneven results; 20% of students are habitually truant and SART and SARB have NOT resulted in improved attendance; 15% of chronically absent students are in transition housing and require intensive resources for stability; Need to create and implement Early intervention protocols for ALL staff to improve attendance |
| <i>Staff Supports</i> | Uneven professional development of Common Core State Standards; uneven professional development at district level in mathematics; support staff does NOT receive consistent district level professional development | Limited professional development, training and coaching for K-2 teachers; 3rd-5th grade teachers participate in Communities of Practice research group to develop culturally responsive teaching practices to increase mathematics achievement for African American students; Professional Development focuses on rigor and conceptual understanding (Math); OUSD Professional Development (PD) aligned to ELA rather than Mathematics; (K-2, SDC teachers did NOT attend Standards Conference-lack in depth knowledge of grade level standards); Professional Learning Community (PLC) lacks alignment to math student data; math instruction supplemented by supplemental materials 3rd-5th grades; no math IAB's for K-2 to provide data for targeted focal student support |

1C: 20-21 STUDENT GOALS & TARGETS

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

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| School Goal for May 2024: | By the end of the 2023-24 school year, at least 95% of all Kindergarten students know all Letter Names and Sounds; 90% K at or above Mid-Grade (i-Ready); 90% of all 1st and 2nd graders at or above Mid-Grade (i-Ready); -25 or fewer 3rd-5th grade SBAC ELA Distance from Standard Met; at least %75 of all 3rd-5th graders score proficient on RI assessment |
|----------------------------------|---|

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 | n/a | n/a | 80.0% | 95.0% |
| Grade 1 at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | 80.0% | 95.0% |
| Grade 2 at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | 80.0% | 95.0% |

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 | -47.5 (Spring 2019) | n/a | -25% |
| Reading Inventory (SRI) Growth of One Year or More | All Students | +5pp | n/a | Coming soon | 10pp |
| IAB ELA at or above Standard | All Students | #N/A | #N/A | 50.0% | 65.0% |

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 | -25% |

| | | | | | |
|-------------------------------------|--------------|-----|---------------------|-------|-------|
| IAB Math Above Standard | All Students | n/a | 13.4% | 50.0% | 65.0% |
| CAST (Science) at or above Standard | All Students | n/a | 11.9% (Spring 2019) | n/a | 50.0% |

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

School Goal for May 2024: By the end of the 2023-24 school year, at least 70% of all African American students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for ELA (increasing Distance From Standard Met to +10 or greater); at least 50% of all students with disabilities (Resource/SDC) will score at/above proficiency on either the CAA or SBAC ELA (increasing DF3 by at least +20 points); at least 75% of all English Language Learner students in grades K-5 will demonstrate English Language proficiency and be reclassified as Fluent English Proficient (as measured by RI, iReady OR SBAC ELA assessment data); GOALS INCLUDE: English Learners Grades 3–5 at or above Mid-Grade (i-Ready); African American students 3–5 at or above Mid-Grade (i-Ready); Reading Inventory (RI) less than 25% 3rd-5th grade students Multiple Years Below Grade Level; 75% of all 3rd-5th graders at or above Mid-Grade (i-Ready)

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 | Students with Disabilities | +20 points DF3 | -107.4 (Spring 2019) | n/a | -75.0 |
| SBAC ELA Distance from Standard Met | African-American Students | +20 points DF3 | -56.9 (Spring 2019) | n/a | -25.0 |
| Grades 3–5 at or above Mid-Grade (i-Ready) | Students with Disabilities | tbd | Please choose a focal student group at left. | Please choose a focal student group at left. | N/A |
| Grades 3–5 at or above Mid-Grade (i-Ready) | African-American Students | Please choose a focal student group at left. | Please choose a focal student group at left. | Please choose a focal student group at left. | 30% |
| Reading Inventory (SRI) Multiple Years Below Grade Level | All Students | -5pp | 24.1% | tbd | 50% |

| 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 | -97.1 (Spring 2019) | n/a | -70.0 |
| SBAC Math Distance from Standard Met | African-American Students | +20 points DF3 | -56.5 (Spring 2019) | n/a | -35.0 |
| IAB Math Above Standard | Students with Disabilities | n/a | 4.8% | n/a | N/A |
| IAB Math Above Standard | African-American Students | n/a | 12.6% | n/a | 30% |
| 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% | 8.3% | n/a | 25% |
| LTEL Reclassification | Long-Term English Learners | Reclassify 25% | 0.0% | n/a | 25% |

| Goal 3: Students and families are welcomed, safe, healthy, and engaged. | |
|--|---|
| School Goal for May 2024: | By the end of the 2023-24 school year, create a welcome learning environment that allows students, families and staff to feel safe and included so that they can participate fully in student learning and the school community as measured by response to "Do you feel safe at this school?" and "Do students step in when others are bullied?" on California Healthy Kids Survey (CHKS) |

| Instructional Focus Goal: <i>All students build relationships to feel connected and engaged in learning.</i> | | | | | |
|---|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| Connectedness | All Students | +5pp | 65.7% | n/a | 75% |
| Suspensions | All Students | -2pp | 0.0% | n/a | 0% |
| Suspensions | African-American Students | -2pp | 0.0% | n/a | 0% |
| Suspensions | Students with Disabilities | -2pp | 0.0% | n/a | 0% |
| Chronic Absence | All Students | -2pp | 24.0% | n/a | 15% |
| Chronic Absence | African-American Students | -2pp | 21.8% | n/a | 15% |
| UCP Complaints | All Students | n/a | n/a | n/a | 1% |

| Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | | | | | |
|--|--------------|--|----------------------|--------------------|--------------------|
| School Goal for May 2024: | | By the end of the 2023-24 school year, create a welcome learning environment that allows staff to feel safe, included and connected as measured by response "This school is a supportive and inviting place for staff to work." or higher and "How many adults at this school feel a responsibility to improve this school?" at a rate of more than 80% on California Healthy Kids Survey (CHKS) | | | |
| 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 | 80% |
| Teacher Retention | All Teachers | n/a | 79.5% (Fall 2020) | n/a | 80% |

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

Resource inequities include limited access to reliable technology including devices, internet access and hotspots. In addition, several students are in transitional housing which severely impacts their ability to attend school frequently and maintain progress toward grade level standards. Teachers require professional development in implementation of rigorous, standards-based instruction as well as in delivery of instruction in a virtual learning environment. To mitigate these needs, Burckhalter staff will partner with outside agencies to provide access to resources to support families in need. In addition, staff will participate ongoing professional development to ensure all teachers, support staff and afterschool staff are well trained in effective socio-emotional and academic best practices.

