

Board Office Use: Legislative File Info.	
File ID Number	19-1297
Introduction Date	6/26/19
Enactment Number	19-1145
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Burckhalter Elementary School



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

Legislative File Id. No. 19-1297
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Burckhalter Elementary School
CDS Code: 1612596001689
Principal: Carin Geathers
Date of this revision: 5/27/2019

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

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

Contact: 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: 5/27/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Burckhalter Elementary School

Site Number: 105

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input 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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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: May 20, 2019

- 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:

Carin Geathers

Principal

Carin Geathers

Signature

5.20.2019

Date

Brittany Walker Pettigrew

SSC Chairperson

Brittany Walker Pettigrew

Signature

5.20.2019

Date

Monica Thomas

Network Superintendent

Monica Thomas

Signature

5-30-19

Date

MURPHY OTIS

Officer, State and Federal Programs

MURPHY OTIS

Signature

5/30/19

Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/1/2018	All parents in attendance	Shared priority goals with all parents, staff, community members, and visitors in attendance (Title I Back to School Night)
11/27/2018	SSC Members	Shared 18-19 SPSA priority goals
1/15/2019	Staff Members	Conducted work session to identify teacher, leadership and evidence to substantiate effectiveness of current Tier I, Tier II and Tier III practices
1/22/2019	SSC Members	19-20 SPSA draft shared, Title I budget priorities reviewed, recommendations made for upcoming school year; discussed and agreed upon revisions to priorities
2/27/2019	SSC Members	19-20 SPSA draft reviewed after submission to Network Executive Officer review
3/24/2019	Staff members	Reviewed revised 19-20 Schoolwide goals and priorities; discussed effective and continued Tier I, Tier II and Tier III strategies and new instructional strategies and curriculum
5/20/2019	SSC and Staff Members	Final 19-20 SPSA reviewed after necessary revisions completed; SSC voted to approve 19-20 SPSA and adopted Title I budget.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62,826.20
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	\$328,020.46

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)	\$61,641.58	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$28,548.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,184.62	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$153,552.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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:	\$62,826.20	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$318,021.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$380,847.20
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Fall F&P Foundations (K) Proficiency Rate (Letter Name) is 52.4%, EOY goal is 70% or higher; Fall F&P Foundations (K) Proficiency Rate (Letter Sounds) is 33.3.4%, EOY goal is 70% or higher African American students proficiency rate is 64.5% (Letter Names) and 50% (Letter Sounds) Midyear Growth (EOY Target) =70%	After initial assessment (August), Kindergarten students receive repeated practice in Letter Names and Sounds (whole group daily); SIPPS Instruction begun in December supports Letter Names and Letter Sound growth; Readers and Writers Workshop daily in some classes; Students progress monitored monthly; Small group instruction ensures students receive targeted support; Students read daily at Instructional Level; Students read increasing numbers of Complex Texts
Fall SRI Proficiency Rate is 23.8%, EOY goal is 50% or higher; 3rd grade Proficiency Rate is 27.8% African American Midyear Proficiency Rate is 31.5% (EOY) target 40%	After initial rereading assessment (Fall), students progress monitored monthly through weekly small group instruction; African American students not making adequate progress receive targeted support in small group instruction ; Students read daily at Instructional Level; Students read increasing numbers of Complex Texts
Fall ELA IAB-African American students proficiency rate =61.5% Above Standard on Reading Informational Texts Fall ELA IAB-Latino students proficiency rate =66.1% Above Standard on Reading Informational Texts	Readers and Writers Workshop daily in some classes; Students progress monitored monthly; Small group instruction ensures students receive targeted support; Students read daily at Instructional Level; Students read increasing numbers of Complex Texts; SIPPS Instruction in the Upper Grades ensures students receive targeted instruction at their reading instructional level paired with phonics instruction

Fall Math CEOU's proficiency rates mastery on key grade level standards (Kindergarten=78% Mastered), (1st grade 43.3%), (2nd grade 32.4%)	Full implementation of Math Workshop with clearly articulated teaching points and student tasks; students receive individualized, differentiated math instruction via ST Math; student practice with performance tasks
Fall 18-19 Reclassification rate =20.8% for all English Language Learners assessed	English Learners develop English language proficiency during daily protected time Designated English Language Development; (ELD); ELL's develop oral language proficiency in academic discussions and receive direct instruction in reading and writing during workshop; F&P and SRI reading and writing monitored regularly;
Priority Challenges	Root Causes of Challenges
Less than 90% Kindergarten students proficient on key standards (Letter Names, Letter Sounds, Initial Sounds) may result in students not reading and F&P Level D by May 2019 28.6% Latino students Not Proficient (Midyear)	Teachers lack SIPPS Training; Inconsistent implementation of SIPPS in Kindergarten class; TK, Kindergarten class has differing student outcomes; Inconsistent Writer's Workshop in all classes; Complex Texts and Close Reading strategies not well understood by all teachers; very few classes implement daily writing aligned to reading; some kindergarten students haven't attended preschool
Fall Chronic Absenteeism Rate (September-December)=21% 4th Grade Chronic Absenteeism is 17.0% Latino Chronic Absenteeism is 27.3%	Several new students enrolled with attendance challenges, histories; newly hired Attendance Clerk and Administrative Assistant I continue to receive training to strengthen skills and knowledge
Less than 50% of all 3rd-5th graders students proficient on key reading, writing standards (as measured by Fall IAB-Read Literary Texts) 19.2% African American Students assessed Not Proficient on reading Informartional Texts;	Inconsistent Writer's Workshop in all classes; Complex Texts and Close Reading strategies not well understood by all teachers; very few classes implement daily writing aligned to reading; Teachers gaining knowledge of Key Grade Level Common Core standards; must strengthen aligning Teaching Points to Student Tasks; Limited time for teachers to "Backwards Map" units of study
Less than 50% of all 3rd-5th graders students proficient on key grade level math standards (as measured by Fall IAB); 55.6% African American students Not Proficient on Math (IAB)	Students have little practice with math performance tasks that resemble SBAC tasks; Teachers gaining knowledge of Key Grade Level Common Core standards; must strengthen aligning Teaching Points to Student Tasks; Limited time for teachers to "Backwards Map" units of study

