

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

March 8, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Gloria Gamblin, Interim Chief Financial Officer
Marcus Silvi, Coordinator, 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 Brookfield Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

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



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Brookfield Elementary School
CDS Code: 1612596001663
Principal: Marie Roberts
Date of this revision: 5/23/2016

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: Marie Roberts
Address: 401 Jones Avenue
Oakland, CA 94603

Position: Principal
Telephone: 510-639-3310
marie.roberts@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: Brookfield Elementary School

Site Number: 103

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

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: 5/23/2016

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:

Marie Roberts

Print name of School Principal


Signature

5/23/2016

Date

Nakia Lipsey

Print name of SSC Chairperson


Signature

5/23/2016

Date

Monica Thomas

Print name of Network Superintendent


Signature

5/25/2016

Date


Ruth Alahydoian, Chief Financial Officer


Signature

5-31-16

Date

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

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 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
	Special Education	Convened feedback session with PEC teachers on FAP goals and activities.
5/2016	Faculty	Conducted staff work session to discuss school goals and organizational practices aligned to these goals.
5/12/2016	ILT	Conducted ILT work session to discuss school goals and organizational practices aligned to these goals. Also identified indicators to measure growth.
5/23/2016	SSC	Shared the overview of the site plan and discussed the schools goals. Unanimously approved the pla

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	\$62,125.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$164,271.71	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$23,542.11	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$346,817.99	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$72,261.84	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,852.36	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$74,114.20	\$0.00

ABOUT THIS SCHOOL

School Description

Brookfield offers a general education program that includes structured English immersion and Spanish bilingual classes. The bilingual program is an early exit model offering Spanish bilingual classes from kindergarten through second grade, with students transitioning into English instruction by the third grade. In addition, there are ten sheltered English immersion classes, two Autism Special Day classes, two Severely Handicapped Special Day classes and a Non Severely Handicapped Special Day class. Brookfield has 367 students. 62% of students are Hispanic/Latino, 28% of students are African American, 2% are of two or more races, and 4% are Asian/Pacific Islander. 80% of the students are eligible for Free/Reduced Lunch and 51% are English Learners. In 2014, Brookfield was identified as an Intensive Support School, and has received additional supports to redesign itself into the quality school it dreams of becoming. Since then, there has been a productive and inclusive process culminating with consensus on a Pre-planning Proposal submitted in May 2016. In the last 5 years, there have been 4 principals, resulting in disruption and lack of continuity with the efforts to achieve its mission and realize goals. 80% of students did not meet grade level standards in ELA on the 2014-15 administration of the SBAC.

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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Data Driven Collaboration
Major Improvement Priority #2:	Multi-Tiered System of Support (MTSS)
Major Improvement Priority #3:	Improved engagement for students and families

MAJOR IMPROVEMENT PRIORITY #1: Data Driven Collaboration

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
This year, there was one year of growth by mid-year for at least 30% of students in 2-5 as substantiated by SRI scores and as supported in PD and PLC collaboration	More than 75% of the students are below grade level and not supported by present structures.
We saw growth because we implemented Balanced Literacy school-wide.	SBAC ELA proficiency is at 20% and Math is at 16%
	English Learners are performing at the lowest levels on SBAC

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?
<p>SQR REPORT ON TEACHER COLLABORATION: Teachers are inconsistently collaborating in PLCs. PLCs are not regularly used to map curriculum backwards from high leverage, important learning goals, outcomes, standards; collaboratively make curricular choices, and plan instruction assessment. PLCs are not regularly used to look at evidence of student learning (formative and summative assessment or student work) to understand students' level of mastery of the learning objectives. PLCs are not regularly used to share best practices or plan re-teaching and extension activities based on assessment outcomes.</p> <p>SQR REPORT ON STUDENT COLLABORATION: Students engaged in collaboration to facilitate deep learning in only one-fourth of the time.</p>
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
<p>There has been uneven professional development for teachers to ensure they have the capacity needed to create a strong balanced literacy program, for student learning groups, or use professional learning communities effectively. The professional turnover from last year to this resulted in the loss of the school's curriculum leaders in math, science, and ELA. This year brought on a new school leader, and late in the year a new curriculum coach. In addition, the professional development calendar that existed in the beginning of the year did not support the school's needs. Students: Walkthroughs reveal that teacher talk time heavily weighs down instruction. Students are not offered enough time to collaborate or use language.</p>