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: Burckhalter 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:

Focus: Improve Kinder and 1st grade Chronic Absenteeism
By June 2021, all Kindergarten and 1st grade students will have maintained a better than 90% attendance rate
Create and maintain a welcome school environment that includes positive and respectful student-student, teacher-student, and parent-teacher interactions that enable children to learn appropriate behaviors and build strong, caring relationships.

Theory of Change:

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 will want to come to school every day and the chronic absenteeism rate will decrease to less than 15% by May 2021.

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.

Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best. All teachers will: organize the physical design of the classroom to promote collaboration, develop and teach predictable classroom routines, and post, define and teach 3-5 positive classroom expectations. In PLC's teachers will Identify the expected behaviors, Teach, model and have students practice what those behaviors look like, sound like, and feel like, and specifically praise appropriate behavior with private or public acknowledgement regularly (e.g. distribute Weekly Burckhalter Bucks); 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.

What evidence do you see that your practices are effective?

Severe Chronic Absenteeism less than 15% (August 2020-January 2021); 5th Grade has less than 3% severe chronically absent students (November 2020-January 2021); Attendance and C.O.S.T Team meets weekly to analyze data and plan, implement strategies to increase Average Daily Attendance (ADA); SART and SARB referrals scheduled for Severe Chronically Absent students (Ongoing); all staff recognize perfect and improved student attendance with incentives and awards; ALL K-5 classrooms convene Morning Meetings, Closing Circles and regular parent meetings to ensure SEL needs are met

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.

n/a

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| <p>20-21 Standards-Based Instruction Priority:</p> | <p>Focus: Deepen Conceptual Understanding (K-5) and Improve K-2 progress monitoring By June 2020-21, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for math, increasing DF3 to 5 or more</p> |
| <p>Theory of Change:</p> | <p>If Teachers consistently implement Common Core State Standards-based curricula, ensure lessons are grounded in Conceptual Understanding and Rigorous Tasks; are provided "protected time" to collaborate during PLCs; If the Administrator consistently progress monitors Kindergarten-2nd grade math instruction using formative assessments and focuses on providing 3rd-5th graders practice with rigorous tasks, then higher percentages of students will show significant gains in -grade-level mastery on Math Interim Assessments (IAB's and SBAC) -students will actively participate in standards based instruction -students will be engaged in a performance task</p> |
| <p>Related School Goal:</p> | <p>100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on increasing Conceptual Understanding to ensure accelerated math growth (Aligned to Concepts and Procedures Claim)</p> |
| <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.</p> | |
| <p>All teachers implement key elements of Math Workshop daily including: M.A.T.H Practice-(applying the math strategy or demonstrating use of the skill) M=Meet with the teacher, A= At your Seat, T=Technology (Differentiated), H=Hands On; students are assessed at least 3X/year using iReady Math or EOU assessments; math data analyzed and used to create differentiated acceleration groups to move students toward grade level proficiency; Professional Development and Observation and Feedback aligned to deepening knowledge of CCSS's and Anchor standards, Math Workshop lessons (minilessons) and teaching points align to student tasks; Socio-emotional (SEL) focuses on classroom environments that are nurturing and engaging so children want to come to school every day; weekly SEL lessons and include Morning Meetings and Closing Circles (PBIS)</p> | |
| <p>What evidence do you see that your practices are effective?</p> | |
| <p>Evidence of effective instructional practices resulting in student achievement goals include, but are not limited to: (SEL) Morning Meetings are held in all classes; 67% Kindergarten students At/Above grade level proficiency on midyear grade level math standards; 0% K-2 students 2 or more years below midyear iReady; 100% of all classes implement Math Workshop; 100% of all K-5th graders access iReady Math & ST Math; 3rd-5th grade Professional Learning Committee (CPR) meets at monthly-focus on rigor (increased focus on conceptual teaching and learning)</p> | |
| <p>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.</p> | |
| <p>n/a</p> | |
| <p> </p> | |

20-21 Language & Literacy Priority: **By May 2020-21 school year, at least 60% of all 3rd-5th grade students will score at or above grade level proficiency ELA IAB (Literary Reading and Informational Reading) and 50% of 3rd-5th grade students will meet or exceed accelerated growth on RI (Fall-Spring)**
By May 2021, 3rd through 5th grade students will increase their distance from standards by +15 points.

Theory of Change: If all Kindergarten-5th grade teachers consistently implement Expeditionary Learning (EL) Education Modules and ALL blocks with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in:
 -in RI EAL IAB's and ELA SBAC
 -students will actively participate in standards based instruction
 -student will be engaged in culturally responsive education
 -students will be highly engaged and take ownership of their education
 -students will be engaged in a performance task
 -students have opportunities to learn how language works to make meaning

Related School Goal: 100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on fostering interaction and discussion, to ensure accelerated language and reading growth. (CCSS S&L: 1, 4, 6)

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.

All teachers implement key elements EL Education Reading curriculum; All K-2 teachers fully implement SIPPS curriculum and monitor progress towards grade level proficiency; students are assessed in reading and mathematics at least 3X/year (iReady, RI, Interim IAB's); all students not initially proficient will be assessed every 30 days to monitor and track student progress (RI, iReady ELA and Mathematics); reading and writing data analyzed and used to create differentiated acceleration groups to move students toward grade level proficiency; Professional Development and Observation and Feedback aligned to deepening knowledge of CCSS's and Anchor standards; Socio-Emotional (SEL) focuses on classroom environments that are nurturing and engaging so children want to come to school every day; weekly SEL lessons and include Morning Meetings and Closing Circles (PBIS); hired (2) academic mentors to increase intervention opportunities for identified (K-2) focus students multiple grade levels behind in ELA and/or Math; .5 TSA provide training, feedback, professional development to all K-2 teachers & academic mentors

What evidence do you see that your practices are effective?