1C: 19-20 STUDENT GOALS & TARGETS	
<i>District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)</i>	
School Goal:	Create a welcome 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)

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	76.57%	85.00%	90.00%
Suspensions	African-American Students	-2pp	0.93%	0.50%	>1%
Suspensions	Students with Disabilities	-2pp	1.67%	0.00%	>0%
Chronic Absence	African-American Students	-2pp	19.77%	10.00%	10.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: By the end of the 2019-20 school year, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for ELA, increasing DF3 to -15 or less

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-37.9	-25	-15
ELA SBAC	Students with Disabilities	+20 points DF3	-101.7	-81.7	-60
ELA SBAC	African-American Students	+20 points DF3	-34	-14	4

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: By the end of the 2019-20 school year, 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 -15 or less

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-46.2	-30.2	-15
Math SBAC	Students with Disabilities	+20 points DF3	-109.9	-89.9	-60
Math SBAC	African-American Students	+20 points DF3	-84.7	-64.7	-40

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	By the end of the 2019-20 school year, at least 50% of all English Language Learner students in grades K-5 will demonstrate English Language proficiency and be reclassified as Fluent English Proficient				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	20.83%	25.00%	50.00%
LTEL Reclassification	Long-Term English Learners	25%	50.00%	50.00%	50.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	By the end of the 2019-20 school year, at least 90% of all Kindergarten students know all Letter Names and Sounds; 75% read at F&P "D" level; at least 90% of all 1st graders read at F&P "J" level; at least 75% of all 3rd-5th graders score proficient on SRI assessment				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	54.32%	40.00%	60.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	24.41%	0.00%	19.00%
K at or above Benchmark	All Kindergarten Students	+5pp	25.81%	30.81%	70.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	39.13%	44.13%	70.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		For all 3rd-5th grade students assessed: Increase SBAC ELA to at least 29%-moving from Yellow to Green Tier			
Theory of Action for Language & Literacy:		If teachers teach small, differentiated guided reading groups daily, then they can track student literacy development and implement targeted strategies for students individualized needs. If teachers plan common core aligned lessons for their small guided reading groups, then students will make greater progress towards standards mastery.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		All Students		-39.6	-37.9
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
All teachers implement key elements of Reader's and Writer's Workshop daily; students are assessed at least 3X/year on OUSD reading assignments; all students not initially proficient will be assessed every 30 days to monitor and track student progress; 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, Reader's and Writer's 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)					
What evidence do you see that your practices are effective?					
Evidence of effective instructional practices that will result in student achievement goals include, but are not limited to, Fall F&P (K-5) =41.7% Above/At; Fall F&P Foundations proficiency rates=52.4% Letter Names, 40.4% Letter Sounds; Fall SRI (3rd-5th)=23.8% Above/At; Fall IAB-Read Literary Texts (3rd-5th grades)-5% Above Standard, 40.5% Near Standard 100% of all classes implement Reader's Workshop; 75% implement Writer's Workshop; Morning Meetings are held in all classes					
What are some possible implications for your 2019-20 SPSA?					
Continue Full implementation of Reader's and Writer's Workshop with clearly articulated teaching points and student tasks; increase student reading Written responses of/to Complex Texts and Close Reading instruction to increase reading and writing proficiencies that will result in increased proficiencies on SBAC ELA annual assessment					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		For all 3rd-5th grade students assessed: Increase SBAC Math to at least 21%-move from Yellow to Green Tier			

<p>Theory of Action for Standards-Based Instruction:</p>	<p>If we (teachers and administrator) ensure that every lesson is planned using Common Core State Standards-based curricula, is rigorous, that teaching points are aligned to tasks, is taught in a differentiated manner designed to meet the learning needs of each student, and progress monitored with both formative and summative assessments (SMI, CEOU's , Front Row, ST Math, Illuminate assessments) then we will accelerate learning and close the identified achievement gaps of all students especially Title I , Low Income, English Learners and Foster Youth resulting in a higher percentage of students achieving proficiency on ELA SBAC (3rd-5th) moving from 33% (green tier) to at least 40% (blue tier).</p>		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>SBAC Math</p>	<p>All Students</p>	<p>-33</p>	<p>-53.2</p>
<p>Briefly describe the overall implementation of 18-19 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) D.M=Meet with the teacher, A= At your Seat, T=Technology (Differentiated), H=Hands On; students are assessed at least 3X/year on OUSD math assignments; 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 that will result in student achievement goals include, but are not limited to, Fall Math CEOU (K)=78.38% proficient on key Kindergarten standards including (CCSS.MA.K.K.CC.3 Write numbers from 0 to 20); Fall Math CEOU (1st grade)= 73.33% (CCSS.MA.1.1.OA.3-Use addition and subtraction within 20 to solve word problems); Fall Math CEOU (2nd grade)= 73.33%; (CCSS.MA.2.2.NBT.3-Use place value understanding and properties of operations to add and subtract.) IAB- (3rd grade)-6% Above Standard, 47.1% Near Standard-Operational and Algebraic Thinking;(4th grade) 15.6% Above Standard, 42.2% Near Standard-Numbers and Operation in Base Ten; (5th grade) 2.6% Above Standard, 28.9% Near Standard-Number and Operations Fractions; 100% of all classes implement Math Workshop; 100% of all K-5th graders use ST Math; Morning Meetings are held in all classes</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>Continue Full implementation of Math Workshop with clearly articulated teaching points and student tasks; increase student practice with performance tasks to increase proficiencies that will result in increased proficiencies on SBAC Math annual assessment</p>			
<p> </p>			
<p>18-19 Conditions for Student & Adult Learning Priority:</p>	<p>Chronic Absence</p>		
<p>June 2021 Conditions for Student & Adult Learning Goal:</p>	<p>Decrease chronic absenteeism and tardies to less than 10% by June 2021.</p>		

