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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Brookfield Elementary School.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Brookfield Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Brookfield Elementary School
CDS Code: 1612596001663
Principal: Leigh Daniels
Date of this revision: 5/2/2023

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

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

Contact: Leigh Daniels
Address: 401 Jones Avenue
Oakland, CA 94603

Position: Principal
Telephone: 510-639-3310
Email: leigh.daniels@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/2/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-24 SPSA ENGAGEMENT TIMELINE

School Site: Brookfield Elementary School

Site Number: 103

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/21/2022	Parent Meeting	Survey given to parents to learn what they want from Brookfield regarding their children's academics, extra curricular activities, and social and emotional learning, and connectedness to the school.
12/5/2022	Tea With The Principal	Discussion of School Closure and next steps.
12/13/2022	ILT and Culture and Equity Team	Discussion of funding: ELSB, Title 1, Title 4, and CCSPP fund using.
12/14/2022	SSC	Reviewed the CCSPP Grant and focused on parent input regarding the funding.
1/9/2023	Tea With The Principal	Reviewing data, discussion of how to support our students for the remainder of the year, despite the possibility of school closure.
1/18/2023	SSC	Celebration of Brookfield remaining open, dinner, and a discussion of what is working and what needs to be redesigned.
2/22/2023	SSC	Public input regarding Student Achievement Data
3/16/2023	SELLS	Establishment of SELLS.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$57,400.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$465,329.02

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)	\$52,500	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$7,080	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,400	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$89,490	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$3,500	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$180,113	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$57,400	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$407,929	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$465,329
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Brookfield Elementary School

School ID: 103

School Description

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

School Mission and Vision

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

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

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
55.8%	44.2%	49.2%	12.7%	4.6%	0.5%	91.9%	22.3%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
21.3%	4.1%	59.4%	4.1%	1.0%	5.6%	0.0%	1.0%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.

Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	41.7%	52.4%	<i>not available until Fall 2023</i>	80.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	3.3%	13.8%	<i>not available until Fall 2023</i>	80.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	3.1%	11.5%	<i>not available until Fall 2023</i>	80.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-80.6	n/a	-79.5	<i>not available until Fall 2023</i>	81.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	10.8%	14.8%	<i>not available until Fall 2023</i>	80.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-81.5	n/a	-103.5	<i>not available until Fall 2023</i>	82.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	10.2%	<i>not available until Fall 2023</i>	15.0%
CAST (Science) at or above Standard	All Students	6.7%	n/a	3.4%	<i>not available until Fall 2023</i>	15.0%

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

School Goal for Targeted Supports for ELLs and African American groups demonstrate accelerated growth on Focal Student Groups: iReady and SBAC to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-167	n/a	-97.4	<i>not available until Fall 2023</i>	167.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-94	n/a	-80.7	<i>not available until Fall 2023</i>	94.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	1.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-159.1	n/a	-115.7	<i>not available until Fall 2023</i>	149.1
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-97.7	n/a	-109.7	<i>not available until Fall 2023</i>	97.7
Reclassification Measures & Annual Targets		<i>*Complete Part 1 of ELD Reflection</i>				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	3.3%	2.0%	4.6%	<i>not available until Fall 2023</i>	5.0%
LTEL Reclassification	Long-Term English Learners	0.0%	n/a	n/a	<i>not available until Fall 2023</i>	10.0%

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

School Goal for Student & Family Engagement: All students and families will feel connected to the school by comfortably attending Open House, Back-To-School Night, Parent Conferences, Tea With The Principal, SSC, and all other Family Engagement functions.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	63.2%	52.4%	66.3%	<i>not available until Fall 2023</i>	100.0%

Out-of-School Suspensions	All Students	1.9%	n/a	0.9%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	6.1%	n/a	0.9%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.9%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	25.8%	31.9%	62.6%	<i>not available until Fall 2023</i>	10.0%
Chronic Absenteeism	African American Students	39.0%	48.1%	61.4%	<i>not available until Fall 2023</i>	10.0%

