

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Burckhalter Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Burckhalter Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Burckhalter Elementary School
CDS Code: 1612596001689
Principal: Carin Geathers
Date of this revision: 4/8/2016

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

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site:

Burckhalter Elementary School

Site Number: 105

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

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

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

Date(s) plan was approved: Friday, April 8, 2016

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

- ☒ Fliers in students' home languages ☒ Announcement at a public meeting ☒ Other (Notices, Media Announcements, etc.)

Signatures:

Carin Geathers

Print name of School Principal

Carin Geathers

Signature

May 20, 2016

Date

Brittany Walker Pettigrew

Print name of SSC Chairperson

Brittany Walker Pettigrew

Signature

May 20, 2016

Date

Monica Thomas

Print name of Network Superintendent

Monica Thomas

Signature

5/26/16

Date

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian

Signature

5-26-16

Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: Burckhalter Elementary School

Site Number: 105

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
8/20/2015	Staff, PTO, Ujimaa ASP coordinator	Shared 15-16 SPSA plan, discussed priorities, calendared Back to School Night to share with families, community
9/3/2015	Families, Community members, volunteers	Shared 15-16 SPSA plan, shared SBAC test scores, Title I budget and priority, announced SSC Establishment meeting date/time
9/8/2015	Parents interested in joining SSC , staff	Shared SSC responsibilities, shared SPSA and Title I priorities, elected SSC parent/community members
11/10/2015	SSC Members, parents	Examined student data, reviewed budget, discussed school culture-climate, reviewed school goals
2/9/2016	ILT, SSC	Reviewed 2016-2017 budget, voted on priorities aligned to academic and behavioral data
4/8/2016	SSC Members, parents	Approved 2016-2017 SPSA plan and Title I budget

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$42,332.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$115,240.58	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$279,451.75	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$51,702.84	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,325.35	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$53,028.19	\$0.00

ABOUT THIS SCHOOL

School Description

Burckhalter Elementary School, awarded the 2011 Title I Academic Achievement Award, is a small school nestled in a residential neighborhood at the top of Edwards Avenue near Highway 580 in East Oakland. The 290 students constitute a diverse learning community. Approximately 22 percent of the students have a first language other than English, with at least 12 different languages represented in the school. Our school staff consists of a principal; 13 credentialed classroom teachers; three SDC teachers; 2 part time resource specialists; and 26 full- or part-time support personnel consisting of an office manager, speech and language therapist, psychologist, paraprofessionals, custodians, and cafeteria manager. Burckhalter has a district music teacher to coordinate band for grades 4-5, and chorus for Pre-kindergarten-3rd grades, a P.E. prep teacher for all grades and a part-time school nurse.

Burckhalter Elementary School's 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. Our current philosophy is to provide a learning program that is challenging and appropriate to the present and future needs of our children. Burckhalter recognizes its responsibilities to meet the learning requirements of all children including those with special learning needs. We seek to answer the question: "How is the child smart"? rather than "How smart is the child?" 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 and getting smart; thus committing 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.

The primary goal of Burckhalter Elementary School is to meet 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. As the needs of our student population have changed, we continually change our practices to reflect new knowledge about learning and teaching. Our students are reading more, writing more, and learning more through themes.

2015-2016 kicks off our 3rd academic year implementing the Common Core Standards-aligned curriculum, the goal being to fully implement core strategies that are academically rigorous. These shifts have encouraged new conversations and practices about how to meet the needs of students and families at Burckhalter. Burckhalter Elementary School is a Blended Learning school. Instructional Technology integrates hardware (Chrome books and computers) and software (ST Math, Reading Assistant, Front Row) and focuses on (S.T.E.A.M) Science, Technology, Engineering, Art and Mathematics education. Instruction is focused on teaching Common Core concepts, critical thinking, listening and effective writing skills to inspire all students. In response to the rigors of the Common Core State Standards as well as the demands of the adaptive testing of the Smarter Balanced Assessment (SBAC), Burckhalter Elementary School has adopted a lab rotation blended-learning model to deliver Common Core State Standards (CCSS) aligned content and instruction. During Mathematics, Reading, and English Language Arts instruction for all students, students rotate on a fixed schedule between a learning lab and use of Chromebooks used entirely for online learning and a classroom used for other learning modalities.