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	At least 50% of the students in 1-5 will make two years growth in reading.	SRI	All Students	26.1%	36.1%	50%	3: Students are reading at or above grade level.
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	55% of students in grades 1-5 will score at/above grade level on the F&P spring assessment.	F&P	Low- Income Students	35.4%	45%	55%	3: Students are reading at or above grade level.
Academic	90% of K students who take the F&P Foundations assessment will score at Proficient by May 2017.	F&P	All Students	n/a	90%	90%	3: Students are reading at or above grade level.
Academic	At least 50% of the students in grades 3-5 will be at or above basic in math as measured by SMI.	SMI	Foster Youth	n/a	35%	50%	2: Students are proficient in state academic standards.
Academic	100% of students will take the F&P Spring assessment.	F&P	All Students	66.1%	100%	100%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:	<i>Increase collaboration time for students and teachers. 1) Planning time for grade level teachers to collaborate led by the TSA and the CCTL. This will allow teachers to address the root cause at the systemic level of finding common ground about what and how we teach. 2) Implementation of strategies in which student to student academic interaction occurs and deepens learning.</i>
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KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All teachers will attend professional development, and participate PLCs which will include cycles of inquiry	Leadership will provide a common schedule for planning and collaboration; TSA/CCTL schedule will ensure support for teachers.	A school-wide schedule for planning; will be posted ahead of time.
Accelerate student achievement via the implementation of Balanced Literacy components	TSA/CCTL will provide targeted support to teachers and model lessons of the components of Balanced Literacy	A school-wide schedule for planning time and data-analysis; cycles of inquiry and assessment will be in place.
Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice	Principal will review plans to ensure language support for EL students.	School will provide common academic language strategies.
Teachers will establish clear expectations for communication and collaboration among students with protocols and tools.	Principal and coach will review plans to ensure collaboration and complete walkthroughs with feedback.	Walkthroughs will be scheduled and completed bi-weekly

Teachers will have daily Readers and Writers Workshops in which students read, discuss and write every day	The CCTL will provide modeling, coaching and elbow teaching to ensure teachers properly implement strategies.	Site coordinates with district to identify students, secure outside resources for parents such as holding informational meetings; school celebrates positive attendance via assemblies, Lion Cards, and other recognitions.
Teachers will utilize the framework for effective teaching to support classroom practices: Oakland Effective Teaching Framework (OETF) and Teacher Growth and Development System (TGDS)	Provide alternate observers.	Stipends to support alternate observers for TGDS.
Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning	CCTL and principal will work together to create a schedule which allows teachers to meet, establishes PLC expectations, and supports teams with coaching. The ILT will monitor and analyze PLCs making recommendations as needed.	A CCTL will be provided to implement additional intervention support for students (LLI), coaching and professional development for teachers.
Teachers will instruct in intentional small groups during reading/guided reading and math	CCTL, TSA, and principal will support small group collaboration through coaching, PD, and walkthroughs.	Focus instruction on problem solving and vocabulary development to meet the needs of ELL
Teachers will hold a spring orientation to welcome all TK and K families	The administration will host a beginning of the year meeting for incoming families.	The school will fund a TK K meeting at the beginning of the year.
Bilingual teachers will work with ILT to identify goals in both English and Spanish	ILT will work with bilingual teachers to create goals in English and Spanish for bilingual students.	Provide bilingual teacher.
Teachers will focus instruction on problem solving and vocabulary development to meet the needs of ELLs	School leadership will provide resources and professional development to support vocabulary development and problem solving and other strategies.	Resources and professional development will be provided to support problem solving and vocabulary strategies including number talks and other strategies.
Teachers will identify and support documents to present in parent workshops on Common Core Standards.	Leadership will organize and host parent workshops in coordination with CSM.	All parent workshops will be calendared, widely communicated, and supported.
The Teacher Liaison will support after school learning through tutorials, reading programs, ASP, etc.	The ILT and principal will work in coordination with the ASP and the teacher liaison to support learning in the ASP.	The After-School Program, Higher Ground, and a reading Intervention program will be put into place to support extended learning for students..
Teachers will establish regular practices including solving multi-step problems, homework and number talks	ILT and CCTL will provide resources and professional development to support number talks and other strategies.	Resources and professional development will be provided to support problem solving and vocabulary strategies including number talks and other strategies.
Teachers will ensure students not at grade level are provided additional time (extended time) to master core skills.	Provide teacher stipends for extended learning.	Teacher stipends for additional planning, leadership, and tutoring.