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

School Goal for High-Quality Staff: Our goal is that all staff are trained in thoroughly understanding equity and diversity, UDL, and how it is incorporated within the curriculum, PBIS, and all other academic and SEL aspects of the school.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	71.4%	65.3%	64.8%	<i>not available until Fall 2023</i>	90 percent

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	In August, the Science Prep Teacher was used to create an additional prep for teachers allowing for strategic planning and collaboration to support ELA implementation and monitoring of that implementation.	Now that all teachers are using the curriculum with more solid integrity, having the extra prep has increased planning time and decreased stress, and the teachers are seeing an increase in student engagement, with the hopes of increasing student achievement.

<i>LCAP Goal 2: Focal Student Group Supports</i>	With the use of Children's Rising, a Literacy Tutor, and an additional TSA we will continue monitoring focal students iReady, SBAC, and other district assessments each cycle to make sure that the achievement gap is closing.	Following district curriculum; following equitable practices in the classroom such as equity sticks, PBIS, restorative practices within the classroom; having extra help in the classroom provided opportunities for teachers to work with small groups in more meaningful ways. Field trips allow students opportunities to learn outside of the classroom to deepen their understanding in core subjects.
<i>LCAP Goal 3: Student & Family Engagement</i>	The principal will host Tea With The Principal monthly and the CSM will host 3 family night events (1 each trimester); a variety of modes will be used to communicate with parents (ParentSquare, text, phone calls, and flyers, all with the use of bilingual support structures; teachers will use PD time to reach out to families and students to address chronic absenteeism and check-ins.	Institutional supports, paid staff time for family engagement and support. Meeting needs of families during announcement of school closure, helped maintain positive mindsets with staff.
<i>LCAP Goal 4: Staff Supports</i>	Self-care for staff; encourage time off for needed mental and physical supports; culture and climate building (Equity and Cultural Responsiveness Training) for staff, teachers lead and take turns holding accountability (peer leverage).	Leadership is direct and no nonsense and majority of staff believe Brookfield is a fair and supportive environment; followthrough is consistent and reliable, so staff finish what is required. Everyone has a voice. Consensus approach as opposed to voting.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	A significant amount of students are more than 2 grade levels below; if the Science Prep teacher is absent or any other teacher, the 3rd prep does not get to be used because of the shortage of substitutes and this impacts the schedule and minimizes the time for ELA and Math planning.	Previous years of unsuccessful outcomes in a bilingual program lead to low student performance overall in grades 3, 4, and 5. Not having enough planning time to really support ELL students. Late implementation of ELD across all grades; 2 grade levels without a consistent teacher. A key member of the leadership team being absent for 6 weeks.

<i>LCAP Goal 2: Focal Student Group Supports</i>	When Children Rising and Literacy teachers are not here, the students who need extra support are missing that specific instruction and it becomes harder to maintain their current academic levels, and teachers have to alter their daily schedules which impacts consistency.	Having no Literacy Tutor until the end of the year, leaving teachers to try and find ways to support focal students who are extremely behind in grade level. Student absenteeism.
<i>LCAP Goal 3: Student & Family Engagement</i>	If the principal or csm is absent, the family engagement rapidly diminishes; student absenteeism is still a problem and impacts student achievement at large and individually for the absent students.	The principal being absent for almost 2 months impacted the students, teachers, and families SEL, thus impacting academic success negatively. Student absenteeism. Lack of 2 teachers for half of the year.
<i>LCAP Goal 4: Staff Supports</i>	When teachers and staff feel defeated, the climate and culture are impacted negatively. Staff who do not follow expectations offset the ultimate goals of achieving student academic and social success.	Teachers carrying the load for teachers who are absent and their own classrooms. Not being trained in the use of the curriculum or not using it properly. Not staying in close proximity with the pacing guides.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Brookfield Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Brookfield started off strong this school year. The focus was ELA and the implementation of EL Education with consistency, constancy, and continuity across all grade levels. We followed many strategies that were stated in the previous SPSA. In spite of the interference with the announcement of school closure, in addition to having a bit of instability in Special Education, third grade, and 5th grade for half of the year, we still see progress in all grades, with a huge amount of student growth in grades K-2.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Brookfield has held true to the district adopted curriculum as set forth in our goals last year, in ELA and with the new math curriculum, Eureka Math. All teachers are using the ELA curriculum, though the pacing is in various stages depending upon the teacher and his or her training and comfortability. The ILT Team has been managing a checks and balance system to ensure that students are getting what he or she should get academically and socially, and are holding one another accountable for the agreements in this SPSA and other plans, in addition to strategic planning each week, regarding ELA, with a TSA as a thought partner.