Theory of Action for Conditions for Student & Adult Learning:	If we teach SEL Skills and strategies to ensure that Burckhalter Elementary School and EVERY classroom is safe and welcoming, nurturing and engaging; engage parents in the importance of attending school EVERYDAY (incentivizing attendance) and closely monitor daily attendance to interrupt chronic absenteeism, then of all students especially Title I , English Learners and Foster Youth will want to come to school every day and the chronic absenteeism rate will decrease to less than 10% by June 2018.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	18.1%	21.30%
Briefly describe the overall implementation of 18-19 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?			
TK , 2nd and 3rd grades have no chronically absent students thru December 2018; Attendance and C.O.S.T Team meets weekly to analyze data and plan, implement strategies to increase Average Daily Attendance (ADA); all staff recognize perfect and improved student attendance			
What are some possible implications for your 2019-20 SPSA?			
Continue weekly Attendance and C.O.S.T Team meets weekly to analyze data and plan, implement strategies to increase Average Daily Attendance (ADA); begin home visits to help increase attendance at school			
18-19 Conditions for English Language Learners Priority:	Language Development		
June 2021 Conditions for English Language Learners Goal:	By Spring 2019, more than 25% of all English Learners will be reclassified.		
Theory of Action for Conditions for English Language Learners:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	English Learners	12.5%	20.80%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers will use data (ELPAC, SRI, Writing samples, etc.) to determine the proficiency level of ELL's; teachers form groups based upon data; create and teach 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, Social Studies); provide resources for ELD including appropriate supplemental materials and software

What evidence do you see that your practices are effective?

Evidence of effective instructional practices that will result in student achievement goals include, but are not limited to, Fall (2018-19) 14.3% ELL's Reclassified; 17.4% of all ELL's score Level 4 and 17.4% score Level 3 on 17-18 ELPAC assessment; 20.8% ELL's reclassified (17-18)

What are some possible implications for your 2019-20 SPSA?

Continue to use data (ELPAC, SRI, Writing samples, etc.) to determine the proficiency level of ELL's ; teachers continue to form groups based upon data; create and teach lessons for English Learners to develop English language proficiency during daily protected time during the regular school day-Designated English Language Development (ELD)

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

Teacher on Special Assifnment (TSA) resigned and was not replaced as staff;

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Burckhalter Elementary School

School ID: 105

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"): Chronic Absence

School Theory of Action:

If we teach SEL Skills and strategies to ensure that Burckhalter Elementary School and EVERY classroom is safe and welcoming, nurturing and engaging; engage parents in the importance of attending school EVERYDAY (incentivizing attendance) and closely monitor daily attendance to interrupt chronic absenteeism, then of all students especially Title I , English Learners and Foster Youth will want to come to school every day and the chronic absenteeism rate will decrease to less than 10% by June 2018.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will use progressive discipline outlined on Universal Referral Form URF) to redirect "off task" student behavior.	Leadership Team will continue school wide SEL practices that cultivate student positive engagement; Monitor student behavioral referrals. Revise and publish Student/Parent handbook that includes school-wide behavioral expectations with input from parents (Family Engagement).	Weekly,monthly URF tracking on Dashboard
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)	Principal and ILT 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	Progress on PBIS rubric (BoY-EoY), URF Tracking, behavior referrals (goal=less than 20/year), decrease in chronic absenteeism, reading and math data that shows positive academic growth

1-3	Teachers create instructional plans that facilitate "bell-to-bell" teaching and learning.	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.	Classroom walkthrough notes; feedback with Next Steps; monthly SSC meeting notes
1-4	Teachers implement <i>Caring Schools Community (CSC) curriculum during "Homerom" daily</i> ; 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	<i>Principal will support implementation of school-wide CSC curriculum with ongoing Professional Development; outline school-wide expectations and and provide support to ensure full implementation</i> ; ILT will monitor classrooms daily and provide feedback to staff on effective engagement and culture practices. Partner with Ujimaa ASP to survey parents and use data to host a minimum of (3) parent workshops annually (Family and Community Engagement).	<i>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)</i>
1-5	Teachers produce and share progress reports with parents and students, especially Title I and Economically Disadvantaged Youth that include feedback regarding academic progress and student conduct.	Staff participate in yearlong Positive Behavior Interventions and Supports (PBIS) PD; assess year 1 progress and create Year 2 goals; implement plan; explicitly teach positive and appropriate behaviors to all students Increase student safety and minimize negative peer-to-peer interactions during recess; Increase student safety and minimize negative peer-to-peer interactions during recess.	Copies of progress reports, report cards indicating progress in specific academic and/or SEL areas of focus
1-6	Teacher create behavior improvement plans for students who repeat negative behaviors.	Noon Supervisors train Junior Coaches in Conflict Management strategies to reduce negative verbal and physical interactions during recesses; leadership purchase resources, incentive materials, food and refreshments for student trainings	Reduction in URF's, Incident Reports from Noon Supervisors-Goal is 20 or fewer URF's by End of the Year