During the classroom period, A BALANCED LITERACY model is implemented. This approach involves creating and implementing an agreed upon reading, writing, and speaking instructional model which incorporates a balance of informational, poetry and high quality literature texts. Instructional strategies aligned to 21st Century Common Core Standards balance phonics, grammar, reading writing listening and critical thinking. Students are also supported with a strong socio-emotional foundation needed to be successful students, citizens and learners. Classrooms will be engaged in more writing, students will work with academic vocabulary, and students will collaborate to deepen their understanding. Writing will occur daily and occur in all content areas. Our goal this year is to have our student use writing as a tool to more deeply understand topics and issues. Students will learn academic and domain-specific vocabulary during content lessons. Teachers will have students talking and learning from one another in order to deepen their understanding of content. The goal of the partial implementation will begin to prepare our students for the college and career world of the 21st century. There are many, many structures in place to create shared and collaborative leadership and decision-making. Resources, materials, and decisions are aligned to support student achievement and meet the needs of all students.

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 strive to create a safe, nonthreatening and orderly learning environment in which all members of the school community respect and celebrate diversity and THRIVE while in residence.

STRATEGY 1: 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 after school child care and other support services for children and families to build an environment that values children.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Focus on Literacy: Common Core Standards Alignment that includes a focus on planning, teaching points, having tasks that align to teaching points and creating and implementing an assessment system that regularly monitors progress toward school-wide goals.
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Major Improvement Priority #2:	Focus on Blended Learning Block to increase mathematics and reading literacy levels: Personalized Learning-Teachers use technology (CCSS aligned, rigorously demanding software) and hardware (Chromebooks, E-Readers,) to differentiate instruction, monitor progress of every student and continuously engage students and their parents/guardians to accelerate learning; Students, teachers and families develop and monitor Individual Learning Plans (ILP's)
Major Improvement Priority #3:	Focus on Socio-Emotional Learning: Multi-Tiered Systems of Support-Tier 1, 2, and 3 systems are established for school culture and academic acceleration and are agreed upon and followed by all team-members. Through vision-making process, engage ALL members of the school community by assessing the current school climate and considering "how we want to do things here". Create the conditions necessary for an "Engaged School", one that allows all members of the school community to thrive. Develop school wide practices that cultivate student engagement. Develop a shared vision that defines what success looks like at Burckhalter. Identify core values and schoolwide practices that cultivate student engagement and achievement.

MAJOR IMPROVEMENT PRIORITY #1:	Focus on Literacy: Common Core Standards Alignment that includes a focus on planning, teaching points, having tasks that align to teaching points and creating and implementing an assessment system that regularly monitors progress toward school-wide goals.
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PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
2014-2015 SBAC ELA proficiency =21% (3rd-5th graders tested)	2014-2015 SBAC ELA=79% of the students tested DID NOT meet/exceed Common Core State Standards
2014-2015 SBAC Math proficiency =13% (3rd-5th graders tested)	2014-2015 SBAC Math=87% of students tested DID NOT meet/exceed Common Core State Standards

ROOT CAUSE ANALYSIS for Priority #1
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

2014-2015 data reveals more than 60% of 3rd-5th grade students are not meeting mastery on key assessments (Scholastic Reading Inventory, SBAC ELA and Math). Rigorous professional development is needed to ensure school leaders and teachers understand the academic shifts in math and ELA, outlined in the CCSS's. Alignment of classroom instruction to the CCSS's will help ensure students are better equipped to meet the demands of these performance assessments. Understanding of Depth of Knowledge (DOK) and time to design, implement and assess these tasks is necessary for students to begin mastery of these tasks.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Neither site principal, nor classroom teachers have a firm understanding of the CCSS/NGSS's. Professional development (district level, as well as, site-based) has been uneven and inconsistent. Classroom instruction has not mirrored the rigor nor the critical thinking and analysis needed by students to master the demands on the SBAC tests.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	For all 3rd-5th grade students assessed: Increase SBAC ELA to 29%-move from Yellow to Green Tier	SBAC ELA	All Students	21.2%	25%	29%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase SBAC Math to 21%- move from Yellow to Green Tier Increase End of Year SMI proficiency rate to at least 50%	SBAC Math	All Students	13.1%	17%	21%	2: Students are proficient in state academic standards.
Academic	Increase End of Year SRI proficiency rate to at least 50% for 2nd through 5th grade students	SRI	All Students	33.8%	40%	50%	3: Students are reading at or above grade level.
Academic	Kinders and 1st graders will meet or exceed expected End of Year (EOY) goals as measured by the F&P assessments	F&P	Low- Income Students	10%	15%	20%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:

Tier 1 implementation ensures all students are introduced to and immersed daily in key elements of Balanced Literacy; all 3rd-5th grade students read at least 50% of Informational text; reading and writing strategies are explicitly taught; and students closely analyze text with evidence to back up their claims and conclusions. Teaching Points match Student tasks. Rigorous software and hardware are integrated daily to ensure student facility with SBAC assessment model; ELLs are provided scaffolds to access curriculum; and professional development and observation and feedback meets the needs of all teachers.

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers learn to identify grade level Common Core State Standards (CCSS-Mathematics, ELA, Writing)	2016-2017 Professional Development calendar aligned to deepening knowledge of CCSS's ; Principal, Intervention Teacher and/or Leadership Team lead site-based PD aligned to site-based focus areas	Hire 1.0 TSA-Computer Intervention whose responsibilities include managing PD calendar, aligning PD for teachers to increase understanding and implementation of CCSS's,
Teachers implement key elements of Reader's Workshop daily; Teaching Points (TP) match student task	Principal closely monitors small group work during Reader's Workshop; daily Teaching Points match student tasks when assessed during 1 to 1 conferring.	Weekly PLC Collaboration for data analysis and planning- budget for release time; "protected time" is set aside for teachers to analyze data together.
Teachers will begin to differentiate between tasks that require thinking and reasoning and those that require the application of previously learned rules and procedures	Teachers examine Depth of Knowledge (DOK) tasks to deepen understanding; DOK tasks used as a tool to help plan instruction and assessments with a focus on rigor and relevance.	Site-based Professional Development aligned to deepening knowledge of Webb's Depth of Knowledge (DOK); in PLC's teachers develop DOK tasks and use these as student assessments
Teachers ensure ELLs are provided scaffolds to access Common Core curriculum	PLC's analyze the detailed assessment scores (SRI, SMI, SBAC and CELDT test data) of ELLs in order to get a better sense of what they need instructionally,	Weekly PLC Collaboration for data analysis and planning- budget for release time; "protected time" is set aside for teachers to analyze data together.
Teachers explicitly teach reading and writing strategies.	Leadership, including Intervention Teacher, ensures students receive regular brief reading assessments so that their reading growth can be monitored.	Student reading is monitored through a series of regularly timed assessments (e.g. SRI administration every 30 days)

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

Teachers employ differentiated instructional strategies to meet the needs of targeted student groups including Foster and Homeless Youth	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs (e.g. Foster and Homeless Youth).	Provide resources, including prioritizing budget resources, to meet the needs of Foster and Homeless Youth.
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MAJOR IMPROVEMENT PRIORITY #2:	Focus on Blended Learning Block to increase mathematics and reading literacy levels: Personalized Learning-Teachers use technology (CCSS aligned, rigorously demanding software) and hardware (Chromebooks, E-Readers,) to differentiate instruction, monitor progress of every student and continuously engage students and their parents/guardians to accelerate learning; Students, teachers and families develop and monitor Individual Learning Plans (ILP's)
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PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
All students engage with software (Front Row Math and ELA) that accelerates their learning	English Learners not accelerating at the same rate as their English Only counterparts
SRI reading scores increased more than 10%-Midyear administration	No OUSD aligned Professional Development in Blended Learning to support site teachers and leaders.
	SMI proficiency rates for all 3rd-5th graders below 25% (Fall 2015)

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
Most recent SBAC data suggest there is a need for professional development on how to integrate technology (both software and hardware) into the classroom to increase student engagement. In response to the rigors of the Common Core State Standards as well as the demands of the adaptive testing of the Smarter Balanced Assessment (SBAC), we will implement a lab rotation blended-learning model to deliver Common Core State Standards (CCSS) aligned content and instruction.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
There has been uneven professional development (OUSD and site-based) for teachers and principal to ensure they have capacity needed to create Blended Learning Block, purchase software and hardware that accelerates all students growth and resources are aligned for full implementation within the regular school day. Site purchased student computers and every student had access to a computer for uneven number of minutes per day, rather than carefully designing learning objectives aligned to the school-wide mission and learning goals, examining what technologies should be leveraged, when will students need access to these technologies and finally creating the Blended Learning model as a strategy for accomplishing the school's educational objectives.