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

Brookfield leadership and the ILTI, along with other collaborative partners (Network 3 Literacy Coach, FULCRUM, and Children Rising), should continue reviewing student and staff data to help drive decisions. This process has proven to be of great support, maintaining a strong focus on strategic implementation of ELA curriculum and outcomes for all students with a focus on K-2 classrooms. All decisions should be based upon evidence and outcomes that support students academically, socially, and emotionally. Upon learning that the school was remaining open, a plan needs to be put in place to sustain the current enrollment of students and try to increase the numbers of enrollment by 10 percent for next school year.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?

Contract	Reading Inventory (RI) Multiple Years Below Grade Level	Children Rising comes to the school and supports students who need extra attention in reading, comprehension, vocabulary building, and confidence in their literacy skills.	As a result of Children Rising's support of 9 3rd graders and 7 2nd graders who receive 2 hours twice a week of direct reading support, 15 students moved at least one color band closer to reading on grade level.	As a result of Children Rising's services, almost all students who were serviced, except one, moved a minimum of one reading zone, and are scoring higher on his or her assessments. We will continue contracting with Children Rising. We will align the schedule so that it works in sync with our current literacy block.
Field Trips	Student Connectedness to School	Field Trips allow students to experience directly what they may have seen, heard, or read. It also gives them a new experience outside of the school setting.	There have been 8 out of 10 months of field trips, which is almost one a month this school year beginning in September a substantial increase from the previous year for hands-on learning opportunities. More than 90 percent of students attend all field trips and demonstrate their knowledge of the field trips via written work, pictures, and oral presentations. Majority of trips are science based, which is supported by the Science Prep Teacher as well.	We will continue to do field trips and just plan them at the beginning of the year to ensure that we get the dates and times that we want as well as aligning them with the Academic modules that are being taught. We would also encourage parents who want to volunteer to support field trips to do all necessary steps to be approved by the district to be a volunteer.
Prep/Enrichment Teacher	CAST (Science) at or above Standard	Science Prep teacher allows teachers relief of students to collaborate as PLCs and supports students in the STEAM Lab with hands on experiences.	With this support, 6 out of 8 teachers consistently turn in lesson plans that demonstrate continuity with the ELD strands, ELA block and the math block weekly. In addition, 4 out of 8 teachers consistently plan weekly with a thought partner. As a result of this planning, K-2 teachers are demonstrating growth in the assessments compared to last year.	Brookfield will continue to have a science prep teacher and will add another prep for teachers to have direct planning time with a TSA thought partner and students will get an extra dose of science to help support their science content knowledge.

Workshops - Extended Contracts	Student Connectedness to School	Workshop to support parents completing the process to volunteer at the school.	This has been a positive support. Initially, we had no parent volunteers. Now we have 7 who volunteer regularly, 2 in the classrooms, and 1 in the garden with Mr. Haskell, and 4 who attend most field trips. The downside is that parents are not so comfortable volunteering outside of his or her child's classroom.	We will continue supporting parents to volunteer and hold workshops to help them fill out the necessary paperwork, but we will push for parents to volunteer where the need is the greatest.
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2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Brookfield Elementary School

School ID: 103

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:

Mathematics - Math Curriculum Implementation.

