

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1268  
Introduction Date: 6/27/18  
Enactment No.: 18-1081  
Enactment Date: 6/27/18 er

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Brookfield Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

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

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Brookfield Elementary School.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Brookfield Elementary School  
**CDS Code:** 1612596001663  
**Principal:** Marie Roberts  
**Date of this revision:** 4/20/2018

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

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

<b>Contact:</b> Marie Roberts	<b>Position:</b> Principal
<b>Address:</b> 401 Jones Avenue Oakland, CA 94603	<b>Telephone:</b> 510-639-3310 <b>Email:</b> marie.roberts@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Brookfield Elementary School

**Site Number:** 103

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

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

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

**Date(s) plan was approved:** May 9, 2018

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

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

**Signatures:**

<u>Marie Roberts</u> Marie Roberts, School Principal	<u>[Signature]</u> Signature	<u>5/9/18</u> Date
<u>Cindy Heckill</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5-9-18</u> Date
<u>Nicole Williams Browning</u> Nicole Browning, Network Superintendent	<u>[Signature]</u> Signature	<u>5-16-18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5-24-18</u> Date

**2018-19 SPSA ENGAGEMENT TIMELINE****School Site:** Brookfield Elementary School**Site Number:** 103

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/29/2016	SPED	Convened feedback session regarding special education goals and activiites to increase SPED student achievement.
1/13/2017	ILT	Reviewed school data and analyzed greatest needs.
2/21/2018	ILT	Conducted ILT work session to identify school needs and practices.
2/7/2018	SSC	Reviewed school data and discussed greatest needs.
1/26/2018	ILT/Faculty	Review budget summary including planned strategies & activities for 2018-2019.
2/12/2018	SELLS	Reviewed needs for ELs.
3/7/2018	SSC	Discussed needs for site plan and agreed to review final in April meeting.
4/11/2018	SSC	Review and discuss final SPSA.

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$47,600.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$163,842.74	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.01	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$341,961.44</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$67,179.32	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,652.22	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$68,831.54</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Brookfield Elementary School

**School ID:** 103

#### School Description

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

#### School Mission and Vision

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

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

#### Family & Student Engagement

Thirty percent of our students are performing at or above grade level. School engagement events are highly attended by students and families. Classroom procedures are more unified and practiced more consistently so that students are in class instead of in the office. Suspension rates have increased, but student participation rates are high. Most of the students are performing below grade level. Students exiting the Bilingual Program are far below grade level in English Language Arts skills. Students are not engaged consistently through practices which incorporate their interests and experiences. There is a high level of absenteeism. The data reflects high absenteeism and low student performance rates at all grade levels. Classroom practices are not engaging and supporting for the majority of the student population. The changes in the school budgets have affected supports for students and teachers.