Evidence of effective instructional practices that resulted in student achievement goals include, but are not limited to: Morning Meetings are held in all classes (SEL-Caring Schools Community); K-5 teachers implement EL Education curriculum; K-5 Teachers implement SIPPS curriculum; .5 TSA provide training, feedback, professional development to all K-2 teachers & academic mentors
 Kindergarten students 70% identify all Letter Names (Upper/Lower), 26%of all 1st graders proficient in (Midyear); Midyear SRI (3rd-5th)=56% Above/At; Midyear IAB-Read Informational Texts (5th grades)-40% Above Standard, 35% (4th grade) Midyear IAB-Read LiteraryTexts

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.

n/a

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| 20-21 Conditions for Adult Professional Learning Priority: | Focus: Teachers regularly learn from each other in professional learning communities : By June 2021, create a high performing collaborative culture which supports teacher and staff teams to improve the school’s capacity to help all students learn at high levels of practice by sharing effective classroom practices. |
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| Theory of Change: | If teacher and staff teams receive professional development and training differentiated to their needs and in partnership with site leadership to assume collective responsibility for creating conditions that enhance student and adult learning, then students will learn at high levels. |
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| Related School Goal: | All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in ELA, Math and Science 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. |
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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.

Site Leadership and Instructional Leadership Team share responsibility for sustaining professional learning by planning and implementing a coherent professional development system and calendar that attends to the accomplishment of individual, school, and district level goals; All adults engage in a continuous cycles of professional learning that includes doing, reflecting/discussing, and refinement to improve performance; • Both classified and certificated staff participate in feedback loops from colleagues, coaches, and/or supervisors to assist staff in reflecting on practice and determining any changes that may be necessary; When available, staff received differentiated professional development to meet individual needs and/or interests to further develop professional skills (i.e. webinars, trainings, coaching sessions, conferences, workshops, etc.,)

What evidence do you see that your practices are effective?

n/a

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.

n/a

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| 20-21 Conditions for English Language Learners Priority: | English Language Learners are reclassified before 5th grade |
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| Theory of Change: | If we ensure that English Language Learners across all levels of language proficiency can access and fully engage with rigorous grade-level English Language Arts (ELA) and mathematics standards called for in the Common Core Standards; then we can ensure that English Language Learners will acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day. |
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| Related School Goal: | 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. | |
| Teachers use data (ELPAC, iReady, RI, SIPPS Mastery Tests, IAB's, etc.) to determine the proficiency level of ELL's; teachers form groups based upon data; teachers receive training in the development and teaching of lessons for English Learners to develop English language proficiency during daily protected time during the regular school day-Designated English Language Development (ELD); During walkthroughs, principal and ILT observe and give feedback during Integrated ELD block to ensure all ELL's including Newcomers are developing proficiency in acquiring specific academic vocabulary and writing skills during content area blocks (Science); provide resources for ELD including appropriate supplemental materials and software (NewsELA, iReady, RI) to monitor student progress toward English mastery | |
| What evidence do you see that your practices are effective? | |
| Evidence of effective instructional practices that result in student achievement goals include, but are not limited to, (2020-21) 7% ELL's Reclassified (Fall 2020); 45% of all 3rd-5th grade students assessed proficient or above on Midyear Reading Inventory (RI); 30% of all ELL's score At/Above on Midyear iReady assessment | |
| 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. | |
| n/a | |
| 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? | |
| n/a | |

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

School: Burckhalter Elementary School

School ID: 105

3: SCHOOL STRATEGIES & ACTIONS

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

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

**School Priority
("Big Rock"):**

Focus: Improve Kinder and 1st grade Chronic Absenteeism
By June 2021, all Kindergarten and 1st grade students will have maintained a better than 90% attendance rate
Create and maintain a welcome school environment that includes positive and respectful student-student, teacher-student, and parent-teacher interactions that enable children to learn appropriate behaviors and build strong, caring relationships.

**School Theory of
Change:**

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 will want to come to school every day and the chronic absenteeism rate will decrease to less than 15% by May 2021.

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 | <p>Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best. All teachers will: organize the physical design of the classroom to promote collaboration, develop and teach predictable classroom routines, and post, define and teach 3-5 positive classroom expectations. In PLC's teachers will Identify the expected behaviors, Teach, model and have students practice what those behaviors look like, sound like, and feel like, and specifically praise appropriate behavior with private or public acknowledgement regularly (e. g. distribute Weekly Burckhalter Bucks)</p> | <p>Hire additional Noon Supervisor-Principal and Climate Team complete End of the Year PBIS self-assessment and use data to create, implement staff development aligned to site-based, school-wide PBIS/SEL revisions; after walkthroughs, with Climate Team, teachers are provided feedback, resources to ensure classrooms are positive and caring learning environments; Principal ensures students are recognized regularly for their positive behaviors; weekly Burckhalter Bucks (treats), trimester awards assemblies (certificates)</p> | <p>Students can articulate school-wide expectations and hold each other accountable to uphold those expectations before, during and after school; Reduction of negative physical and verbal interactions between and among peers, especially during recess and lunch; decrease in number of Uniform Referrals (URF's) from Fall to Spring</p> | | Tier 1 |