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	For all 3rd-5th grade students assessed: Increase SBAC Math to 21%-move from Yellow to Green Tier	SBAC Math	All Students	13.1%	17%	21%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase SBAC Math to 21%- move from Yellow to Green Tier	SBAC Math	All Students	13.1%	22% or more growth to move from Orange Tier to Yellow Tier	22% or more growth to move from Orange Tier to Yellow Tier	2: Students are proficient in state academic standards.
Academic	Increase End of Year SMI proficiency rate to at least 50%	SMI	All Students	13.1%	18% or more to move from Red Tier to Orange Tier	24% to move from Orange Tier to Yellow Tier	2: Students are proficient in state academic standards.
Academic	For all 2nd-5th grade students assessed: Increase SRI to 50% proficiency rate	SRI	All Students	33.8%	50% or more to move from Orange Tier to Yellow Tier	70% to move from Yellow to Green Tier	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2	
Major Improvement Strategy for this priority:	<i>During Mathematics, Reading, and English Language Arts instruction for all students, students rotate on a fixed schedule between a learning lab and use of Chromebooks used entirely for online learning and a classroom used for other learning modalities. During the classroom period, A BALANCED LITERACY model is implemented, specifically quality mini-lessons and Reading, Writing and Mathematics Workshops.</i>

KEY PRACTICES FOR PRIORITY #2		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All teachers will use CELDT, SRI, SMI, F & P, Front Row and Math (EOC) data regularly to better tailor instruction for English Language Learners.	Principal and Leadership Team (Teacher leaders, TSA) will provide "real time data" to teachers to guide classroom instruction through regular feedback aligned to school goals	Grade Level daily schedules with a literacy block

All teachers will implement workshop model in Reading, Writing and Mathematics that follows agreed upon model (Interactive Readaloud, mini-lesson, independent reading, guided and shared reading, and regular assessments)	Principal will provide regular observation and feedback around "Workshops", specifically how to confer with students effectively	Weekly PLC Collaboration for data analysis and planning- budget for release time; regular time is set aside for teachers to analyze data together
All teachers use reading records (F & P) to pinpoint EXACTLY where students are and use this data to individualize instruction in small group settings.	Principal and ILT will ensure teachers are provided with professional learning opportunities (e.g. attendance at conferences, retreats, peer observations, video-taping of practices) to deepen and refine their skills; ILT will plan PD in areas of Balanced Literacy.	School calendar/schedule/resources allows for teachers to have time to assess each student and use this data to inform planning for instruction.
All teachers will ensure students are provided the results of all assessment data. All teachers will set individual student goals to track each student's reading, writing and mathematics growth and confer with students to set next level of goals (monthly)	Principal will closely monitor small group work during Reader's Workshop to ensure teachers become proficient in 1 to 1 conferring, guided reading and assessing student progress (F & P)	Teachers will receive differentiated PD during monthly Wednesday Workshop on Reader's Workshop/BAL components related to data results
All teachers will engage in 4x annual data conference and cycle of inquiry around F&P, SRI data points	Principal and ILT create and utilize weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation	Hire Intervention Teacher (credentialed) to support ALL students during Blended Learning Block. TSA will support students in class and in small group intervention groups. TSA will also provide Professional Development to teachers to fully implement adopted software equitably and consistently.
All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and increase student achievement in literacy (Front Row math, ST Math, Reading Assistant.	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
All teachers administer SMI for targeted students not currently at proficiency (grades 3-5) every 30 days to monitor progress toward grade level goals	Provide protected time for weekly PLC planning using all relevant data including SMI, Front Row math, ST Math, etc.	Hire 1.0 Prep Teacher to provide during the day release time for teacher planning aligned to data
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
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.