**1B: 18-19 NEEDS ASSESSMENT**

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<p>There is an ILT in place that guides professional development on standards-driven instruction. PLCs complete data collection and analysis, to determine mastery of grade-level standards. CEOU's are used to assess math skills at each grade level. There is a focus on building an understanding of multiplication and division for 3rd through 5th grade. Student math skills are improving. We have developed a tool to assist teachers with weekly lesson reflection aimed at adjusting teaching practices. Overall, there is growth in student mastery of grade-level common core standards as measured by proficiency rates on the SBAC.</p>	<p>Data is collected and analyzed but a stronger focus needs to be placed on interventions and engagement strategies which improve student performance. Student reading scores are improving slowly. The majority of the students are scoring below grade level. All teachers are not implementing the Lucy Calkins curriculum. There are few in class or out of class interventions in place. There is a no CCTL in place to help support teachers in the classroom and aid in intervention. The ILT is in place, but budget restraints have limited meeting opportunities. We do not have reading interventions in place for 3rd through 5th grades.</p>	<p>Students are not given enough time to read or held to high enough standards. There is little opportunity for academic discussion and more rigorous text are needed. The interventions in place do not support our student population well. There is no coach in place to support curriculum development or strategy implementation.</p>
<p><b>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</b></p>	<p>There is an ILT in place. Teachers collect and analyze data. PLCs do work around data collection and analysis. Every 3rd through 5th grade teacher is using the SMI assessment tool monthly to collect student reading data. All teachers are implementing F&amp;P assessment to measure student learning. CEOU's are used to assess math skills at each grade level. There is a focus on building an understanding of multiplication and division for 3rd through 5th grade. Student math skills are improving. Teachers collaborate in PLCs and look at student learning. Best practices are being shared and discussed. Leadership meets with teachers in data conferences. We have developed a tool to assist teachers with weekly lesson reflection aimed at adjusting teaching practices.</p>	<p>Data is collected and analyzed but a stronger focus needs to be placed on interventions and engagement strategies which improve student math performance. Student scores are improving slowly though the school's main focus has been on reading. The majority of the students are scoring below grade level on math assessments, including SMI and CEOU. There are few in class or out of class interventions in place support math instruction. We struggle with having students master multiplication and division.</p>	<p>Common Core Standards have still not been absorbed by teachers who are teaching from traditional standards and they are not well trained on the new curriculum. Some struggle with believing that the students can master concepts such as times tables.</p>
<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE &amp; CLIMATE)</b></p>	<p>The attendance tracking and support system has been strengthened by the implementation of Attendance Team meetings, increase in SARTs, and follow through with classroom attendance completion. Student absence rate is much lower than last year. COST team meetings are held consistently and with intent.</p>	<p>Though absenteeism is lower it is still at 18%. Seventy-five percent of our students are below grade level and tier 3 is still heavy. There are few opportunities in place for high achieving students.</p>	<p>Families need to better understand the direct connection between attendance and academic achievement, while students are made to feel welcome and supported in school.</p>

<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</b></p>	<p>Our reclassification rate has improved from 4.5% in 2016-17 to 6.7% for the 2017-18 school year. Our school offers an Early Exit Instructional Program for students in grades K-2. The program uses students' home language to support English language acquisition with full transition to English-only instruction by third grade. Parents choose this program for their students. This program is designed for early elementary ELLs who are dominant in their home language. Our school has a newly formed SELLS committee that has been meeting consistently. We ensure that our school is welcoming to ELL families by providing all school communication in English and Spanish. Additionally, we provide translation at all school functions and events, such as Back to School Night, family engagement activities, report card conferences, etc.</p>	<p>We do not have a coordinated approach to teaching ELLs in English-only classrooms. Teachers are not consistent in ELD practice. Additionally, there is not a curriculum in place to guide teachers. This year has been a transition year from the CELDT to the ELPAC. Teachers and parents need time and additional training to understand the changes in the assessment and how this affects reclassification.</p>	<p>In 2014-15 the reclassification rate was 8.1%. In 2015-16, the reclassification rate was 5.8%. In 2016-17, the reclassification rate was 4.5%. Our current midyear reclassification rate is 6.7%. The district has not provided schools with curriculum. Teachers have not been trained in a curriculum and have not received professional development on skills needed to support ELLs. Additionally, there are so many new curriculum changes and assessment changes that ELL curriculum did not become a priority.</p>
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**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Brookfield Elementary School

**School ID:** 103

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Data Driven Collaboration	Increase the percent of students in all grade reading at or above grade level by 10% each successive year.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	All Students	-81.5	-74.0	-66.5
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	EIPac, CEOU, SMI, SRI, F and P, report cards, referrals, and attendance.				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	<p>Highly effective teaching and meaningful learning of language and literacy will occur when we:</p> <ul style="list-style-type: none"> <li>• focus on the implementation of Common Core Standards and strong, clear learning objectives;</li> <li>• participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery;</li> <li>• collaborate around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth.</li> </ul>				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	All teachers will attend professional development, and participate in PLCs which will include cycles of inquiry which will focus on specific practices to support African American and Latino students.	Leadership will provide a common schedule for planning and collaboration; TSA/CCTL schedule will ensure support for teachers. A school-wide schedule for planning will be posted ahead of time.		PLC Agendas, teacher collaboration work, exit documents. engagement google doc,	
1-2	Accelerate student achievement via the implementation of Balanced Literacy components to address the needs of both ELs and EOs.	TSA and principal will provide support to teachers and assure implementation of the components of Balanced Literacy. A school-wide schedule for planning time and data-analysis; cycles of inquiry and assessments will be in place.		PD Calendar, schedule for planning and data analysis.	