1-7	Teachers work collaboratively in PLC's to support each other and monitor students progress and growth toward articulated goals.	Principal will ensure learning environments have all necessary supplies. All students have access to on site behavioral resources including mental health staff and counseling services (i.e. Ann Martin Center staff and/or counseling intern).	Budgets with needed supplies; C.O.S.T. Team meeting notes; Family and Community Coordinator log of calls, meetings (monthly)
1-8	Teachers will take attendance daily.	Members of the Attendance Team will meet with parent/families of each "At Risk" of being chronically absent after each absence. Create Attendance Improvement Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits.	Attendance Team meeting notes; C.O.S.T. Team meeting notes with "At Risk" 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
1-9	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	Leadership Team will identify high leverage 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	Copies of weekly monthly classroom attendance; positive behavior and perfect attendance (improved attendance) assemblies and budget for prizes
1-10	Afterschool Teacher Liaison provides PD in core teaching areas for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	Partner with Ujimaa ASP to provide Extended Day for targeted and identified youth; Explicitly teach positive and appropriate behaviors to all enrolled Ujimaa ASP students ; Partner with Ujimaa Foundation to identify resources to support positive and appropriate behaviors; Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.	Afterschool-ASES funds allocated for Teacher Liaison; Agenda, Meeting notes, feedback from classroom observations from teacher liaison to Ujimaa ASP staff

1-11	Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for GATE identified students	Leadership Team will identify high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE). Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students .	Copies of weekly monthly classroom attendance; positive behavior and perfect attendance (improved attendance) assemblies and budget for prizes
1-12	Explicitly teach positive and appropriate behaviors to all students beginning in Kindergarten; reteach often to students who require more behavioral interventions including Ann Martin services	Calendar monthly and trimester celebrations to recognize students academically, with perfect and improved attendance and good and improved citizenship beginning in Kindergarten Host regular celebrations for families aligned to improved academic achievement, attendance and positive behaviors. Purchase resources, incentive materials, food and refreshments for student recognition	Copies of weekly/ monthly positive behavior and perfect attendance (improved attendance) assemblies and budget for prizes

<i>District Strategy:</i> Providing Equitable Access to STANDARDS-BASED INSTRUCTION			
School Priority ("Big Rock"):	Mathematics		
School Theory of Action:	If we (teachers and administrator) ensure that every lesson is planned using Common Core State Standards-based curricula, is rigorous, that teaching points are aligned to tasks, is taught in a differentiated manner designed to meet the learning needs of each student, and progress monitored with both formative and summative assessments (SMI, CEOU's , Front Row, ST Math, Illuminate assessments) then we will accelerate learning and close the identified achievement gaps of all students especially Title I , Low Income, English Learners and Foster Youth resulting in a higher percentage of students achieving proficiency on ELA SBAC (3rd-5th) moving from 33% (green tier) to at least 40% (blue tier).		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

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 Math Workshop focus areas; Closely monitor all student progress, including Title I and Low Income youth, in math (Grade level Math CEOU's (K-2nd), Blended Learning (ST Math), SBAC Interim Formative assessments (3rd-5th), inte; .</p> <p>Principal and Leadership Team will provide "real time data" to teachers to guide classroom instruction through regular feedback Principal and ILT create and utilize weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation;</p> <p>Principal conduct regular observations during Math Workshop, specifically how to confer with students effectively; Weekly PLC Collaboration for data analysis and planning-Resources=budget for release time; "Protected During the Day time" is set aside for teachers to plan and analyze data together</p>	<p>Weekly observations showing evidence of Math Workshop model daily; Data from math assessments include: SBAC Interim Math assessments, Math CEOU's, ST Math; implementaion of Next Steps from feedback after observations</p> <p>Written feedback from observations during Math Workshop; Implementaion of Next Steps from feedback after observations</p>
2-2	<p>All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and accelerate student achievement in literacy (e.g. Freckle, ST Math for targeted students groups including GATE Identified students</p>	<p>Principal and teachers will create grade level plan to track goals across the year; check in will be 3X/year @ data conferences</p> <p>Supplemental materials (e.g. Standards Plus) aligned to Common Core standards are utilized to give students opportunities to engage with SBAC aligned assessments and provide opportunities to apply their learning</p>	<p>Weekly/monthly data reports (ST Math, Freckle) to track proficiency levels (K-5th)</p>

2-3	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), Title I, Economically Disadvantaged youth , 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;	2019-2020 Assessment calendar with regularly scheduled formative assessments; Written feedback from observation and implementation of Next Steps from feedback after observations
2-4	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 to support ALL students in class and in small group intervention groups.	2018-2019 School calendar with Data Conferences
2-5	All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and increase student achievement in literacy (e.g. Freckle, ST Math for targeted students groups including ELL's .	Principal and teachers will create grade level plan to track goals across the year; check in will be 3X/year @ data conferences Supplemental materials (e.g. Standards Plus) aligned to Common Core standards are utilized to give students opportunities to engage with SBAC aligned assessments and provide opportunities to apply their learning	Weekly/monthly data reports (ST Math, Freckle) to track proficiency levels (K-5th)
2-6	Teachers will implement Core Curriculum through unpacking Tasks in each unit in order to identify the content and the cognitive demand of each task; All 3rd-5th grade teachers administer Beginning of Year (BoY) grade level math assessment (e.g. math IAB); closely monitor those students not initially on track to meet grade level proficiency standards, especially Title I, Low Income, African American students, every 30 days to monitor progress toward grade level goals; Ensure the use of ST Math (at least 20 minutes/day)	Provide protected time for backwards unit mapping and weekly grade level PLC planning (Used to develop a concrete understanding of what the students are expected to learn at each grade level, and in each unit); teachers use all relevant data including IAB's, Math CEOU's, Freckle, ST Math to plan daily/weekly instruction; Both ILT and 1.0 Prep Teacher to provide "during the day" release time for teacher planning aligned to data	Baseline data ; Monthly data to track student proficiency; PLC monthly meeting notes (math focus); formative assessment data;