School Theory of Change:

If we provide foundational professional development and coaching support for the new math curriculum to all staff in curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators, and owners of the math.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers backwards plan using new curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level	PD/PLC Calendar 2023-24	ELLs and African American groups demonstrate accelerated growth on iReady and SBAC to close our equity gap.	Tier 1
1-2	All Teachers attend foundational curriculum training	Schools schedule and advise all teachers of the summer professional development opportunities	All teachers are using the Eureka Math curriculum dailly as demonstrated in walk throughs and reflected in lesson plans.	Our goal is that all staff are trained in thoroughly understanding equity and diversity, UDL, and how it in incorporated within the curriculum, PBIS, and all other academic and SEL aspects of the school.	Tier 1

1-3	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	<p>Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.</p> <p>Math teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level.</p>	All teachers receive a third prep that is used for collaboration on Eureka Math.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1
1-4	Identify opportunities for parents to be exposed to and understand Common Core Math Standards so that they can support students throughout the year, with a focus on Latino and African American students.	Math night for parents	All parents have the option to attend Tea With The Principal and other school functions that support parents in working with their children academically.	All students and families will feel connected to the school by comfortably attending Open House, Back-To-School Night, Parent Conferences, Tea With The Principal, SSC, and all other Family Engagement functions.	Tier 1
1-5	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Teachers will receive an additional prep once a week to collaborate with a thought partner and plan, review, and improve their implementation of Eureka Math.	Our goal is that all staff are trained in thoroughly understanding equity and diversity, UDL, and how it is incorporated within the curriculum, PBIS, and all other academic and SEL aspects of the school.	Tier 1

1-6	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	Provide opportunities for field trips, classroom presentations, assemblies, and speakers. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	Teachers will support their students on field trips, during gardening, and at family nights to help enforce their academic learning with real life experiences and skills that support their academics.	ELLs and African American groups demonstrate accelerated growth on iReady and SBAC to close our equity gap.	Tier 1
1-7	Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	The principal, CSM, ITL, and ILT will work together to prepare and disseminate a monthly school calendar and newsletter. Provide copier maintenance and materials for office and classroom support.	Teachers will use a prep period to support communication with parents regarding supporting their children with Eureka Math.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1

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

School Priority:	Literacy
School Theory of Change:	<p>If we:</p> <ul style="list-style-type: none"> focus on English language foundational skills by implementing EL Education, Heggerty, and SIPPS with integrity; focus on site words and vocabulary capacity use iReady as a teaching tool to monitor student growth on an individual basis; use exit tickets as a quick informal assessment to see if students comprehended lessons and met objectives of lessons; and collaborate in weekly PLCs about data and outcomes; <p>then highly effective teaching and meaningful learning will occur.</p>
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning with a focus on the specific practices to support students with disabilities.	Principal, TSA, and ILT will work together to create a schedule which allows teachers to meet, establish PLC expectations, and support teams with coaching. The TSA will monitor and analyze PLCs making recommendations as needed.	Sign in sheets and notes from PLC and ILT meeting dates; schedules showing coaching cycles; evidence in classrooms supporting the collaboration discussed in PLCs and with the ILT.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1
2-2	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	TSA and principal will provide support to teachers and assure implementation of the components of EL Education. A school-wide schedule for planning time and data analysis; cycles of inquiry and assesments, supports and scaffolding will be in place.	Teacher schedules of ELD and EL Education blocks; Evidence of data analysis and cycle of inquiry in the staff PD room.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1
2-3	Teachers will identify and support documents to present in parent workshops on Common Core Standards to help support Latino students.	Leadership will organize and host parent workshops in coordination with bilingual (Spanish) CSM. All parent workshops will be calendared, widely communicated, and supported.	During Back to School Night and at the first SSC meeting, parents will be informed of the parent workshops that will be available to help them support their children with the Common Core Standards and homework.	All students and families will feel connected to the school by comfortably attending Open House, Back-To-School Night, Parent Conferences, Tea With The Principal, SSC, and all other Family Engagement functions.	Tier 1