MAJOR IMPROVEMENT PRIORITY #2:

Multi-Tiered System of Support (MTSS)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Culture and climate student participation rates are high (52.5%).	Absenteeism has been as high as 20%.
Suspension rates are below 2%.	75% of the students are below grade level making tier 3 the heaviest.
Altercations between students are at a minimum because of positive student to student interaction.	There is little in place for high achieving students.

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?
There is a high rate of absenteeism (18.9%) and student performance rates are at grade level in only 25% of the population. Though students have few altercations, too many of the support needs are at a tier 3 level. There are a large number of discipline referrals from the classroom teachers. In addition, high achieving students have few interventions.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
The discipline policy is not in place and teacher practices vary from classroom to classroom. In addition, absenteeism is not addressed by every staff member and has not been made a high enough priority school-wide.

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
Climate/ Culture Domain	Brookfield will reduce the number of referrals by 50%	Culture/ Climate: Student	All Students	NA	Baseline ~100	50	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
Academic	For all 3rd-5th grade students assessed: Increase SBAC ELA to 20.5%-move from Yellow to Green Tier	SBAC ELA	All Students	21.2%	29%	39%	2: Students are proficient in state academic standards.
Academic	EL students 2nd through 5th grade will increase by at least 2 years of growth as measured by SRI.	SRI	English Learners	27%	47%	67%	4: English learners are reaching English fluency.

Academic	Increase reclassification rate to 25% by May 2017	EL Reclassification	English Learners	12.9%	19%	25%	4: English learners are reaching English fluency.
Academic	All ELs will increase at least 1 CELDT level by May 2017	CELDT	English Learners	35%	67%	100%	4: English learners are reaching English fluency.
Social/Emotional	We will increase parent participation to 80% on CHKS.	SEL	All Students	39.1%	60%	80%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Establish a multi-tiered system (1-3) to support school culture and academic acceleration which is agreed upon and followed by all team members.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Create and agree upon a disciplinary policy	With the ILT, the principal will lead the process to establish a school wide-discipline policy.	Support and continue to implement Universal Discipline Policy
Identify common school practices which support students in meeting expectations and language development ie song, pledge, etc.	TSA provides targeted support to teachers and models lessons of the components of Balanced Literacy	School-wide schedule for planning time and data analysis; cycles of inquiry and assessment calendar in place
Teachers correctly use the COST and SST processes to support students, and can explain the processes to parents and families	Principal and Community School Manager and Family/Community Coordinator ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students.	Bi-weekly COST meetings led by Community School Manager
Teachers abide by established routines for all areas of school. Teachers document student referrals according to agreed upon procedures.	Principal establishes and reinforces routines for all areas of school. Principal documents communication with teachers regarding student referrals and suspensions	COST team is established and there are readily available universal forms for use by teachers. Review and disseminate both a parent and a staff handbook.
Teachers communicate to students and families the importance of school attendance, and support students to improve attendance	Principal establishes structure for attendance referrals to be made and Community School Manager case-manages through COST. SARTs are held monthly.	Chronic absence data is reviewed regularly by Attendance Team (Community School Manager, Attendance Clerk, and Community Coordinator) and prevention and school wide intervention programs are put in place