Teachers ensure students not at grade level are provided additional time (extended time) to master core skills.	Provide teacher stipends for extended learning.	Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.
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.
TK and Kindergarten teachers will host Spring Orientation/Open House for incoming TK and Kindergarten parents to welcome students and families to school	Calendar TK, Kindergarten Orientation/Open House for incoming families. Share priorities with families (e.g. Daily, On Time Attendance)	Set clear student achievement goals for TK, Kindergarten families that are public; create and share a calendar that allows us to monitor progress towards these goals
TK and Kindergarten students have access to blended learning high quality software (ST Math, Front Row) to ensure students are prepared for transition to Kindergarten and 1st grade	Create calendar and Blended Learning Block to ensure students have access to high quality software that accelerates learning. Share priorities with families (e.g. Daily, On Time Attendance)	Hire 1.0 Computer Intervention/Acceleration teacher to provide PD to strengthen technology competency for all teachers.
Teachers create and implement individualized acceleration plans for those students who have demonstrated proficiency in the core subject areas	Blended Learning opportunities integrating technology (software, hardware) is utilized to respond to GATE students' needs (acceleration)	Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students.

MAJOR IMPROVEMENT PRIORITY #3:

Focus on Socio-Emotional Learning: Multi-Tiered Systems of Support-Tier 1, 2, and 3 systems are established for school culture and academic acceleration and are agreed upon and followed by all team-members. Through vision-making process, engage ALL members of the school community by assessing the current school climate and considering "how we want to do things here". Create the conditions necessary for an "Engaged School", one that allows all members of the school community to thrive. Develop school wide practices that cultivate student engagement. Develop a shared vision that defines what success looks like at Burckhalter. Identify core values and schoolwide practices that cultivate student engagement and achievement.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
2014-2015 Student suspensions were less than 2%	There is an increase in referrals for on site Mental Health Support
Because of on-site Mental Health services, behavior referrals have decreased	Chronic Absenteeism is more than 15%; tardiness is chronic as well
Ujimaa ASP, Kid's Club, Faith Network and AAUW (volunteer) organizations support positive school-wide culture and climate.	A small but growing group of students exhibit "Bullylike" behaviors that interfere with the school-wide culture

ROOT CAUSE ANALYSIS for Priority #3
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
End of Year (2014-2015) Chronic Absenteeism rate was 22%. Early Spring, 2016 shows a slight decrease in the Chronic Absenteeism rate (to 16%). Continued interventions are needed to decrease the Chronic Absenteeism rate (goal =>10%). Attendance team members, Ujimaa Afterschool program staff, Ann Martin Center staff, counseling intern and Response to Intervention staff work with families to ensure students come to school daily and on time.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Further challenges include increase in student tardiness, lack of an agreed upon and deliberate decision-making process driven by data needed to create a sustainable MTSS for students and resources (full time on site Resource Teacher, Social Worker, curriculum coaches, professional development in minimizing student "bullylike" behaviors that interfere with school-wide culture and climate and student learning.

STUDENT PERFORMANCE GOAL(S) for Priority #3							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Decrease chronic absenteeism and tardies to less than 10% by EOY	Chronic Absence	All Students	19.9%	13% or less	10% or less	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	Less than 1% student received Out of School (OSS) suspensions	Culture/ Climate: Student	All Students	Less than 1.5% student received Out of School (OSS) suspensions	Less than 1.5% student received Out of School (OSS) suspensions	Less than 1.5% student received Out of School (OSS) suspensions	5: Students are engaged in school everyday.
Social/Emotional	At least 80% of students will report , "Yes they feel safe at school most/all of the time on CHKS	Culture/ Climate: Student	All Students	71.7% -CHKS	75% or higher-CHKS	80% or higher-CHKS	5: Students are engaged in school everyday.