2-4	The Teacher Liaison will support after school learning through tutorials, reading programs, ASP, etc.	The ILT and principal will work in coordination with the ASP and the teacher liaison to support learning in the ASP. The After-School Program, BACR, and a reading Intervention program will be put into place to support extended learning for students..	Regular meetings with ILT and ASP to help the ASP continue learning based on what students are doing during the day (i.e. SIPPS, EL Education, and Eureka Math).	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 2
2-5	Teachers will accurately utilize the COST referral system to refer students who need supports form , SPED, reading programs, and outside services including tutorial, health/mental care, special education,etc.	COST, led by a bilingual CSM, will work with RSP and psychologist to identify students with disabilities.	COST meeting notes with evidence of collaboration from teachers.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 2
2-6	Teachers will implement standards-based instruction using district adopted curricula to target vocabulary, comprehension & sight words (SIPPS, Heggarty, EL Education)	Early literacy tutor and TSA will support ongoing implementation of curriculum.	Literacy tutor's schedule of classrooms and which students are being serviced. Monitoring of student progress based on assessment data.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Identify and practice common school policies which build positive teacher-student relationships, support and encourage student belonging so that they desire to attend, ie song, pledge, government, awards, etc.	Principal and ILT along with COST team led by a bilingual CSM and the PBIS committee will identify a plan to collect and disseminate common practice and best practice information. Staff will identify students to be awarded.	PBIS notes from PD. All PBIS posters up in classrooms and hallways; Date that schoolwide assembly takes place reviewing PBIS and school expectations that support PBIS.	Maintaining a safe, healthy school environment where all members (staff and students) understand and follow the climate and culture expectations.	Tier 1
3-2	Teachers correctly use the COST and SST processes to support students, and can explain the processes to parents and families	Principal and the bilingual Community School Manager (CSM) ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students. Bi-weekly COST meetings led by the bilingual CSM.	Back to School PD showing that the cost process has been explained to teachers; Include as an agenda item that needs to be discussed from the teacher to the parents at Back To School Night	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 2

3-3	Teachers abide by established routines for all areas of school. Teachers document student discipline, buddy passes, and referrals according to agreed upon procedures.	Principal/ILT establishes and reinforces routines for all areas of school. Principal documents communication with teachers regarding student referrals and suspensions. COST team is established and there are readily available universal forms for use by teachers. Review and disseminate both a parent and a staff handbook.	Agenda item for back to school PD for teachers; Part of the PBIS; At Back to School Night, teachers will all disseminate a parent handbook.	All students and families will feel connected to the school by comfortably attending Open House, Back-To-School Night, Parent Conferences, Tea With The Principal, SSC, and all other Family Engagement functions.	Tier 1
3-4	Teachers communicate to students and families the importance of school attendance, and support students to improve attendance	Principal establishes structure for attendance referrals to be made and the bilingual CSM case-manages through COST. SARTs are held monthly. Chronic absence data is reviewed regularly by Attendance Team (CSM & Attendance Clerk) and prevention and school wide intervention programs are put in place	CSM, Attendance Clerk, and Principal work together to support intervention for chronic student absences. Need innovative ways to support students being in school more than 95% of the days.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1
3-5	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	The bilingual CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education	Hold Parent Workshops that stress the importance of attendance in direct relation to academic growth.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1