1-3	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice with a focus on the specific practices to support low income students.	Principal will review plans to ensure language support for EL students. School will provide common academic language strategies.	Teacher's instructional plans.
1-4	Teachers will establish clear expectations for communication and collaboration among students with protocols and tools, with a focus on the specific practices to support foster youth and homeless students.	Principal will review plans to ensure collaboration and complete walkthroughs with feedback. Walkthroughs will be scheduled and completed monthly.	Walkthrough data.
1-5	Teachers will have daily Readers and Writers Workshops in which students read, discuss and write every day	The principal and TSA and ILT to ensure teachers properly implement strategies.	Anchor charts, PD agendas, walkthroughs
1-6	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning with a focus on the specific practices to support students with disabilities.	Principal, TSA, and ILT will work together to create a schedule which allows teachers to meet, establish PLC expectations, and support teams with coaching. The ILT will monitor and analyze PLCs making recommendations as needed. A part time TSA will be provided to support teachers with data analysis and assessment implementation.	District and state assessments, PD/PLC agendas, exit tickets and technology schedules.
1-7	Teachers will instruct in intentional small groups during reading/guided reading and math with a focus on the specific practices to support both low performing and GATE students.	TSA, and principal will support small group collaboration through coaching, PD, and walkthroughs. Focus instruction on problem solving and vocabulary development to meet the needs of students.	Walkthrough data, PD agendas.
	Teachers will identify and support documents to present in parent workshops on Common Core Standards to help support Latino students.	Leadership will organize and host parent workshops in coordination with CSM. All parent workshops will be calendared, widely communicated, and supported.	Parent workshop calendar and agenda, newsletter, parent feedback forms.
1-8	The Teacher Liaison will support after school learning through tutorials, reading programs, ASP, etc.	The ILT and principal will work in coordination with the ASP and the teacher liaison to support learning in the ASP. The After-School Program, Higher Ground, and a reading Intervention program will be put into place to support extended learning for students..	Walkthrough forms, After-school Program documentation.

1-9	Teachers will ensure students not at grade level are provided additional time (extended time) to master core skills.	Provide teacher stipends for extended learning. Teacher stipends for additional planning, leadership, and tutoring.	Teacher's tutorial logs, report cards
1-10	STIP will support library and reading activities and provide release time for classroom teachers to engage in planning and professional development.	The principal will identify a structure in which teachers may take their classes for library visits. School-wide schedule for library visits. Training for STIP on library technology.	Library logs, STIP schedule

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Increase the percent of students performing in math at standard met or exceeded by 10%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-76.1	-66.1	-56.1
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	EIPac, CEOU, SMI, SRI, F and P, report cards, referrals, and attendance.				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	<p>Highly effective teaching and meaningful learning of mathematics will occur when we:</p> <ul style="list-style-type: none"> <li>• focus on the implementation of Common Core Standards and strong, clear learning objectives;</li> <li>• participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery;</li> <li>• collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth.</li> </ul>				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION		
2-1	Teachers will include a math vocabulary target in each lesson.	Language target will be posted daily. School provides structure for teachers to meet and plan together; cycle of Inquiry on PD calendar.	Classroom observation, PD calendar		
2-2	Teachers attend planning and PD sessions according to schedule	PD materials are prepared and content aligns to site needs Provide an integrated PD calendar	PD calendar and agendas		
2-3	Teachers will implement core curriculum and intervention materials in class to support student achievement in math.	Principal will work with ILT to identify core curriculum and intervention materials. Support core curriculum and intervention materials.	ILT agendas and minutes. Curriculum logs. Classroom walkthroughs.		