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| 1-2 | <p>Teachers implement Caring Schools Community (CSC) curriculum during "Homeroom" daily; using this curriculum, teachers teach students especially Title I and Economically Disadvantaged youth appropriate social skills, help students acquire self-discipline, and create classroom environments that help build caring and respectful relationships between and among peers</p> | <p>Principal will support continued implementation of school-wide CSC curriculum with ongoing Professional Development; outline school-wide expectations and provide support to ensure full implementation; Climate Team will monitor classrooms daily (August-September); then weekly (September-October) and provide feedback to staff on effective engagement and culture practices. Partner with Girls, Inc. ASP to survey parents and use data to host a minimum of (3) parent workshops annually aligned to (Family and Community Engagement).</p> | <p>PD agendas with CSC objectives; daily/weekly observation notes and feedback of implementation of CSC; reduction in negative student interactions in and out of class; survey results from students that show increase in percentage of students who feel "safe" at school (CHKS); number of parent attendees at sponsored parent workshops, forums (Goal=75% of all enrolled students)</p> | | Tier 1 |
| 1-3 | <p>Teachers create instructional plans that facilitate "bell-to-bell" teaching and learning.</p> | <p>Leadership Team members, including when appropriate parents, 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.</p> | <p>Improvement of grade level mastery in reading, math, writing and science (data collected includes: SIPPS, iReady, RI, IAB's, FOSSWEB); consistent use of Total Participation Techniques (TPT's) and Checking For Understanding (CFU's) to ensure high student engagement Reduction in negative student interactions in and out of class;</p> | | |

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|------------|---|---|--|--|---------------|
| <p>1-4</p> | <p>Teachers will take attendance daily.</p> | <p>Hire Family Liaison Consultant (R&D Consultant) to support Attendance and C.O.S.T : Teams will meet with parent/families of each "underserved" student; create Attendance Improvement and/or Behavior Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits.</p> | <p>Attendance Team meeting notes; C.O.S.T. Team meeting notes with "underserved" students progress (updated monthly); copies of Attendance Improvement Plans and/or copy Family and Community Coordinator log of calls, meetings with families with improvement plan</p> | <p>Chronic Absenteeism Rate (August-February) =29%; K-5 chronic absenteeism begins as early as the end of the 1st month of school; Chronic Absenteeism is <25% or 29/192 students have missed more than 80% of school year; 2nd and 3rd Grade highest rate (several students were truant in Kindergarten and 1st grades); African American Chronic Absenteeism is 25% OR 16/120 African American students (August-February)</p> | <p>Tier 1</p> |
|------------|---|---|--|--|---------------|

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| 1-5 | Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for Title I, Low Income, African American, ELL's, Foster and Homeless Youth; Teachers create behavior improvement plans for students who repeat negative behaviors; | Leadership Team will identify high leverage Tier 2 and Tier 3 academic and behavioral interventions, aligned to data, to target Title I, African American males, ELL, Foster and Homeless students' needs. Enlist the support of Family and Community Coordinator to support culture and climate priorities | Assessment data shows improved reading and/or math (SIPPS Mastery Tests, RI, iReady, IAB's, SBAC); Weekly classroom attendance % <95%; positive behavior and perfect attendance (improved attendance) assemblies | Chronic Absenteeism Rate (August-February) =29%; K-5 chronic absenteeism begins as early as the end of the 1st month of school; Chronic Absenteeism is <25% or 29/192 students have missed more than 80% of school year; 2nd and 3rd Grade highest rate (several students were truant in Kindergarten and 1st grades); African American Chronic Absenteeism is 25% OR 16/120 African American students (August-February) | Tier 2 |
| 1-6 | Kindergarten and 1st grade teachers and principal will host Kindergarten orientation meeting to educate parents on importance of Kindergarten students attending school EVERYDAY | Kindergarten and 1st grade teacher, attendance clerk will provide incentives and recognize Kindergarten students (weekly) that maintain satisfactory attendance. | Weekly student attendance that maintains 95% attendance and/or shows improvement; attendance at Kindergarten and 1st orientation and other monthly meetings | | Tier 1 |

| <i>District Strategy:</i> Providing Equitable Access to STANDARDS-BASED INSTRUCTION | |
|--|--|
| School Priority ("Big Rock"): | Focus: Deepen Conceptual Understanding (K-5) and Improve K-2 progress monitoring By June 2020-21, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for math, increasing DF3 to 5 or more |
| School Theory of Change: | If Teachers consistently implement Common Core State Standards-based curricula, ensure lessons are grounded in Conceptual Understanding and Rigorous Tasks; are provided "protected time" to collaborate during PLCs; If the Administrator consistently progress monitors Kindergarten-2nd grade math instruction using formative assessments and focuses on providing 3rd-5th graders practice with rigorous tasks, then higher percentages of students will show significant gains in -grade-level mastery on Math Interim Assessments (IAB's and SBAC) -students will actively participate in standards based instruction -students will be engaged in a performance task |
| 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 | <p>Teachers implement key elements of Math Workshop daily to ensure all students, including Title I and Low Income students reach, maintain and/or accelerate key grade level math proficiency and fluency facts:</p> <p>A.Math Warmup-10-15 minutes (Spiral review, routine practice to achieve mastery)</p> <p>B.Minilessons-10 minutes (Introduce new Math concept, strategies or skills)</p> <p>C. Independent M.A.T.H Practice-40 minutes (applying the math strategy or demonstrating use of the skill)</p> <p>D.M=Meet with the teacher, A= At your Seat, T=Technology (Differentiated), H=Hands On</p> <p>E. Share-5-10 minutes (Oral and/or Written between students)</p> | <p>Instructional Leadership Team lead site-based PD aligned to Rigor (equal intensity of Conceptual Understanding, Procedural Fluency and Application) Closely monitor all student progress in math (as monitored by iReady mastery tests, IAB's, SBAC); Principal conducts weekly engagement observations and provide "low inference" feedback (written and/or oral) within 24 hours of observation; Principal conduct regular observations during Math Workshop, specifically how to confer with students effectively; Weekly PLC's focus on increased conceptual understandinf, math tasks and opportunities for students to apply learning, data analysis and planning-</p> <p>Resources=budget for release time; "Protected During the Day time" is set aside for teachers to analyze data and plan lessons aligned to data</p> | <p>Weekly observations showing evidence of Math Workshop model daily; Data from math assessments include: SBAC Interim Math assessments, iReady mastery; implementaion of Next Steps from feedback after observations</p> <p>Written feedback from observations during Math Workshop</p> | | Tier 1 |