3-6	Teachers call students who missed school at least once weekly.	The bilingual CSM and the bilingual Attendance Clerk review absences and call homes. Attendance team meets weekly and reviews students, plans home visits.	Designate time where teachers make phone calls and conference with families of students who are absent more than 1 day during any given week.	All students and families will feel connected to the school by comfortably attending Open House, Back-To-School Night, Parent Conferences, Tea With The Principal, SSC, and all other Family Engagement functions.	Tier 1
3-7	Support after school learning through tutorials, reading programs, ASP, etc.	Will work in coordination with the ASP and the teacher liaison to support learning in the ASP. Provide additional staff to support extended day tutoring and enrichment.	Time sheets and sign in sheets that reflect names, date, and times of extended day tutoring and support.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 2
3-8	Kindergarten teachers will hold parent workshops to inform parents about the importance of attendance.	The administration, in coordination with the CSM, will host a beginning of the year meeting for incoming families. The school will fund a Kindergarten meeting at the beginning of the year.	A date on the calendar and sign in sheets of all who attend the Kindergarten meeting.	All students and families will feel connected to the school by comfortably attending Open House, Back-To-School Night, Parent Conferences, Tea With The Principal, SSC, and all other Family Engagement functions.	Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Priority:	PLCs and Consistency
School Theory of Change:	If we: practice and lead collaborative inquiry to build a culture of public learning, we will improve learning for students from underserved groups.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will participate in trainings and conferences to improve teaching skills.	Principal and ILT will identify trainings and conferences to support teachers in meeting school goals.	Teachers will attend the conference and return and do a PD on the conference for the teachers.	Our goal is that all staff are trained in thoroughly understanding equity and diversity, UDL, and how it is incorporated within the curriculum, PBIS, and all other academic and SEL aspects of the school.	Tier 1
4-2					
4-3	Teachers will learn to utilize educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReady) to better support socio-economically disadvantaged, African-American and ELL students in distance learning.	Principal will work with ILT and TSA to identify supports for teachers around the implementation of technology for all students.	All students will meet at least 80 percent usage of iReady Math and iReady Reading.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Academic Equity for African American students in particular which adheres to the district vision for African American students.
School Theory of Change:	If we focus on RJ and instructional practices toward African American students as the focal students, then all students will be receiving the necessary academic instruction and we should see a rise in all students.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers provide small group instruction	Staff Development on how to hold a small group while independent work time	During walkthroughs administration and visitors should see teachers doing lessons with a small group (3-5 students) while the other students are working independently.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1
5-2	Teacher providing tutoring opportunities before and after school	Extended Contracts for teachers	Teachers have sign in sheets with the name and date of the students that are serviced before and after school.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Support students to reclassify through targeted instructional practices for ELL students.
School Theory of Change:	<p>If we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low/income, English language learners, and foster youth; <p>then, highly effective teaching and meaningful learning will occur for English Language Learners.</p>
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will work with CSM to identify workshops which will support parents of English Language Learners in the understanding of standards, curriculum, etc to better support Latino students.	Community Schools Manager (CSM), bilingual Spanish	Flyers, Parent Square, List of all Families that have been called; Sign-in sheet from the workshop. Parent surveys after the workshop.	All students and families will feel connected to the school by comfortably attending Open House, Back-To-School Night, Parent Conferences, Tea With The Principal, SSC, and all other Family Engagement functions.	Tier 1
6-2	Teachers will conduct daily ELD for all ELL students designated and use the EL Education Curriculum.	Leadership will monitor by looking at lesson plans, conducting walk throughs, and making sure the plans align with the lessons that are being stated.	ELD will be reflected on all grade level schedules daily at the same time. In addition, targets and ELD standards will be posted and displayed as the lessons are being taught.	Our goal is that all staff are trained in thoroughly understanding equity and diversity, UDL, and how it is incorporated within the curriculum, PBIS, and all other academic and SEL aspects of the school.	Tier 1
6-3	Teachers working with students in small groups at lunch, and before and after school, supporting extending learning for those who need extra support in acquiring the English language as identified by ELPAC scores.	Leadership will attend the sessions of this small group work and collect work samples to see progress.	Teachers will have sign-in sheets of the students who participate in extra support before and after school. In addition, teachers hours will be reflected on timesheets. Monitoring of student growth, comparing work samples of students who receive extra support in relation to those who do not.	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1