2-7	Teachers participate in professional learning that includes OUSD sponsored trainings, conferences, etc.	Principal and ILT will ensure teachers are provided with professional learning opportunities (e.g. attendance at conferences, retreats, peer observations, video-taping of practices) to deepen and refine their skills; ILT will plan PD in areas of Balanced Literacy. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	<i>Budget prioritizes funding for teacher attendance at professional conferences, School-wide retreats and OUSD offered PD; Fund student out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.</i>
2-8	Afterschool Teacher Liason provides PD for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	Provide teacher stipends for PD Partner with Ujimaa Foundation to provide quality academic intervention and broader enrichment supports after school. Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.	Afterschool ASES funds allocated for Teacher Liaison; Agenda, Meeting notes, feedback from classroom observations from teacher liaison to Ujimaa ASP staff
2-9	Kindergarten teachers will host Fall and Spring Orientation/Open House for incoming Kindergarten parents to welcome students and families to school (Parent Engagement).	Calendar Kindergarten Orientation/Open House for incoming families. Share priorities with families (e.g. Daily, On Time Attendance) Set clear student attendance and achievement goals for Kindergarten families that are public; create and share a calendar that allows us to monitor progress towards these goals.	Calendar with Kindergarten Orientation, Parent Invite, Sign in sheet of attendees
2-10	Kindergarten students have access to blended learning high quality software (ST Math, Front Row) to ensure students are prepared for transition to Kindergarten and 1st grade	Create calendar and Blended Learning Block to ensure students have access to high quality software that accelerates learning. Share priorities with families (e.g. Daily, On Time Attendance)	Weekly lesson plans with Blended Learning block, ITL schedule with Kindergarten classes, progress on software programs (ST Math)

2-11	Teachers create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas especially for GATE students	Blended Learning opportunities integrating technology (software, hardware) is utilized to respond to GATE students' needs (acceleration) Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students .	Weekly lesson plans with Blended Learning block, Data with GATE student progress on software programs (ST Math); specific projects using technology (e.g. Google Docs, Maker club, etc.)
2-12	Teachers create, implement, monitor and revise Individual Education (IEP) plans and differentiated strategies for students with disabilities to ensure their individual needs are met.	Leadership will provide resources and access to instructional technology to support students disabilities in Special Day Classes (SDC) classrooms as well as students in regular classes with IEP's. Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of students of disabilities.	Progress of completed and compliant IEP's (Monthly Dashboard)

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

School Priority ("Big Rock"):	Literacy		
School Theory of Action:	If teachers teach small, differentiated guided reading groups daily, then they can track student literacy development and implement targeted strategies for students individualized needs. If teachers plan common core aligned lessons for their small guided reading groups, then students will make greater progress towards standards mastery.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

3-1	<p>Teachers identify grade level Common Core State Standards (CCSS-Mathematics, ELA, Writing); all teachers will create lesson plans that include standards aligned grade level tasks to ensure that teachers are planning with a grade level CCSS standards focus; teachers will make standards in their lesson plans VISIBLE for students (e.g. post standards on whiteboard)</p>	<p>2019-2020 Professional Development calendar aligned to deepening knowledge of CCSS's and Anchor standards; Reader's and Writer's Workshop lessons (minilessons) and teaching points align to student tasks and formative assessments; Principal, Instructional Teacher Leader and/or Leadership Team lead site-based PD aligned to site-based focus areas; Closely monitor student progress in core curricular areas (Balanced Literacy, Blended Learning, Formative assessments, interventions);</p>	<p>Assess students at least 3X/year for all students; those students not initially proficient will be assessed every 30 days to monitor and track student progress and use data to create differentiated Acceleration groups to move students toward grade level proficiency Fountas and Pinnell Early Literacy Phonics and Word Analysis Assessment (K); Fountas and Pinnell Reading Records (1st-5th) Scholastic Reading Inventory-SRI (2nd-5th); SBAC Inrerim Assessments (3rd-5th)</p>
3-2	<p>Teachers implement key elements of Reader's and Writer's Workshop daily to ensure all students, including Title I and Low Income students reach, maintain and/or accelerate reading and writing grade level proficiency: A. Read Aloud (Introduce reading/writing strategy) B. Minilessons (Reading and Writing Strategies or Skills) C. Independent Reading/Writing (applying the reading/writing strategy or demonstrating use of the skill, for example Academic Discussions) D. Individual or Small Group Conferring E. Response to Reading (Oral and/or Written between students) Students engage in regular Academic Discussions and are taught protocols to ensure ALL students participate</p>	<p>Principal and ILT utilize weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation; Principal closely monitors Read Aloud, Minilessons and small group work during Reader's/Writer's Workshop; Teaching Points match student tasks when assessed during 1 to 1 conferring. Weekly PLC Collaboration for data analysis and planning- budget for release time; "protected time" is set aside for teachers to analyze data together.</p>	<p>Feedback from Observations including Next Steps; PLC meeting notes; budget prioritized for extended time (Leadership Team Retreats, Planning Time)</p>