| | | | | | |
|-----|--|---|---|--|--------|
| 2-2 | All teachers will ensure students are provided the results of all assessment data. All teachers and students 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), students not at grade level proficiency will set acceleration goals and monitor their progress throughout the year (minimum 3X/year in report card conferences). | Leadership will create Assessment calendar with regular formative assessments and provide access to "real time data"; Principal will closely monitor workshop to ensure teachers become proficient in workshop model; Teachers will receive differentiated PD during monthly PD and PLC meetings; | 2021-2022 Assessment calendar with regularly scheduled formative assessments; Written feedback from observation and implementation of Next Steps from feedback after observations | | Tier 1 |
| 2-3 | All teachers will engage in annual data conferences (4X/year); analyze data and plan units of study | Calendar Data Conferences; Hire 1.0 Prep teacher, Academic mentors provide Tier 2 academic support for identified and focal students small intervention groups | Weekly/monthly data reports (IAB's, iReady, to track proficiency levels (K-5th) | No quantitative data on K-2 math progress; >25% of all 3rd-5th grade students Above proficiency on Fall and Midyear (ELA and Math IAB's) Use Title I funds to hire additional classroom teacher to lower class size for all the other students in that same grade or circuit (K-2); teacher will lower student teacher ratio for effective implementation of instructional programs including reading, ELA, math | Tier 1 |

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| 2-4 | Afterschool Teacher Liason provides PD for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times. | Teachers Partner with Girls, Inc. in 6/8 week cycles in Extended Day model to provide quality academic intervention after school to identified students who have not mastered grade level concepts/skills. | Math assessment data (iReady Math, IAB's,); Agenda, Meeting notes, feedback from classroom observations from teacher liaison to Girls, Inc. ASP staff | | Tier 2 |
| 2-5 | All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and accelerate student achievement in literacy (e.g. iReady Reading and Math, RI, for targeted students groups | Principal and teachers will create grade level plan to track goals across the year; check in will be 3X/year @ data conferences Supplemental materials NewsELA aligned to Common Core standards are utilized to give students opportunities to engage with SBAC aligned assessments and provide opportunities to apply their learning | Weekly/monthly data reports (IAB's,iReady Math Mastery Tests) to track proficiency levels (K-5th) | | Tier 1 |

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

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|--------------------------------------|---|
| School Priority ("Big Rock"): | By May 2020-21 school year, at least 60% of all 3rd-5th grade students will score at or above grade level proficiency ELA IAB (Literary Reading and Informational Reading) and 50% of 3rd-5th grade students will meet or exceed accelerated growth on RI (Fall-Spring) By May 2021, 3rd through 5th grade students will increase their distance from standards by +15 points. |
| School Theory of Change: | If all Kindergarten-5th grade teachers consistently implement Expeditionary Learning (EL) Education Modules and ALL blocks with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in: -in RI EAL IAB's and ELA SBAC -students will actively participate in standards based instruction -student will be engaged in culturally responsive education -students will be highly engaged and take ownership of their education -students will be engaged in a performance task -students have opportunities to learn how language works to make meaning |

| | |
|--|--|
| 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>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? |
|-----|---|---|---|--|--|
| 3-1 | Implement EL Ed. standards based curriculum with integrity, Ensure daily practice with complex text, academic language using EL Ed. protocols and conversation cues, and writing with evidence. | Create Professional Development calendar aligned to Expeditionary Learning curriculum and modules; Teachers engage in PD cycles and learn steps for assessing, grouping and instructing students; Assessments are administered three times per year Provide PD curriculum implementation, observation & feedback on classroom practice Ensure teachers participate in PD on protocols and conversation cues Provide weekly PLC to analyze student language progress and plan ILT plan PD | Assess students at least 3X/year; those students not initially proficient on Reading Inventory (RI) will be assessed every days to monitor and track student progress; use data to create differentiated acceleration groups to move students toward grade level proficiency; Expeditionary Learning assessments; IAB's Reading Inventory-RI (2nd-5th); | | Tier 1 |
| 3-2 | In ALL Block, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction of Language Dives. | Principal ensures teachers receive PD in all components of the EL curriculum; Provide PD on language dives Provide PD on guided reading Calibrate around using running records to inform guided reading instruction | Guided reading schedule, observation tracker, lesson plans, coaching. Create and progress monitor daily reading and writing protocol; Evidence of transfer of academic discussion ideas and language into writing (IAB's, End of Unit EL Ed. assessments) | | Tier 1 |

| | | | | | |
|-----|---|--|---|--|--------|
| 3-3 | Use curriculum formative assessments and IAB data to monitor progress and adjust instruction | Provide coaching Provide targeted feedback based on weekly observation Facilitate teacher data conferences | Student samples (PLC's), observations, data tracker, coaching cycles, PLC agendas | | Tier 1 |
| 3-4 | Teachers attend and plan during PLCs: PLC's analyze assessment data, student work and monitor student progress toward grade level goals | Leaders facilitate PLCs Leaders provide consistent PLC schedule | PLC agendas, student ELA data | | Tier 1 |

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

| | |
|--|---|
| School Priority ("Big Rock"): | Focus: Teachers regularly learn from each other in professional learning communities : By June 2021, create a high performing collaborative culture which supports teacher and staff teams to improve the school's capacity to help all students learn at high levels of practice by sharing effective classroom practices. |
| School Theory of Change: | If teacher and staff teams receive professional development and training differentiated to their needs and in partnership with site leadership to assume collective responsibility for creating conditions that enhance student and adult learning, then students will learn at high levels. |
| 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 | Teachers implement culturally responsive and inclusive practices to engage all students in learning and leverage the unique strengths and gifts they bring to our schools. | Provide professional learning to build conditions for student learning, with a focus on equity and culturally responsive practices; Principal provides differentiated coaching to all teachers; principal models, observes and provides feedback on Tier 1 practices, including culturally responsive SEL | PD agendas, notes, observation notes from walkthroughs and evaluations | | Tier 1 |
| 4-2 | Teach shared and consistent positive expectations and norms across contexts and use restorative practices to respond to conflict. | Principal provides teacher coaching-- Model, observe and provide feedback on Tier 1 practices, including culturally responsive SEL. | Evidence of Morning Meetings and Closing Circles; Evidence of school-wide expectations result in reduction of negative physical and verbal interactions between and among peers, especially during recess and lunch; decrease in number of Uniform Referrals (URF's) from Fall to Spring; | | Tier 1 |
| 4-3 | Teachers work collaboratively in PLC's to support each other and monitor students progress and growth toward articulated goals. | Leadership provides coaching and support to school teams in building and implementing MTSS plans | Culture and Climate, Attendance and C.O.S.T. meeting notes (tracker); Hire Academic Mentor to provide targeted intervention for students not at grade level | | Tier 1 |