2-4	Identify opportunities for parents to be exposed to and understand Common Core Math Standards so that they can support Latino students throughout the year.	CSM and Community Coordinator will work with teachers to create parent workshop opportunities focused on CC Math Standards to increase parent Involvement and support of students.	Parent surveys. Visitors logs. Sign up sheets.
2-5	Increase parent knowledge of the importance of attendance and the Common Core.	CSM and Community Coordinator will work with teachers to create parent workshop opportunities Provide CSM and Community Coordinator. On-site parent and community coordinator to support parent involvement, engagement, communication and education	Parent meeting logs and surveys. PTO min
2-6	Utilize educational technology and personalized learning including chromebooks, and programs (i.e. AR and ST Math) to better support African-American and Latino students.	Principal will work with ILT to identify enrichment opportunities for students. Increase base-funded EEIP to 1.0 to provide enrichment for students	Prep schedule. ILT minutes
2-7	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	Provide opportunities for field trips, classroom presentations, assemblies, and speakers. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	Field trip documentation, parent surveys
2-8	Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	The principal, CSM, and ILT will work together to prepare and disseminate a monthly school calendar and newsletter. Provide copier maintenance and materials for office and classroom support.	Newsletters, calendars

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Multi-Tiered System of Support (MTSS)	Brookfield will reduce chronic absenteeism by 5%.			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Chronic Absence	All Students	15.89%	14.30%	12.87%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	EIPac, CEOU, SMI, SRI, F and P, report cards, referrals, parent surveys, and attendance.				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	Highly effective teaching and meaningful learning will occur when we create a school culture and climate that: Decreases referrals and promotes PBIS strategies that support students in class; Implement strategies which celebrate student success like perfect attendance; Create opportunities for students to practice leadership skills.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
3-1	Review school disciplinary policy to assure school-wide practices are in place.	With the ILT, the principal will lead the process to review the school wide-discipline policy. Support and continue to implement Universal Discipline Policy		School wide discipline policy, ILT minutes, referrals and COST data	
3-2	Identify and practice common school practices which build positive teacher-student relationships, support and encourage student belonging so that they desire to attend, ie song, pledge, government, awards, etc.	Principal and ILT along with COST team and PBIS committee will identify a plan to collect and disseminate common practice and best practice information		ILT minutes, PBIS documentation, COST minutes.	
3-3	Teachers correctly use the COST and SST processes to support students, and can explain the processes to parents and families	Principal and Community School Manager and Family/Community Coordinator ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students. Bi-weekly COST meetings led by Community School Manager		COST data and meeting minutes.	

3-4	Teachers abide by established routines for all areas of school. Teachers document student referrals according to agreed upon procedures.	Principal establishes and reinforces routines for all areas of school. Principal documents communication with teachers regarding student referrals and suspensions COST team is established and there are readily available universal forms for use by teachers. Review and disseminate both a parent and a staff handbook.	Staff meeting agendas, staff memos, referral documentation.
3-5	Teachers communicate to students and families the importance of school attendance, and support students to improve attendance	Principal establishes structure for attendance referrals to be made and Community School Manager case-manages through COST. SARTs are held monthly. Chronic absence data is reviewed regularly by Attendance Team (Community School Manager, Attendance Clerk, and Community Coordinator) and prevention and school wide intervention programs are put in place	Staff meeting agendas, staff memos, referral documentation, newsletters, Title I meeting documentation. SART documents and calender.
3-6	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	CSM and Community Coordinator will work with teachers to create parent workshop opportunities Provide CSM and Community Coordinator. On-site parent and community coordinator to support parent involvement, engagement, communication and education	Parent meeting logs and surveys. PTO min
3-7	Teachers call students who missed school at least once weekly.	CSM and Attendance Clerk review absences and call homes. Attendance team meets weekly and reviews students, plans home visits.	Phone logs and SART/SARB records
3-8	Support after school learning through tutorials, reading programs, ASP, etc.	Will work in coordination with the ASP and the teacher liaison to support learning in the ASP. Provide additional staff to support extended day tutoring and enrichment.	ASP records and liaison schedule
3-9	TK/K Teachers will hold parent workshops to inform parents about the importance of attendance.	The administration, in coordination with the CSM and the CC, will host a beginning of the year meeting for incoming families. The school will fund a TK K meeting at the beginning of the year.	Meeting agenda and flyer