Social/Emotional	At least 80% of parents will report , "They agree or strongly agree the school is a safe place for their children on CHKS	Culture/ Climate: Parent	All Students	7.3%	25% or more-CHKS	40% or more-CHKS	6: Parents and families are engaged in school activities.
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MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:	<i>Multi-Tiered Systems of Support-Tier 1, 2, and 3 systems are established for school culture and academic acceleration and are agreed upon and followed by all team-members. Through continued refinement of school vision, engage ALL members of the school community to create an agreed upon and deliberate decision-making process driven by data for a sustainable MTSS -Tier 1 for students and prioritize resources necessary. Consider "how we want to do things here" and create the conditions necessary for an "Engaged School", one that allows all members of the school community to thrive. Develop school wide practices that cultivate student engagement. Develop a shared vision that defines what success looks like at Burckhalter. Identify core values and schoolwide practices that cultivate student engagement and achievement.</i>
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KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will use common warning steps outlined on Universal Referral Form URF) to redirect "off task" student behavior.	Leadership Team will research and develop school wide practices that cultivate student positive engagement; Monitor student behavioral referrals.	Create Student/Parent handbook that includes school-wide behavioral expectations.
Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best.	Principal and ILT complete self-assessment and use data to create, implement staff development aligned to site-based, school-wide SEL needs	Provide support and resources to Parent Teacher Organization (PTO) to increase parent participation in school-wide programs.
Teachers create instructional plans that facilitate "bell-to-bell" teaching and learning.	Leadership Team members will conduct classroom walkthroughs to collect evidence of effective student engagement and positive discipline strategies to share schoolwide.	Include parent members of School Site Council (SSC) and PTO as core group of parents to help develop school-wide handbook identifying commonly agreed upon behavioral expectations.
Teachers, working in teams, develop written, common classroom motivation and management plans. These plans are communicated in writing to parents and students, explained orally and posted in classrooms permanently.	Principal will monitor classrooms daily and provide feedback to staff on effective engagement and culture practices.	Partner with Ujima ASP to survey parents and use data to at least 3 host parent workshops annually.
Teachers produce and share progress reports with parents and students, that include feedback regarding student conduct.	Staff participate in yearlong Character Development Training and professional development (e.g. True Spark)	Host Family Data Workshops per year focused on individual math progress, analysis
Teacher create behavior improvement plans for students who repeat negative behaviors.	Teacher Leader recruit and train student leaders in Conflict Management strategies.	Purchase resources, incentive materials, food and refreshments for student trainings