| | | | | | |
|-----|---|--|---|--|--------|
| 4-4 | Teach and reinforce relevant SEL competencies that build academic skills. | Leadership provides resources (protected time, resources, training) to teams--Practice and lead collaborative inquiry to build a culture of public learning and improve learning for students from underserved groups. | 1.0 Prep Teacher to ensure teachers have at least 2 preps, Bell schedule highlights "during the day" PLC's for planning; PD agendas, notes and next steps | | Tier 1 |
|-----|---|--|---|--|--------|

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

| | |
|--|--|
| School Priority ("Big Rock"): | English Language Learners are reclassified before 5th grade |
| School Theory of Change: | If we ensure that English Language Learners across all levels of language proficiency can access and fully engage with rigorous grade-level English Language Arts (ELA) and mathematics standards called for in the Common Core Standards; then we can ensure that English Language Learners will acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day. |
| 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 Language Learners</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|---|---|--|--|--|
| 5-1 | Teachers will use data (ELPAC, RI, Writing samples, etc.) to determine the proficiency level of ELL's; teachers form groups based upon data; create and teach lessons for English Language Learners (ELL's) to develop English language proficiency during daily protected time during the regular school day- Designated English Language Development (ELD). | Principal and ILT will assess and identify the current level of Designated and Integrated ELD implementation; decide focus needed to move to next stage; Provide access to Newcomer data; group students according to language needs; create an agreed upon Daily/Weekly Designated ELD block (minimum 30 minutes); identify and provide supplemental materials aligned to ELPAC levels of students; provide professional development to build teachers capacity to provide Designated ELD in core content area; observe and give feedback aligned to ELD rubric during Designated ELD block to ensure ELL's (including Newcomers) are developing proficiency in English; provide resources for ELD | Increase in reclassification rates among Newcomers; increase in RI reading proficiency growth (BoY-EoY), writing samples show progress | | Tier 1 |

| | | | | | |
|-----|---|---|--|--|--------|
| 5-2 | <p>Teachers will provide scaffolds to ensure Newcomers learn the content and academic language used in content area lessons- Integrated English Language Development (IELD).</p> | <p>During walkthroughs, observe and give feedback during Integrated ELD block to ensure Newcomers are developing proficiency in acquiring specific academic vocabulary and writing skills during content area blocks (Science, Social Studies); provide resources for ELD</p> | | | Tier 2 |
| 5-3 | <p>Teachers ensure ELLs, build the capacity to speak, read, and write in English and are provided protected time everyday to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)</p> | <p>Principal will ensure all ELL's are assessed using SIPPS curriculum; then all ELL's will be placed in appropriately leveled groups and their progress monitored as they gain grade level proficiency in oral, reading and writing skills.</p> | | | Tier 1 |

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter 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 |
|---|---------------|--|-------------|--|------|-------------------------------|------|--|--|----------------------|
| Partner with Girls, Inc. After School Program Partner to provide Extended Day for targeted and identified youth including foster, students in transitional homes, students with IEP's, English Language Learners, students needing homework and academic support; Goals: provide enrolled students a safe; supporting learning; an extended school day to reinforce concepts and skills taught earlier in the day; and provide social and intellectual enrichment, such as music, dance, artwork, and field trips | \$111,945 | After School Education & Safety (ASES) | 5825 | Consultants | n/a | n/a | n/a | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2) | Teachers Partner with Girls, Inc. in 6/8 week cycles in Extended Day model to provide quality academic intervention after school to identified students who have not mastered grade level concepts/skills. | 105-1 |
| Purchase supplies to ensure ALL students have requisite learning materials for success in school | \$10,200 | General Purpose Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2) | Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best. All teachers will: organize the physical design of the classroom to promote collaboration, develop and teach predictable classroom routines, and post, define and teach 3-5 positive classroom expectations. In PLC's teachers will identify the expected behaviors, Teach, model and have students practice what those behaviors look like, sound like, and feel like, and specifically praise appropriate behavior with private or public acknowledgement regularly (e.g. distribute Weekly Burckhalter Bucks) | 105-2 |
| Hire Academic Mentor (1) to ensure students receive more individualized attention to ensure they meet grade level proficiency; support Distance Learning and transition to school for K-3 students. | \$4,815 | LCFF Concentration | 2928 | Other Classified Salaries: Hourly | n/a | n/a | n/a | Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff. | Leadership provides coaching and support to school teams in building and implementing MTSS plans | 105-3 |
| Hire Family Liaison (R&D Consultants); Contract to support home-school connection for identified students (i.e. foster youth, students in transitional housing); provide advice and support services for parents and families | \$10,000 | LCFF Concentration | 5825 | Consultants | n/a | n/a | n/a | Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6) | Hire Family Liaison Consultant (R&D Consultant) to support Attendance and C.O.S.T ;Teams will meet with parent/families of each "underserved" student; create Attendance Improvement and/or Behavior Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits. | 105-4 |
| .55 FTE EEIP Prep Teacher-Purchase additional time for Prep teacher to support identified K-5 students in class and in small intervention groups (2nd-5th grades) | \$69,802 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 205 | Teacher Education Enhancement | 0.55 | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Calendar Data Conferences; Hire 1.0 Prep teacher, Academic mentors provide Tier 2 academic support for identified and focal students small intervention groups | 105-5 |
| .5 FTE Teacher on Special Assignment | \$54,396 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 7895 | TSA 10 Pay | 0.50 | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2) | Principal will ensure all ELL's are assessed using SIPPS curriculum; then all ELL's will be placed in appropriately leveled groups and their progress monitored as they gain grade level proficiency in oral, reading and writing skills. | 105-6 |