3-3	Teachers categorize tasks that require students to think and reason and those that require the application of previously learned rules and procedures (DoK 2, 3, 4); teachers provide multiple opportunities for all students, including Title I students, to develop thinking skills and practice DoK tasks at all levels of complexity (rigor); teachers regularly administer tasks that are DOK 2 and 3	Professional Development focuses on identifying, sorting and analyzing Depth of Knowledge (DOK) tasks to deepen understanding; create and/or administer DOK tasks used as a tool to help plan instruction and assessments with a focus on rigor and relevance.	Classrooms with learning objectives posted; PD calendar and agendas aligned to site-based Professional Development focus Webb's Depth of Knowledge (DOK); Collection of DOK Tasks; Exit Tickets
3-4	Teachers ensure Newcomers (ELL's) , build the capacity to speak, read, and write in English; Designated ELD is consistently delivered during a common, protected block of time with some attention to proficiency levels 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.)	Teachers are provided detailed assessment data (ELPAC, SRI, IAB, Lucy Calkins writing and SBAC) of ELLs to provide appropriate language development supports; teachers deliver EXPLICIT instruction, making learning objectives VISIBLE (e.g. posting objectives on whiteboards) Leadership ensures teachers receive necessary resources including "protected time" for data analysis and plan classroom instruction aligned to English Language Development	Classrooms with learning objectives posted ; PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SBAC Interim assessments
3-5	Teachers explicitly teach reading and writing strategies; teachers administer PRE and POST writing assessments (Opinion/Argument, Information, Narrative) each trimester and score them collectively using a common rubric to inform writing instruction.	Leadership Team members ensure students receive regular brief reading and writing assessments to monitor reading and writing growth (IAB's Lucy Calkins Writing, Teacher created assessments) . Student reading is monitored through a series of regularly timed assessments (e.g. SRI administration every 30 days; ongoing F&P progress monitoring).	Data from reading assessments include: F&P, SRI, SBAC Interim assessments; Databoard (Updated regularly)

3-6	Teachers organize classroom environments that are nurturing and engaging so students want to come to school every day. Teachers teach weekly CSC SEL lessons and include Morning Meetings and Closing Circles (PBIS); Classrooms are organized to ensure that there are multiple opportunities for students, particularly African American males , to move around and interact with peers.	Leadership Team members observe classrooms and provide feedback to ensure that every classroom is emotionally safe, clean, comfortable, provides opportunities for students to move around, access to learning materials, stimulates learning and help build warm classroom communities. Resources: Hire Family Coordinator to support students who are not attending school regularly and/or who need Tier II interventions; Attendance Plans for students with "At Risk" attendance; focus on practices that INCREASE Average Daily Attendance and DECREASE Chronic Absenteeism.	Track Daily, Weekly attendance (Dashboard); Budget for prizes, awards for perfect and improved attendance; Attendance Team/C.O.S.T meeting notes with attendance plans for students with "At Risk" attendance; Family Coordinator meeting notes meets with identified students to create and implement Attendance Plan; Beginning of the Year Professional Development on Optimum Classroom Learning Environments and Management Strategies; posted PBIS rules; Back to School agendas with Home-School agreements; Resources include CCSS Standards for daily, weekly teaching lessons; Feedback from Observations including Next Steps
3-7	Teachers organize classroom environments that create multiple opportunities for GATE identified students ; students utilize technology during Blended Learning Block to accelerate learning.	Leadership Team members lead PLC meetings and Professional Development to help teachers create and implement individualized acceleration plans and identify instructional materials for GATE identified students . Provide resources, including professional development, attendance at professional conferences, technology (software, hardware) is utilized to respond to GATE students' needs (acceleration). Purchase technology (software, hardware) and create Blended Learning opportunities to respond to GATE students' needs (acceleration)	Data identifying GATE students ; Individualized Acceleration plans (Portfolios) for GATE identified students that include differentiated assignments and projects for GATE students; Schedule that include Blended Learning Block for all GATE identified students; Progress on software (ST Math)
3-8	All teachers will ensure students are aware of their reading Lexile levels and students select "just right books" during independent reading time	Principal closely monitors classroom instruction and provides targeted feedback Purchase Informational texts and other books to provide students with rigorous, high quality, lexile aligned reading books	Budget prioritizing textbook purchase; BookTrust (\$5000)