All teachers engage in "visioning" work which includes identifying common core beliefs and values aligned to school district goals for student achievement.	Explicitly teach positive and appropriate behaviors to all students	Increase student safety and minimize negative peer-to-peer interactions during recess.
Teachers work collaboratively to support each other and monitor progress and growth toward identified core beliefs.	Principal will ensure learning environments have all necessary supplies.	All students have access to on site behavioral resources including mental health staff and counseling services (i.e. Ann Martin Center staff and/or counseling intern).
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.
Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for ELL's, Foster and Homeless Youth	Leadership Team will identify high leverage academic and behavioral interventions, aligned to data, to target ELL, Foster and Homeless students' needs.	Enlist the support of Community Engagement Specialist (CES) to support culture and climate priorities; 1st-5th grade students meet in weekly "Rap Session" to address student problems and resolve conflicts;
Afterschool Teacher Liason provides PD in core teaching areas for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	Explicitly teach positive and appropriate behaviors to all enrolled Ujimaa ASP students	Partner with Ujimaa Foundation to identify resources to support positive and appropriate behaviors. Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.
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.
Explicitly teach positive and appropriate behaviors to all students beginning in TK, Kindergarten; reteach often Tier 2 and Tier 3 students	Calendar monthly and trimester celebrations to recognize students academically, with perfect and improved attendance and good and improved citizenship beginning in TK-Kindergarten	Host regular celebrations for families aligned to improved academic achievement, attendance and positive behaviors. Purchase resources, incentive materials, food and refreshments for student recognition
Staff describes the expectations for student behavior and conduct and outlines the procedures to be followed when these expectations are not met.	Leadership Team, with input from PTO, create a Burckhalter Student/Family Handbook	Publish and distribute Parent/Family Handbook (2016-2017). Use policies and procedures contained within to guide student behaviors while at Burckhalter Elementary School.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Ujima Afterschool Program provides 180 days of afterschool care that includes academic support, enrichment activities and nutrition to all enrolled students.	Partner with Ujima 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.	A1.6: After School Programs	5825	n/a	n/a	n/a	105-1	105
\$12,000.00	General Purpose Discretionary	Provide stipends for teachers to plan, collaborate and backwards map standards aligned lessons.	Provide teacher stipends for extended learning.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	105-2	105
\$13,832.00	General Purpose Discretionary	Purchase materials and supplies to support all enrolled students.	Provide resources, including prioritizing budget resources, to create classroom environments that are warm, nurturing and inviting.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	105-3	105
\$1,500.00	General Purpose Discretionary	Support parent engagement throughout the year by providing meeting refreshments.	Teachers host Trimester Grade Level meetings with families to provide opportunities for Family Engagement	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	105-4	105
\$5,000.00	General Purpose Discretionary	Provide enrichment activities for all enrolled students including science outdoor education opportunities	Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5826	n/a	n/a	n/a	105-5	105
\$10,000.00	General Purpose Discretionary	Provide enrichment activities for all enrolled students including science outdoor education opportunities	Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	A2.1: Implementation of CCSS & NGSS	5829	n/a	n/a	n/a	105-6	105
\$24,848.69	LCFF Concentration	Hire 1.0 Intervention Teacher whose responsibilities include managing PD calendar, aligning PD for teachers to increase understanding and implementation of CCSS's,	TSA provides support for students needing acceleration in core subject areas, especially reading, language arts and math. TSA also provides on site coaching and professional development for all teachers.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA	0.29	105-7	105
\$151.31	LCFF Concentration	Purchase materials to support all students.	Resources budgeted for Informational texts, high interest articles, supplemental materials, software, etc.)	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	105-8	105
\$9,425.37	LCFF Supplemental	TSA provides support for students needing acceleration in core subject areas, especially reading, language arts and math. TSA also provides on site coaching and professional development for all teachers.	Hire 1.0 Computer Intervention/Acceleration teacher to provide PD to strengthen technology competency for all teachers.	A3.1: Blended Learning		10 MONTH CLASSROOM TSA	C10TSA9999	0.11	105-9	105
\$9,914.78	LCFF Supplemental	Noon supervisor ensures physically and emotionally safe playground, cafeteria and learning environment. Explicitly teach and monitor positive student behavior.	Explicitly teach positive and appropriate behaviors to all students beginning in TK, Kindergarten; reteach often Tier 2 and Tier 3 students	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0006	0.4	105-10	105
\$71,794.47	LCFF Supplemental	Provide weekly Physical Education to all enrolled students	Hire 1.0 Prep Teacher to provide during the day release time for teacher planning aligned to data	A3.4: Teacher Professional Development focused on Literacy	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.82	105-11	105
\$7,000.00	LCFF Supplemental	Purchase high quality supplemental materials to increase reading lexile levels and math proficiency aligned to CCSS.	Supplemental materials (e.g. Standards Plus) aligned to Common Core standards are utilized to give students opportunities to engage with SBAC aligned assessments and provide opportunities to apply their learning	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	105-12	105
\$7,105.96	LCFF Supplemental	Purchase materials and supplies to support all enrolled students.	Teachers organize classroom environments that are nurturing and engaging so children want to come to school every day. Classrooms are organized to ensure that there are multiple opportunities for students, particularly African American males, to move around and interact with peers.	A2.2: Social Emotional Learning	4310	n/a	n/a	n/a	105-13	105
\$10,000.00	LCFF Supplemental	Provide opportunities for teachers to attend trainings, teacher conferences and participate in high quality professional development.	Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students.	A2.5: Teacher Professional Development for CCSS & NGSS	5220	n/a	n/a	n/a	105-14	105
\$11,000.00	Measure G (School Libraries)	Purchase high quality, non-fiction texts to increase reading lexile proficiency.	Teachers ensure students have access to Informational Texts; students read at least 50% Informational texts in grades 2nd-5th grades	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	105-15	105
\$10,000.00	Measure G (School Libraries)				5846	n/a	n/a	n/a	105-16	105