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter 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 |
|---|---------------|--------------------|-------------|-----------------------------|------|-----------------|------|--|--|----------------------|
| Hire Noon Supervisor to assist school staff in the safety and well-being of students during noontime eating and playground activity. | \$0 | LCFF Supplemental | 2905 | Other Classified Salaries | 8428 | Noon Supervisor | 0.20 | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2) | Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best. All teachers will: organize the physical design of the classroom to promote collaboration, develop and teach predictable classroom routines, and post, define and teach 3-5 positive classroom expectations. In PLC's teachers will identify the expected behaviors, Teach, model and have students practice what those behaviors look like, sound like, and feel like, and specifically praise appropriate behavior with private or public acknowledgement regularly (e.g. distribute Weekly Burckhalter Bucks) | 105-7 |
| Unallocated | \$2,616 | LCFF Supplemental | 4399 | Unallocated | n/a | n/a | n/a | n/a | n/a | 105-8 |
| Purchase books and other culturally responsive literature for ALL K-5 students to increase literacy. | \$25,000 | Measure G: Library | 4200 | Books other than Textbooks | n/a | n/a | n/a | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2) | Implement EL Ed. standards based curriculum with integrity, Ensure daily practice with complex text, academic language using EL Ed. protocols and conversation cues, and writing with evidence. | 105-9 |
| Purchase furniture including rug, chairs, tables, etc. to create, warm inviting learning community. | \$30,000 | Measure G: Library | 4432 | Furniture < \$5,000 | n/a | n/a | n/a | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2) | Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best. All teachers will: organize the physical design of the classroom to promote collaboration, develop and teach predictable classroom routines, and post, define and teach 3-5 positive classroom expectations. In PLC's teachers will identify the expected behaviors, Teach, model and have students practice what those behaviors look like, sound like, and feel like, and specifically praise appropriate behavior with private or public acknowledgement regularly (e.g. distribute Weekly Burckhalter Bucks) | 105-10 |
| Stipends for additional time beyond clerical staff hours to support identified students to ensure they meet grade level proficiency. | \$4,209 | Title I: Basic | 2420 | Clerical Salaries: Stipends | n/a | n/a | n/a | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | All teachers will ensure students are provided the results of all assessment data. All teachers and students 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), students not at grade level proficiency will set acceleration goals and monitor their progress throughout the year (minimum 3X/year in report card conferences). | 105-11 |
| Purchase Tier II supplemental materials (e.g. Wordly Wise) for identified students to ensure they meet grade level proficiency. | \$5,000 | Title I: Basic | 4200 | Books other than Textbooks | n/a | n/a | n/a | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Leadership provides coaching and support to school teams in building and implementing MTSS plans | q |
| Hire Family Liaison (R&D Consultants); Contract to support home-school connection for identified students (i.e. foster youth, students in transitional housing); provide advice and support services for parents and families | \$50,000 | Title I: Basic | 5825 | Consultants | n/a | n/a | n/a | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Hire Family Liaison Consultant (R&D Consultant) to support Attendance and C.O.S.T. Teams will meet with parent/families of each "underserved" student; create Attendance Improvement and/or Behavior Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits. | 105-13 |

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter 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 |
|---|---------------|---|-------------|-----------------------------------|-----|----------------|-----|--|--|----------------------|
| Unallocated | \$41 | Title I: Basic | 4399 | Unallocated | n/a | n/a | n/a | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Hire Family Liaison Consultant (R&D Consultant) to support Attendance and C.O.S.T ;Teams will meet with parent/families of each "underserved" student; create Attendance Improvement and/or Behavior Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits. | 105-14 |
| Fund parent attendance and cover all expenses at parent focused conferences (i.e. registration, travel, hotel) | \$1,580 | Title I: Parent Participation | 5200 | Travel And Conferences | n/a | n/a | n/a | Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6) | Provide professional learning to build conditions for student learning, with a focus on equity and culturally responsive practices; Principal provides differentiated coaching to all teachers; principal models, observes and provides feedback on Tier 1 practices, including culturally responsive SEL | 105-15 |
| Hire Academic Mentor (1) to ensure students receive more individualized attention to ensure they meet grade level proficiency; support Distance Learning and transition to school for K-3 students. | \$3,950 | Title IV: Student Support & Academic Enrichment | 2928 | Other Classified Salaries: Hourly | n/a | n/a | n/a | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | All teachers will ensure students are provided the results of all assessment data. All teachers and students 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), students not at grade level proficiency will set acceleration goals and monitor their progress throughout the year (minimum 3X/year in report card conferences). | 105-16 |



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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.

Burckhalter 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:

- Offering parent education and support, asking parents how to be more inclusive of all families and developing and implementing successful strategies for improvement
Progress is monitored and resources are adjusted as needed

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:

- Offering a parent education curriculum that prepares them to partner with the school
Convening regular COST Meeting and Case Management to monitor the progress of underperforming students whose parents have been involved in parent education programming

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.
- School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips; Teachers and administrators regularly use email and/or the school website to communicate with parents; Principal is

present at PTA/ELAC/SSC meetings information about student achievement and to encourage partnership between home and school; Consistent messaging to parents that they are welcomed in the classroom. Include procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.

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

- School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips; Teachers and administrators regularly use email and/or the school website to communicate with parents; Principal is present at PTA/ELAC/SSC meetings information about student achievement and to encourage partnership between home and school

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:

- Convening midtrimester, trimester and semester parent meetings to discuss student progress; teachers distribute progress reports and develop and monitor individualized student plans.

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:

- School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips in student's home language

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:

- Consistently messaging parents that they are welcomed in the classroom; parents understand procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.
- Our full-time Parent Liaison coordinates all outreach, communication, and engagement efforts.
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary).
- We build our parents' capacity around the academic standards and results through workshops and community events such as Parent Literacy Nights, Family Reading Night and Academic Awards Ceremonies.
- We promote parents-teacher partnership by holding academic conferences after the first two trimesters.
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school-wide Wellness program and through health education by our Nurse.
- Finally, we provide our parents many ways to get support for our school through our Parent Volunteer program.