3-9	Teachers employ differentiated instructional strategies to meet the needs of all identified Foster Youth and other targeted demographic student groups, teachers may refer students to Coordinated Services Team (C.O.S.T) for Tier II and/or Tier III support	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs; Provide emotional and social interventions for Foster Youth and other targeted demographic student groups who are not "thriving" (e.g. Provide access to key family and individualized counseling support via Ann Martin Center).	Data (attendance, behavioral, academic) identifying Foster Youth , targeted demographic student groups ; Coordinated Services Team (C.O.S.T) meeting notes outlining Individualized Intervention plans (Portfolios) for students; List of targeted resources including access to onsite Mental Health Services and individual and family counseling for students;
3-10	Teachers ensure all students, have access to high quality literature and Informational Texts; all students especially GATE students , read at least 50% Informational texts in grades 2nd-5th to accelerate students comprehension	Leadership provides resources (e.g. Informational Texts, NewsELA) for student access; Purchase texts through BookTrust Resources budgeted for Informational texts, high interest articles, supplemental materials, software, etc.)	Formative Assessment data aligned to Informational Texts; Purchase texts (Booktrust); track F&P Instructional levxile levels for Informational texts
3-11	Kindergarten teachers will host Fall and Spring Orientation/Open House for incoming Kindergarten parents to welcome students and families to school(Parent Engagement). During Orientation, parents ask questions regarding focus on Kindergarten benchmarks needed to ensure students have necessary skills for next grade.	Create Schoolwide Calendar highlighting Kindergarten Orientation/Open House for incoming families. Share priorities with families (e.g. Daily, On Time Attendance) Set clear student achievement goals, aligned to grade level standards, for Kindergarten families; calendar Academic Family Nights (1 per trimester) that allow families to monitor progress towards these goals	Leadership ensures there are multiple opportunities for Family Engagement Events ; collect sign in sheets from Family Engagement Events; CHKS completion rate for parents, families
3-12	Teachers employ differentiated instructional strategies and implement high leverage academic interventions and practices to the needs of Homeless (Transitional) Youth are addressed.	Leadership Team will identify and implement high leverage academic interventions and practices to aligned to data of specific needs of Homeless Youth . Provide resources, including prioritizing budget resources, to meet the needs of Homeless Youth.	Identify Homeless Youth ; collect data formative assessment data (attendance, behavioral, academic), to show growth towards proficiency.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	Language Development

School Theory of Action:		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.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will use data (ELPAC, SRI, 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 ELL 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 ELL's ; increase in SRI reading proficiency growth (BoY-EoY0, writing samples show progress
4-2	Teachers will provide scaffolds to ensure Newcomers learn the content and academic language used in content area lessons-Integrated English Language Development (IELD).	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	PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SBAC Interim assessments

4-3	<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>Teachers are provided detailed assessment data (ELPAC, SRI and SBAC) of ELLs to provide appropriate language development supports; Leadership ensures teachers receive necessary resources including "protected time" for data analysis and plan classroom instruction aligned to English Language Development</p>	<p>PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SBAC Interim assessments</p>
4-4	<p>Teachers implement key elements of Reader's and Writer's Workshop daily: A. Read Aloud (Introduce reading/writing strategy-ELL's, especially Newcomers listen to fluent readers) B. Minilessons (Reading and Writing Strategies or Skills-provide Newcomers with appropriate and authentic scaffolds they can readily use) C. Independent Reading/Writing (applying the reading/writing strategy or demonstrating use of the skill-ELL's, especially Newcomers practice oral reading) D. Individual or Small Group Conferencing Newcomers are in small groups that allow them to practice language) E. Response to Reading (Oral and/or Written between students-Newcomers, practice speaking and writing)</p>	<p>Principal and ILT utilize weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation; Principal closely monitors Read Aloud, Minilessons and small group work during Reader's/Writer's Workshop; Teaching Points match student tasks when assessed during 1 to 1 conferring. Weekly PLC Collaboration for data analysis and planning- budget for release time; "protected time" is set aside for teachers to analyze data together.</p>	<p>Feedback from Observations including Next Steps; PLC meeting notes; budget prioritized for extended time (Leadership Team Retreats, Planning Time)</p>

4-5	<p>Teachers will use data (ELPAC, SRI, Writing samples, etc.) to determine the proficiency level of ELL's ; teachers form groups based upon data; create and teach lessons for English Learners to develop English language proficiency during daily protected time during the regular school day- Designated English Language Development (ELD).</p>	<p>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 ELL 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</p>	<p>Increase in reclassification rates among ELL's; increase in SRI reading proficiency growth (BoY-EoY0, writing samples show progress</p>
4-6	<p>Teachers will use data (ELPAC, SRI, Writing samples, etc.) to determine the proficiency level of Newcomers; teachers form groups based upon data; create and teach lessons for English Learners to develop English language proficiency during daily protected time during the regular school day- Designated English Language Development (ELD).</p>	<p>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</p>	<p>Increase in reclassification rates among Newcomers; increase in SRI reading proficiency growth (BoY-EoY0, writing samples show progress</p>

4-7	Teachers ensure instruction for all ELLs is aligned to grade-level standards in all content areas.	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.	Purchase SIPPS curriculum; BoY assessment results; ongoing assessments
4-8	Provide high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs.	Leadership will provide resources and access to instructional technology to support ELL's with disabilities in Special Day Classes (SDC) classrooms as well as students in regular classes with IEP's. Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of students of disabilities.	Progress of completed and compliant IEP's (Monthly Dashboard)
4-9	Provide complex texts and tasks for ELLs in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK).	Professional Development focuses on identifying, sorting and analyzing Depth of Knowledge (DOK) tasks to deepen understanding; create and/or administer DOK tasks used as a tool to help plan instruction and assessments with a focus on rigor and relevance.	PD calendar and agendas aligned to site-based Professional Development focus Webb's Depth of Knowledge (DOK); Collection of DOK Tasks; Exit Tickets
4-10			
4-11			
4-12			

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter Elementary School

Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$105,548.00	\$105,548.00	\$0.00
General Purpose Discretionary	\$28,548.00	\$28,548.00	\$0.00
LCFF Supplemental	\$153,552.00	\$153,551.46	\$0.54
LCFF Concentration	\$0.00	\$0.00	\$0.00
Measure G	\$30,373.00	\$30,373.00	\$0.00