Teachers communicate to students and families the importance of school attendance, and support students to improve attendance	Principal establishes structure for attendance referrals to be made and Community School Manager case-manages through COST	Chronic absence data is reviewed regularly by Attendance Team (Community School Manager, Attendance Clerk, and Community Coordinator) and prevention and school wide intervention programs are put in place
Teachers call students who missed school at least once weekly.	CSM and Attendance Clerk review absences and call homes.	Attendance team meets weekly and reviews students, plans home visits.
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.
TK/K Teachers will hold parent workshops to inform parents about the importance of attendance.	The administration will host a beginning of the year meeting for incoming families.	The school will fund a TK K meeting at the beginning of the year.
Staff will work with ASP to support and improve attendance goals.	Teacher Liaison will work in coordination with principal to meet with and inform ASP coordinators.	Attendance Clerk will keep attendance records updated and the teacher liaison and principal informed of changes in attendance.
Implementation of student leadership activities ie. traffic monitors, government, peer to peer.	CSM will work with ILT and ASP to implement leadership activities.	Fourth and fifth grade teachers will identify methods to identify student leaders and support leadership activities in collaboration with CSM and Community Coordinator
Teachers will complete assessments on times for F&P, SRI, and SMI along and the data analysis.	Provide professional development and PLC calendar which supports data collection and analysis. Provide templates and tools for teachers to analyze the data and Identify strategies to accelerate learning.	Reading support for lowest performing subgroups.
Teachers will accurately utilize the COST referral system.	Will create a partnership with a mental health provider for mental health services for students.	Provide regular mental health services to caseload.

MAJOR IMPROVEMENT PRIORITY #3: Improved engagement for students and families

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
25% of the students are performing at or above grade level	Students in the bilingual program begin 3rd grade far below grade level in English.
	Students are not engaged consistently through practices which incorporate their interests and experiences.
	There is high level of absenteeism

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 18.9%. Fall data shows that it was at 21% in the Chronic Absenteeism rate, but as of spring has returned to 18.9. Continued interventions are needed to decrease the Chronic Absenteeism rate (goal =>10%). Attendance team members will have to work with staff and 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 an increase in student tardiness. A lack of an agreed upon and deliberate decision-making process driven by data. this is needed to create a sustainable MTSS for students.

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	Brookfield will reduce the percentage of chronic absenteeism to 10%	Chronic Absence	All Students	18.9%	15%	10%	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
Academic	70% of 2nd grade bilingual students will begin 3rd grade on at least second grade level in English.	F&P	English Learners	0%	35%	70%	4: English learners are reaching English fluency.
Climate & Culture	100% of students and their families will know which reading level students are on and where they need to be by the end of the year.	F&P	Foster Youth	40%	65%	100%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Implementation of structures which encourage and support the improved engagement of students in class and parents/community members in supporting academics for their children.*