6-4	Teachers working with students in small groups at lunch, and before and after school, supporting extending learning for those who need extra support in acquiring the English language as identified by ELPAC scores.	Leadership will attend the sessions of this small group work and collect work samples to see progress.	Teachers will have sign-in sheets of the students who participate in extra support before and after school. In addition, teachers hours will be reflected on timesheets. Monitoring of student growth, comparing work samples of students who receive extra	By the end of 2023-24 all students in grades K-5 will grow at least 1.5 grades within the school year demonstrated in their iReady and other district assessments.	Tier 1
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PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
Sub Agreement	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support after school learning through tutorials, reading programs, ASP, etc.	103-1
Contracts	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support after school learning through tutorials, reading programs, ASP, etc.	103-2
12-Month Community School Manager	\$88,870	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7894	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	The bilingual CSM and the bilingual Attendance Clerk review absences and call homes. Attendance team meets weekly and reviews students, plans home visits.	103-3
Supplies	\$3,600	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	The administration, in coordination with the CSM, will host a beginning of the year meeting for incoming families. The school will fund a Kindergarten meeting at the beginning of the year.	103-4
Food Entertainment	\$18,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will identify and support documents to present in parent workshops on Common Core Standards to help support Latino students.	103-5
To be allocated in Fall 2023.	\$32,530	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Identify and practice common school policies which build positive teacher-student relationships, support and encourage student belonging so that they desire to attend, ie song, pledge, government, awards, etc.	103-6
Travel and Conferences	\$20,000	California Community Schools Partnership Program	5200	Travel And Conferences	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	All Teachers attend foundational curriculum training	103-7

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
Food Corps contract	\$6,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	103-8
Transportation	\$15,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	103-9
Admission Fees	\$25,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	103-10
Contracted Services	\$16,000	California Community Schools Partnership Program	5830	Contracted Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	The bilingual CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education	103-11
11-Month Teacher on Special Assignment (TSA)	\$155,736	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	7203	11-Month Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	103-12
To be allocated in Fall 2023.	\$24,377	Early Literacy Support Block (ELSB) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	Staff Participation in Foundational Professional Learning	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	103-13
Conferences	\$15,000	Educator Effectiveness Grant	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Teachers will participate in trainings and conferences to improve teaching skills.	103-14

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
STIP Teacher	\$86,719	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9232	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	103-15
Early Literacy Tutor	\$34,995	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	3671	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	103-16
Classified OT	\$1,000	LCFF Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	The administration, in coordination with the CSM, will host a beginning of the year meeting for incoming families. The school will fund a Kindergarten meeting at the beginning of the year.	103-17
Supplies	\$3,080	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	103-18
Copier	\$3,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	The administration, in coordination with the CSM, will host a beginning of the year meeting for incoming families. The school will fund a Kindergarten meeting at the beginning of the year.	103-19
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$63,163	LCFF Supplemental	1105	Certificated Teachers' Salaries	274	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	103-20

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
Extended Contracts - ILT	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	103-21
Consultant Contracts	\$16,327	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teachers will implement standards-based instruction using district adopted curricula to target vocabulary, comprehension & sight words (SIPPS, Heggarty, EL Education)	103-22
Library Technician	\$85,512	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	103-23
Supplies	\$5,500	Preschool Support Budget	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide opportunities for field trips, classroom presentations, assemblies, and speakers. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	103-24
Field Trips	\$5,700	Preschool Support Budget	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide opportunities for field trips, classroom presentations, assemblies, and speakers. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	103-25
Early Literacy Tutor	\$4,999	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3671	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	103-26

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<i>Link to a school goal.</i>	<i>Link to an SPSA action.</i>	<i>Autofills to identify the action.</i>
Extended Contracts for parent workshops	\$1,400	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Math night for parents	103-27
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$47,372	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	274	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	103-28
Contracts - Children Rising	\$3,600	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	103-29
Field Trips	\$1,528	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Provide opportunities for field trips, classroom presentations, assemblies, and speakers. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	103-30
To be allocated in Fall 2023.	\$3,500	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Reading Inventory (RI) Growth of One Year or More	Accelerate student achievement via the implementation of EL curriculum to address the needs of both ELs ad EOs.	103-31



Title I, Part A School Parent and Family Engagement Policy

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

Brookfield Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by: ■ Parents will receive training from staff on how to help their children academically.