Resource	Allocation	Total Expended	Total Remaining
Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$61,641.58	\$10,000.00	\$51,641.58
Title I: Parent Participation	\$1,184.62	\$0.00	\$1,184.62
Low-Performing Students Block Grant (LPSBG)	\$0.00	\$0.00	\$0.00
Comprehensive Support & Improvement (CSI) Grant	\$0.00	\$0.00	\$0.00
School Improvement Grant (SIG)		\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Afterschool contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Afterschool Teacher Liaison provides PD in core teaching areas for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	105-1
\$3,548.00	General Purpose Discretionary	Classified contracts	Goal 6: Parents and families are engaged in school activities.	2220	Classified Support Salaries: Stipends		n/a		Principal will ensure learning environments have all necessary supplies. All students have access to on site behavioral resources including mental health staff and counseling services (i.e. Ann Martin Center staff and/or counseling intern).	105-2
\$10,000.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Principal will ensure learning environments have all necessary supplies. All students have access to on site behavioral resources including mental health staff and counseling services (i.e. Ann Martin Center staff and/or counseling intern).	105-3

\$10,000.00	General Purpose Discretionary	Furniture	Goal 5: Students are engaged in school every day.	4432	Furniture < \$5,000		n/a		Teachers organize classroom environments that are nurturing and engaging so students want to come to school every day. Teachers teach weekly CSC SEL lessons and include Morning Meetings and Closing Circles (PBIS); Classrooms are organized to ensure that there are multiple opportunities for students, particularly African American males, to move around and interact with peers.	105-4
\$5,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Principal will ensure learning environments have all necessary supplies. All students have access to on site behavioral resources including mental health staff and counseling services (i.e. Ann Martin Center staff and/or counseling intern).	105-5
\$38,310.46	LCFF Supplemental	Increase EEIP	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		n/a	0.40	Calendar Data Conferences; Hire 1.0 Prep teacher to support ALL students in class and in small group intervention groups.	105-6
\$9,840.00	LCFF Supplemental	Retired sub?	Goal 6: Parents and families are engaged in school activities.	1350	Certificated Supervisors' and Administrators' Salaries: Substitutes		n/a		Principal will support implementation of school-wide CSC curriculum with ongoing Professional Development; outline school-wide expectations and provide support to ensure full implementation; ILT will monitor classrooms daily and provide feedback to staff on effective engagement and culture practices. Partner with Ujimaa ASP to survey parents and use data to host a minimum of (3) parent workshops annually (Family and Community Engagement).	105-7

\$35,670.00	LCFF Supplemental	Academic mentors	Goal 4: English Learners are reaching fluency.	2928	Other Classified Salaries: Hourly		n/a	2.00	Leadership Team will identify high leverage 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	105-8
\$19,731.00	LCFF Supplemental	Books	Goal 2: Students are proficient in state academic standards.	4200	Books other than Textbooks		n/a		Teachers ensure all students, have access to high quality literature and Informational Texts; all students especially GATE students, read at least 50% Informational texts in grades 2nd-5th to accelerate students comprehension	105-9
\$50,000.00	LCFF Supplemental	Consultants	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		Leadership Team will identify high leverage 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	105-10
\$30,373.00	Measure G	Surplus	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		n/a	105-11
\$10,000.00	Title I: Basic	Conferences	Goal 2: Students are proficient in state academic standards.	5200	Travel And Conferences		n/a		Teachers participate in professional learning that includes OUSD sponsored trainings, conferences, etc.	105-12

Title I School Parental Involvement Policy 2018-19

Involvement of Parents in the Title I Program

Burckhalter Elementary School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

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

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy. Our School Site Council convenes monthly to guide and monitor Title 1-funded programs.
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- 7) Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.

8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

To ensure that we are meeting the goals set out above, we provide support and engage our parents in a variety of ways:

- 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 Vegetable and our school-wide Wellness program and through health education by our Nurse.
- Finally, we provide our parents many ways to get support our school through our Parent Volunteer program.

Annual Title I Meeting

1) **Burckhalter Elementary School** will convene an annual Title I meeting to inform parents of the following:

- That the school participates in the Title 1 Program
- How the school implements the Title I Program
- The requirements of the Title 1 Program
- The parents' right to be involved
- The parents' right to participate in the development of the District's Title 1 Plan

School-Parent Compact

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

Adoption

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

School Site Council meetings (March, April and May, 2018)

This policy was adopted by the **Burckhalter Elementary School** Site Council on **May 15, 2018** and will be in effect for the period of the 2018-2019 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before **November 27, 2018**. It will be made available to the local community on or **before November 27, 2018**. **Burckhalter Elementary School** 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.

Carin Geathers , Principal
(Principal's signature)

November 27, 2018
(date)

Burckhalter Elementary School, Parent and Student Compact

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

This School, Parent and Student Compact is in effect during the 2018-2019 school year.

School Responsibilities —

Burckhalter Elementary School will:

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

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

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

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

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

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

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

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

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

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

Parent Responsibilities —

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

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

Parent Signature _____

Student Responsibilities —

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

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

Student Name _____



2018-2019

School Site Council Membership Roster – Elementary

School Name: Burckhalter Elementary

Chairperson : Brittany Walker Pettigrew
Vice Chairperson:
Secretary: Carin Geathers

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Bahijat Abdul				Parent
Erich Butler, Sr.			Classified	
Carin Geathers	Principal			
Lillie Manning		Teacher		
TeAirra Mitchell				Parent
Zotunde Morton				Community
Fatou Seck		Teacher		
Heidi Stickever		Sp. Teacher		
Brittany Walker Pettigrew				Parent
Jon Pettigrew				Parent

Meeting Schedule (day/month/time)	3 rd Tuesday (monthly) @ 5:30 pm
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SSC Legal Requirements: (Ed. Code 52852)

- 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;
- Parent/community members cannot be OUSD employees at the site.

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