KEY PRACTICES FOR PRIORITY #3		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Implement learning strategies which encourage and promote student input and participation	Principal and CCTL walkthroughs and feedback in writing to teachers	Weekly, protected, calendared sync up meetings for Principal and CCTL to review and prepare feedback from walkthroughs
Include a language objective to each lesson	Language objective posted daily	School provides structure for teachers to meet and plan together; Cycle of Inquiry on PD calendar; OUSD science department supports site
Teachers will establish high quality small collaborative groups supported by educational technology and personalized learning including chromebooks, and programs (i.e. AR and ST Math)	Principal will work with CCTL to establish lab and chromebook schedules	Purchase ST Math.
Teachers attend planning and PD sessions according to schedule	PD materials are prepared and content aligns to site needs	Provide an integrated PD calendar
Teachers will implement core curriculum and intervention materials in class to support student achievement.	Principal will work with ILT to identify core curriculum and intervention materials	Support core curriculum and intervention materials.
Identify opportunities for parents to support classrooms throughout the year.	CSM and Parent Liaison will work with teachers to create volunteering opportunities	Increase Parent Involvement
Inform parents of and maintain/support school practices and rules regarding parent volunteers on campus	Set meetings for beginning of year to roll out volunteer plans: establish sign-up procedures, requirements, and expectations; calendar and conduct trainings; and provide badges identifying volunteers.	Provide CSM and Family/Community Coordinator to strengthen and support volunteer program.
Increase parent knowledge of the importance of attendance and the Common Core.	CSM and Community Coordinator will work with teachers to create parent workshop opportunities	Provide CSM and Community Coordinator. On-site parent and community coordinator to support parent involvement, engagement, communication and education
Teachers will establish high quality small collaborative groups supported by educational technology and personalized learning including chromebooks, and programs (i.e. AR and ST Math)	Principal will work with CCTL to establish lab and chromebook schedules	Provide ST Math, Accelerated Reader and personalized learning
Teachers will collaborate and plan with School Improvement Partner to coordinate all aspects of the ISS School Redesign to be completed by May 2017.	Principal will collaborate and plan with School Improvement Partner to coordinate all aspects of the ISS School Redesign to be completed by May 2017.	Provide a School Improvement Partner as Project Management support for School Re-Design Planning and management of design deliverables and deadlines.

Teachers will hold a spring orientation to welcome all TK and K families	The administration will host a beginning of the year meeting for incoming families.	The school will fund a TK K meeting at the beginning of the year.
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.	Will support and partner with ASP program for extended day, tutoring and enrichment.
Utilize educational technology and personalized learning including chromebooks, and programs (i.e. AR and ST Math)	Principal will work with ILT to identify enrichment opportunities for students.	Increase base-funded EEIP to 1.0 to provide enrichment for students
Teachers will provide students with out of classroom education opportunities and real life experiences.	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 implement ELD strategies.	TSA and ELA Lead will coach teachers on ELD strategies.	Provide ELD curriculum supports
Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	The principal, CSM, and ILT will work together to prepare and disseminate a monthly school calendar and newsletter.	Copier Maintenance - materials for office and classroom support.