- Parents will trained on ELA and Math common core standards
- Teachers will review student assessments at their Parent-Teacher conferences.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by: ■ SSC Meetings, Parent-Teacher conferences, parent trainings, food distributions

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers *Families and school staff engage in regular, two-way, meaningful communication about student learning.*

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- SSC Meetings, Parent -Teacher conferences, Annual Title 1 Meeting,
- Parent Trainings, CSM

The school communicates to families about the school's Title I, Part A programs by: ■ Annual Title 1 Meeting, SSC Meetings, Weekly Parent Newsletter

The school communicates to families about the curriculum used at the school, the assessments used to

measure student progress, and the proficiency levels students are expected to meet by: ■ Weekly Parent Newsletter, Teacher-parent conferences, Back to School Night, CSM

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Parents are welcome to volunteer in daily zoom classes

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Parent English classes, SSC training, Translated weekly Newsletter

OUSD Family Engagement Standard 5: Shared Power and Decision Making *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

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

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

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by: ■ SSC, Title 1 meeting, back to school night, parent trainings, CSM

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

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

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by: ■ SSC meetings, weekly newsletter, parent english classes

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources *Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

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

- Parent center, CSM, english classes for parents

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

Adoption

This policy was adopted by the Brookfield Elementary School on August 24, 2022 and will be in effect for the period August 24, 2022) through May 25, 2023.

The school will distribute this policy to all parents on or before August 24, 2022, of the current school year.

Name of Principal

Leigh Daniels

Signature of Principal

Leigh Daniels

Date August 24, 2022

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

Brookfield Village Elementary School

2022-2023

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

This School-Parent Compact is in effect for the 2022-2023 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Setting high standards and expectations for all
 - Using teaching methods and materials that work best for your child
 - Regularly assigning homework
 - Providing motivating and interesting learning experiences
 - Supporting your child's educational needs by working together with your family

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Formal conferences will be held:
 - At the end of the first, second, and third trimester
 - 1 to 1 conferences to discuss student progress to provide you updates on your child's performance and enlist your support at home
 - Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

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

- Report cards sent home three times a year
- Formal conferences will be held:
 - At the end of the first, second, and third trimester
 - 1 to 1 conferences to discuss student progress to provide you updates on your child's performance and enlist your support at home
- Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

4) Provide parents reasonable access to staff.

- Staff will be available 3 times throughout the year for formal data and 1 to 1 conferences
- Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

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

- You will be able to sign up to volunteer in the classroom or at the school.
- Teachers will make available times and ways in which parents can help at school.
- Formal opportunities for involvement include membership and/or attendance of School Site Council, Site English Learners Language Committee (SELLS), and updates through monthly parent coffees.

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

- Title 1 families are engaged in a variety of settings at Brookfield, such as one-on-one meetings with teachers, small group settings such as SELLS, principal coffee meetings, and large group settings such as Back to School Night and monthly Homework Dinners. In each of these settings our goal is to inform parents about student achievement, increase school and family collaboration, and partnering together to review student data and how we can improve student achievement.

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

- Brookfield staff value their partnership with families. At Brookfield, we believe that the family is the first teacher and that the classroom teacher is working in collaboration with the home to best support the family and student to reach their potential.
- Staff engage in professional development and discussions on how to meaningfully engage families.

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

- Send home regular communication via monthly newsletter and school calendar in English and Spanish.
- Regularly communicate with parents via parent square in home languages.
- Regularly communicate with families via school communication texting program FasTalk to allow communication between school and families in students' home languages.

Teacher Responsibilities

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

Parent/Guardian Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform and dress code.
- Monitor my child's progress in school.

- Make every effort to attend school events, such as parent-teacher conferences and Back to School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Student Responsibilities

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

This Compact was adopted by the (Brookfield Village School Site Council) on August 24, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 1, 2022.

Signature of Principal

Leigh Daniels

Date

8/24/2021



Brookfield ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Glorimar Robles
Vice Chairperson:	Corrin Haskell
Secretary:	Vanessa Gutierrez

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Leigh Daniels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Corrin Haskell*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Glorimar Robles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Vivienne Reid-Modesi*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Victoria Tril	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Suyapa Redondo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Vanessa Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Maria Villanueva Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Wednesday @ 3:00 pm
-----------------------------------------------------------------	--------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

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