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:

- Folders with student work are sent home weekly for parent review and comment. Parents are regularly informed of how to support learning at home.
- School staff and teachers build the capacity of families to support what their students are learning at home through modeling instruction strategies and inviting their participation in classroom learning. Teachers regularly suggest activities that parents can do at home to support their student's learning that are tailored to the student's specific needs and goals. There is follow-up and feedback.
- Parents receive academic progress reports weekly. Parents are regularly informed of how to support learning at home.
- Regular written and face-to-face communication with families of students having academic or behavior problems. Parents are personally connected to supports available. There is follow-up to evaluate growth.
- Formal conferences with every parent/caregiver at least twice a year. Meetings include the support staff that provides services for the child.
- For middle and high schools, programs and/or information are proactively available to and are used by families to help them make good decisions about their child's academic and career paths.
- Parents/families are trained to identify their children's academic improvement areas based on CCSS/SBAC scores, benchmark assessments, tests, report card grades, etc. Parents are given strategies to support their student's academic performance at home.
- Parents/families are informed regarding English, Math, Social Studies, and Science grade level curriculum to support their children. School offers specific strategies needed to improve reading success.
- School provides opportunities for parents/families to learn about college, careers, and post-secondary plans available to their children

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:

- Refers to Single Plan for Student Achievement (SPSA) plan throughout the year to ensure that all family engagement activities are tied to its implementation.
- Parent representatives, that represent the school and community, are on the school site council, improvement team, or other committees with decision-making power and/or influence. The decisions made by these bodies represent the views and needs of all families.
- Maintains trained parent leaders for committees from diverse racial, ethnic, socio-economic, and other groups in the school.
- Sets clear and measurable goals for the FRC that are aligned with the school wide vision and goals and evaluates the family engagement program on a regular basis to inform program improvement.
- School has a diverse family engagement and leadership team that leads family engagement strategies at the school site.
- Involves parents in organized, ongoing, and timely ways in the planning and improvement of school programs
- Has an active, parent organization that represents diverse racial, ethnic, socio-economic, and other groups in the school, that monitors parent rights and responsibilities

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:

- Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)
- Our full-time Parent Liaison coordinates all outreach, communication, and engagement efforts
- We build our parents' capacity around the academic standards and results through workshops and community events such as Parent Literacy Nights, Family Reading Night and Academic Awards Ceremonies
- We promote parents-teacher partnership by holding academic conferences after the first two trimesters
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school-wide Wellness program and through health education by our Nurse.
- Finally, we provide our parents many ways to get support for our school through our Parent Volunteer program

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:

- Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)

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:

- School provides a “one-stop shop” at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families’ needs and preferences for additional programs or services they need to support their children’s achievement from data collected from at least 50% of the school’s families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school’s goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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

- School provides a “one-stop shop” at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families’ needs and preferences for additional programs or services they need to support their children’s achievement from data collected from at least 50% of the school’s families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school’s goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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:

- School provides a “one-stop shop” at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families’ needs and preferences for additional programs or services they need to support their children’s achievement from data collected from at least 50% of the school’s families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school’s goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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 School Site Council on September 9, 2020 and will be in effect for the period August 10, 2020 through May 27, 2020.

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

Name of Principal

Carin Geathers

Signature of Principal

Carin Geathers

Date

September 30, 2020

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

School-Parent Compact Burckhalter Elementary School 2020-2021

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.**

*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.*

- 2) Calendar and host parent-teacher conferences during which 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.

- 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.**

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.

4) Provide parents reasonable access to staff.

Teachers are available to speak with parents either before school, after school or by appointment. Teachers may, but are not required to provide an email address and/or personal phone number to parents.

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 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.

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

Parents receive newsletters and other academic resources to support students' academic progress outside of school. In addition, parents receive information regarding software programs students can access at home. School provides information about workshops, events, and family nights that support understanding of resources and programs, school communicates with parents and families via School Messenger robocalls, emails and text messages about resources and materials for students, school posts information about our school programs and resources on our school Website, parents receive information during parent conferences and meetings.

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.

Staff understands the importance of including parent and family members through regular participation in Professional Development, Staff Meetings and/or Coaching.

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.

At Burckhalter Elementary School all materials that are distributed relating to school and parent programs, meetings, and all other activities are translated into

Spanish, Chinese, Vietnamese and other languages so that ALL families are able to access the information. All materials are distributed in a variety of ways: hard/paper copies, email distribution, phone calls and text messages through our School Messenger Connect Service.

Teacher Responsibilities

We, as teachers at Burckhalter Elementary School, will support student's 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

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)*

Parent Signature _____

Student Responsibilities

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

- *Get to school on time every day.*
- *Follow all Burckhalter rules and norms;*
- *Respect my school, classmates, staff, community members, and family at all times;*
- *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)*

Student Name _____

This Compact will be adopted by the (SSC Establishment Meeting at Burckhalter Elementary School) on Wednesday, September 9, 2020, and will be in effect for the period of 2020-2021 academic school year.

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 September 30, 2020.

Signature of Principal

Carin Geathers

Wednesday, August 26, 2020



Strategic Resource Planning (SRP)

Burckhalter
School Site Council Membership Roster
2020-2021

SSC - Officers

| | |
|-------------------|---------------------------|
| Chairperson: | Brittany Walker Pettigrew |
| Vice Chairperson: | Erich Butler |
| Secretary: | Fatou Seck |

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

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member |
|----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Carin Geathers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Patricia Franklin | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fatou Seck | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Heidi Stickever | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ivette Clark | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Abdulghani Abuzaid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Erich Butler | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Lindsay Fox | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Brittany Walker-Pettigrew | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tonia Wells | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Zotunde Morton (Alternate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lillie Manning (Alternate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|--|------------------------------|
| SSC Meeting Schedule: (Day/Month/Time) | 3rd Tuesday @ 6:00 pm |
|--|------------------------------|

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