3-10	Teachers will complete assessments on time for F&P, SRI, and SMI along and the data analysis.	Provide professional development and PLC calendar which supports data collection and analysis. Provide templates and tools for teachers to analyze the data and Identify strategies to accelerate learning. Reading support for lowest performing subgroups.	Assessment data.
3-11	Teachers will accurately utilize the COST referral system.	Will create a partnership with a mental health provider for mental health services for students. Provide regular mental health services to caseload.	COST referrals and meeting notes.
3-12	Inform parents of and maintain/support school practices and rules regarding parent volunteers on campus	Set meetings for beginning of year to roll out volunteer plans: establish sign-up procedures, requirements, and expectations; calendar and conduct trainings; and provide badges identifying volunteers. Provide CSM and Family/Community Coordinator to strengthen and support volunteer program.	Parent meeting logs and surveys. PTO minutes. Community Liaison calendar.

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Reclassification	By June 2021, we will consistently reclassify 10 percent of English Language Learners each year.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	3.00%	5.00%	7.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	EIPac, CEOU, SMI, SRI, F and P, transitional data from second to 3rd grade.				
<b>Theory of Action for English Language Learners Priority:</b>	<p>Highly effective teaching and meaningful learning will occur for English Language Learners when we:</p> <ul style="list-style-type: none"> <li>• focus on the implementation of Common Core Standards and strong, clear learning objectives;</li> <li>• participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery;</li> <li>• collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low/income, English language learners, and foster youth.</li> </ul>				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will collaborate with the CSM and Community Coordinator during report cards and parent teacher conference time to support families of English Language Learners with translation of Common Core Standards, grade level expectations, etc.	Community Schools Manager (CSM), bilingual Spanish and Community Coordinator bilingual Spanish	Parent Teacher Conference Logs, CSM data and meeting logs, Parent Center documentation
4-2	Teachers will work with Community Coordinator to identify workshops which will support parents of English Language Learners in the understanding of standards, curriculum, etc to better support Latino students.	<i>Community Coordinator, bilingual Spanish</i>	Parent Center workshops and parent meetings
4-3	Teachers will communicate with the bilingual attendance clerk to support parents of English Language Learners in maintaining good attendance and absence documentation.	Attendance Clerk, bilingual Spanish	Attendance records, phone logs, SARTS, Independent Study records
4-4	Bilingual teachers will work with ILT to identify goals in both English and Spanish, and to address the specific needs of Newcomer students.	ILT will work with bilingual teachers to create goals in English and Spanish for bilingual students.	Teachers present during PD, ILT minutes, newcomer assessment data.
4-5	Teachers will implement ELD strategies to support English Language Learners and Latino students.	ELA Lead will coach teachers on ELD strategies. Provide ELD curriculum supports	PD agendas and classroom walk throughs.
4-6	Teachers will establish high quality small collaborative groups supported by educational technology and personalized learning including chromebooks, and programs (i.e. AR and ST Math) in order to offer differentiated instruction to meet the needs of all students, including GATE students, low-performing students, and English Learners.	Principal will work with staff to establish lab and chromebook schedules and provide ST Math and personalized learning	Chrome book cart records, ST Math data, teacher technology plans, student assessment data
4-7	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice which will support Latino students.	Principal will review plans to ensure language support for EL students. School will provide common academic language strategies.	Teacher's instructional plans.