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$15,759.76	Measure G (TGDS)	Teachers participate in "during the day" planning and receive "protected time" to create and implement lesson plans, grade level instructional plans, and vertical planning with colleagues.	Hire 1.0 Prep Teacher to provide during the day release time for teacher planning aligned to data	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP9999	0.18	105-17	105
\$750.24	Measure G (TGDS)	Purchase incentives for students to celebrate improved and perfect attendance, good citizenship and improved academic achievement.	Calendar monthly and trimester celebrations to recognize students academically, with perfect and improved attendance and good and improved citizenship beginning in TK-Kindergarten	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	105-18	105
\$130.00	Program Investment	Purchase materials and supplies to support all enrolled students	Leadership provides resources (e.g. Informational Texts, NewsELA) for student access	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	105-19	105
\$24,000.00	Program Investment	Hire Mental Health Intern and MTSS Counselor to provide during the day support to Tier 2 and Tier 3 students and families with on site Mental Health Services and Family counseling.	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).	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	105-20	105
\$51,411.09	Title I Basic	Hire TSA-Computer Intervention Teacher develop and implement Blended Learning Block and provide Professional Development to teachers to fully implement adopted software equitably and consistently.	TSA -Computer Intervention provides support for students needing acceleration in core subject areas, especially reading, language arts and math Blended Learning Block. TSA also provides on site coaching and professional development for all teachers.	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.6	105-21	105
\$291.75	Title I Basic	Purchase materials and supplies to support all enrolled students	Provide resources, including prioritizing budget resources, to create classroom environments that are warm, nurturing and inviting.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	105-22	105
\$1,325.35	Title I Parent Participation	Host Parent Education classes and meetings for all families to increase Family Engagement	Calendar Grade Level Meetings for all families. Share priorities with families (e.g.CCSS, Daily, On Time Attendance)	A6.5: Academic Parent-Teacher Communication & Workshops	5825	n/a	n/a	n/a	105-23	105

Burckhalter Elementary School

School Name

Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Ench A Butler

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Ench L Butler

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

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

Signed on this 15th day of Sept., 2015.

School Site Council Membership Roster – Elementary

School Name: Burckhalter Elementary School

School Year: 2015-2016

Chairperson : Brittany Pettigrew	Vice Chairperson: N/A
Secretary: Carin Geathers	*LCAP Parent Advisory Nominee: Brittany Walker Pettigrew
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Charlene Blanson				X
Dorothy Jean Collins			X	
Carin Geathers	X			
Kathy Konrady		X		
Lillie Manning		X		
Zotunde Morton				X
Cristina Pablo				X
Brittany Walker Pettigrew				X
Jon Pettigrew				X
Aleta Williams		X		
* Elected Parent				

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

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

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

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

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

School Parental Involvement Policy

Part 1. General Expectations

Burckhalter Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

- 1) ***Burckhalter Elementary School*** will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- ***Distribute for review and approval the Parent Involvement Policy and Rules at the Annual Title I Meeting***
- ***Discuss the current state of the school data and academic goals at the Annual Title I Meeting***

- ***Distribute for review and approval the Home School Compact at SSC monthly meeting (before December)***
- ***Suggested revisions will be reviewed and adopted by the School Site Council (SSC)***

2) ***Burckhalter Elementary School*** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- ***Distribute with bimonthly newsletter***
- ***Extra copies will be kept in the front office for parents***

Burckhalter Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- ***Monthly SSC Meetings***
- ***As safety issues arise***

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

- That their child's school participates in Title I
- About the requirements of Title I
- Of their rights to be involved
- Of their right to participate in the development of the District's Title I Plan
- About their school's participation in Title I
- ***Annual Title I Meeting will be held—refreshments will be served, childcare will be provided***

4) ***Burckhalter Elementary School*** will hold a flexible number of meetings at varying times, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

- ***Saturday School-Monthly (TBD annually)***
- ***SSC Meetings-Monthly***

5) ***Burckhalter Elementary School*** will provide information about Title I programs to parents of participating children in a timely manner:

- ***Monthly Newsletters***
- ***SSC Meetings***

6) ***Burckhalter Elementary School*** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

- ***Annual Title I Meeting***
- ***State of the School Presentation***
- ***SSC Meetings***
- ***Data Summits***

- 7) **Burckhalter Elementary School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- 8) **Burckhalter Elementary School** will submit to the district any parent comments if the school wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) **Burckhalter Elementary School** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - **Saturday School-Monthly (TBD annually)**
 - **SSC Meetings-Monthly**
- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
 - **Parent Guide, List of Rules, Referral Procedures, Due Process**
- 3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - 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 the alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to work with educators
 - **Semester Grade Level Meetings (October, March)**
 - **SSC Meetings-Monthly**
- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology , as appropriate. to foster parent involvement, by:
 - **Semester Grade Level Meetings (October, March)**
 - **SSC Meetings-Monthly**
- 5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach

out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- 6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- 7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

Part 4. Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by
- *Annual Title I Meeting*
- *State of the School Presentation*
- *SSC Meetings*
- *Semester Grade Level Meetings (October, March)*

Carrie Butler

parent signature

Carrie Butler 9/15/2015

Principal