**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 103

**School:** Brookfield Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Higher Ground After School Program	Multi-Tiered System of Support (MTSS)	A1.6 After School Programs	5825				103-1
\$17,552.31	General Purpose Discretionary	Supplies	Mathematics	A2.3 Standards-Aligned Learning Materials	4310				103-2
\$6,000.00	General Purpose Discretionary	Copier maintenance contract	Data Driven Collaboration	A2.3 Standards-Aligned Learning Materials	5610				103-3
\$24,047.69	General Purpose Discretionary	Community Schools Manager	Data Driven Collaboration	A2.8 Data & Assessment	5730				103-4
\$18,958.16	LCFF Concentration	Bilingual Teacher	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0006	0.25	103-5
\$6,041.85	LCFF Concentration	Community Schools Manager	Data Driven Collaboration	A2.8 Data & Assessment	5730			0.10	103-6
\$30,333.05	LCFF Supplemental	Bilingual Teacher	Data Driven Collaboration	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0006	0.40	103-7
\$20,595.24	LCFF Supplemental	Surplus, potentially for TSA.	n/a	n/a	4399				103-8
\$32,410.46	LCFF Supplemental	Community Schools Manager (.5 FTE)	Multi-Tiered System of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	5730				103-9
\$80,503.99	LCFF Supplemental	Community Coordinator	Multi-Tiered System of Support (MTSS)	A6.1 Parent/Guardian Leadership Development	2405	COMM COORD/PROG ASST	20CCPR0003	0.75	103-10
\$37,517.66	Title I: Basic	STIP Sub to support library and reading activities.	Data Driven Collaboration	A2.9 Targeted School Improvement Support	1105	TEACHER STIP	TCSTIP0716	1.00	103-11

\$25,000.00	Title I: Basic	Reading Program	Multi-Tiered System of Support (MTSS)	A2.9 Targeted School Improvement Support	5825				103-12
\$4,661.66	Title I: Basic	Field Trips to support academic enrichment.	Multi-Tiered System of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	5826				103-13
\$1,652.22	Title I: Parent Participation	Surplus to be allocated in Fall 2018.	n/a	n/a	4399				103-14

## **Title I School Parental Involvement Policy Brookfield Elementary School, 2017-18**

Brookfield Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Input from parents was gathered at the Annual Title I meeting, monthly SSC meetings, meetings of Brookfield parents and parent leaders, and parent surveys. It has distributed the policy to parents of Title I students at the Annual Title I meetings. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Brookfield Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Translation is provided in Spanish.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Leadership for this activity is provided by the Community Coordinator and the SSC.
- The school provides parents of Title I students with timely information about Title I programs. Information is provided to parents in regular school newsletters written in both Spanish and English.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Teachers provide this information to parents in personalized one-to-one parent conferences.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents make such requests individually or as a group to the principal, the community coordinator, or parent leaders. Fall Kindergarten parent meetings held in both the morning and evening, are an example of such.

### **School-Parent Compact**

Brookfield Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction

## Title I School Parental Involvement Policy

- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

### **Building Capacity for Involvement**

Brookfield Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content, achievement standards, the State of California's and OUSD's academic assessments, including alternate assessments and how to monitor and improve the Academy proficiency achievement of their children. This happens in small group workshops organized on topics such as Reclassification for English Language Learners.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parents are provided materials such as high frequency words in "baggies" or multiplication fact flash cards.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. All communication generated by Brookfield for parents is provided in both English and Spanish.
- The school provides support for parental involvement activities requested by Title I parents. Parents make requests to the principal, community coordinator or parent leaders.

### **Accessibility**

Brookfield Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.



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### Adoption

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

This policy was adopted by the Brookfield Village School Site Council on (Date) February 7, 2018 and will be in effect for the 2017 -18 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The Brookfield Village Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Maur Robert  
(Principal's Signature)

February 7, 2018  
(Date)

## **SCHOOL PARENT COMPACT**

### **Brookfield Elementary School**

Compacts are voluntary agreements between families and schools. This compact represents one example of what a family-school compact could look like for a magnet or charter school where families and their students have voluntarily decided to participate in the school. Schools and districts may use this compact to develop a local compact. Our school philosophy as an alternative school is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

**As a student I will:**

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

**Student signature** \_\_\_\_\_

**As a parent/guardian or family member I will:**

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

**Family member signature** \_\_\_\_\_

**As a teacher I will:**

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students, and families.

**Teacher signature** \_\_\_\_\_

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

## **Contrato Entre la Escuela y los Padres de Familia Brookfield Elementary School**

Los contratos son acuerdos voluntarios entre las familias y las escuelas. Este es solo un ejemplo de un contrato para una escuela Magnet o una escuela autónoma en la que las familias y sus estudiantes de manera voluntaria deciden participar en la escuela. Las escuelas y distritos pueden usar este contrato para desarrollar un contrato local. Nuestra filosofía escolar como escuela alternativa es que las familias, los estudiantes y el personal escolar trabajen en asociación para ayudar a cada estudiante a desarrollar su máximo potencial. Como socios, acordamos los siguiente:

### **Como estudiante, yo:**

- Creeré en que puedo aprender y en que aprenderé.
- Leeré durante al menos 30 minutos al día, cinco días de la semana.
- Estaré en clase puntualmente, listo para aprender y habiendo hecho mis asignaciones.
- Apartaré tiempo todos los días para hacer mis tareas.
- Conoceré y seguiré las normas de la escuela y de la clase.
- Follow the school's uniform dress code.
- Hablaré con mis padres y mis maestros constantemente sobre mi progreso en la escuela.
- Respetaré mi escuela, mis compañeros de clase, el personal y la familia.
- Pediré ayuda cuando la necesite.

**Firma del Estudiante** \_\_\_\_\_

### **Como padre de familia/tutor legal o miembro de la familia, yo:**

- Hablaré constantemente con mi hijo sobre el valor de la educación.
- Me comunicaré con la escuela cuando algo me preocupe.
- Supervisaré el tiempo que pasa mi hijo viendo la televisión y me aseguraré de que lea todos los días.
- Me cercioraré de que mi hijo asiste a la escuela todos los días, puntualmente y con las tareas hechas.
- Apoyaré el código de disciplina y de vestuario de la escuela.
- Le haré seguimiento al progreso escolar de mi hijo.
- Haré todo esfuerzo posible por asistir a eventos escolares como las entrevistas entre padres y maestro, las Exposiciones y la Noche de Bienvenida a la Escuela.
- Me cercioraré de que mi hijo duerma lo suficiente, reciba atención médica constata, y esté bien alimentado.
- Participaré en actividades patrocinadas por la escuela, la comunidad y en el hogar para cumplir con mi responsabilidad de 40 horas al año.
- Participaré en la toma de decisiones con el personal de la escuela y otras familias en beneficio de los estudiantes.
- Respetaré la escuela, el personal, los estudiantes y las familias.

**Firma del Miembro de la Familia** \_\_\_\_\_

### **Como docente, yo:**

- Impartiré clases de alta calidad con un currículo a la misma altura.
- Comunicaré expectativas elevadas para cada estudiante.
- Me- empeñaré en motivar a mis estudiantes a aprender
- Enseñaré e involucraré a mis estudiantes en clases interesantes y que representen un reto para ellos.
- Participaré en las oportunidades de capacitación profesional que mejoren la pedagogía y apoyaré la formación de asociaciones con las familias y la comunidad.
- Haré cumplir las normas de manera equitativa e involucraré a los estudiantes en la creación de un ambiente caluroso y protector en la clase.
- Me comunicaré constantemente con las familias tocante al progreso de su hijo en la escuela.
- Proveeré asistencia a las familias en cuanto a lo que pueden hacer para apoyar el aprendizaje de sus hijos.
- Participaré en la toma de decisiones con el resto del personal escolar y las familias para el beneficio de los estudiantes.
- Respetaré la escuela, el personal, los estudiantes y las familias.

**Firma del docente** \_\_\_\_\_

Nos comprometemos a cumplir con este acuerdo.

Firmado el \_\_\_\_\_ de \_\_\_\_\_ de 20\_\_\_\_.



**2017-2018**  
**School Site Council Membership Roster – Elementary**

**School Name:** Brookfield Elementary

<b>Chairperson :</b> Cindy Hukill
<b>Vice Chairperson:</b> Ishara Beliso
<b>Secretary:</b> Carmen Gomez

<b>Member's Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>
Marie Roberts	X			
Carmen Gomez		X		
Cindy Hukill		X		
Ishara Beliso		X		
Tom Schao			X	
Felisha West				X
Diana Perez				X
Laura Chavez				X
Katrina Allen-Childress				X
Kamlesh Kaur				X

**Meeting Schedule**  
**(day/month/time)**

**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
 3-Classroom Teachers  
 1-Other Staff  
**AND**  
 5-Parent /Community