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)	Extended day, academic support and enrichment	Support after school learning through tutorials, reading programs, ASP, etc.	A1.6: After School Programs	5825	n/a	n/a	n/a	103-1	103
\$12,000.00	General Purpose Discretionary	Copier Maintenance	Copier Maintenance - materials for office and classroom support.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	103-2	103
\$10,000.00	General Purpose Discretionary	Math Application Licensing	Purchase ST Math.	A2.3: Standards-Aligned Learning Materials	5826	n/a	n/a	n/a	103-3	103
\$10,000.00	General Purpose Discretionary	Field Trips	Provide opportunities for field trips, classroom presentations, assemblies, and speakers.	A2.3: Standards-Aligned Learning Materials	5846	n/a	n/a	n/a	103-4	103
\$26,625.00	General Purpose Discretionary	Supplies	Support core curriculum and intervention materials.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	103-5	103
\$1,500.00	General Purpose Discretionary	Copier and Duplication Services	Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	A2.9: Targeted School Improvement Support	4320	n/a	n/a	n/a	103-6	103
\$1,000.00	General Purpose Discretionary	Equipment - Computers	PD materials are prepared and content aligns to site needs	A3.4: Teacher Professional Development focused on Literacy	4410	n/a	n/a	n/a	103-7	103
\$1,000.00	General Purpose Discretionary	Audio Visual	Teachers will establish regular practices including solving multi-step problems, homework and number talks	A2.3: Standards-Aligned Learning Materials	4474	n/a	n/a	n/a	103-8	103
\$155,670.76	Intensive School Support	School Improvement Partner	Provide a School Improvement Partner as Project Management support for School Re-Design Planning and management of design deliverables and deadlines.	A2.9: Targeted School Improvement Support	n/a	SCHOOL IMPROVEMENT PARTNER	SHIMPT0001	1	103-9	103
\$42,329.24	Intensive School Support	Allocated to the following: \$13,000 Summer Planning, 10,000 Summer Family Engagement, \$10,000 School Visits, \$5,000 Subs, \$2,000 Engagement Resources, \$2,000 Marketing	Principal will collaborate and plan with School Improvement Partner to coordinate all aspects of the ISS School Redesign to be completed by May 2017.	A2.9: Targeted School Improvement Support	4399	n/a	n/a	n/a	103-10	103
\$5,373.31	LCFF Concentration	STIP	Stipends to support alternate observers for TGDS.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.11	103-11	103
\$8,260.00	LCFF Concentration	STIP sub to cover teacher release for TGDS	Stipends to support alternate observers for TGDS.	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	103-12	103
\$9,908.80	LCFF Concentration	Use to build additional EEIP Teacher	Increase base-funded EEIP to 1.0 to provide enrichment for students	A2.3: Standards-Aligned Learning Materials	4399	n/a	n/a	n/a	103-13	103
\$54,836.99	LCFF Supplemental	Community Coordinator	Provide CSM and Community Coordinator. On-site parent and community coordinator to support parent involvement, engagement, communication and education	A6.5: Academic Parent-Teacher Communication & Workshops	n/a	COMM COORD/PROG ASST	20CCPR0003	0.75	103-14	103
\$71,612.49	LCFF Supplemental	Teacher Bilingual	Provide bilingual teacher.	A4.1: English Learner Reclassification	n/a	TCHR BILINGUAL	TCHBIL0063	1	103-15	103
\$23,000.00	LCFF Supplemental	Higher Ground ASP	The After-School Program, Higher Ground, and a reading intervention program will be put into place to support extended learning for students..	A1.6: After School Programs	5825	n/a	n/a	n/a	103-16	103
\$11,547.16	LCFF Supplemental	Teacher Salary Stipends	PD materials are prepared and content aligns to site needs	A3.4: Teacher Professional Development focused on Literacy	1120	n/a	n/a	n/a	103-17	103
\$3,275.07	LCFF Supplemental	Books other than textbooks	Support core curriculum and intervention materials.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	103-18	103
\$20,516.29	Measure G (School Libraries)	STIP Teacher	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.42	103-19	103
\$483.71	Measure G (School Libraries)	Supplies for Classroom Libraries	Support core curriculum and intervention materials.	A3.2: Reading Intervention	4310	n/a	n/a	n/a	103-20	103
\$22,958.70	Measure G (TGDS)	STIP Teacher	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP9999	0.47	103-21	103

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$116.30	Measure G (TGDS)	Supplies for Classroom Libraries	Accelerate student achievement via the implementation of Balanced Literacy components	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	103-22	103
\$30,246.34	Program Investment	Community Schools Manager	Provide CSM and Family/Community Coordinator to strengthen and support volunteer program.	A3.3: Family Engagement focused on Literacy Development	n/a	PROGRAM MANAGER COMMUNITY SCH	PRMGCS9999	0.25	103-23	103
\$4,772.27	Program Investment	Prep Teacher	Increase base-funded EEIP to 1.0 to provide enrichment for students	A2.9: Targeted School Improvement Support	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0131	0.05	103-24	103
\$2,256.39	Program Investment	Supplies	Support core curriculum and intervention materials.	A2.9: Targeted School Improvement Support	4399	n/a	n/a	n/a	103-25	103
\$72,261.84	Title I Basic	Approved by SSC Expenditures by 3/1 \$30,000 Reading Program, \$38,000 STIP Sub, \$4000 Field Trips	The After-School Program, Higher Ground, and a reading Intervention program will be put into place to support extended learning for students..	A3.2: Reading Intervention	4399	n/a	n/a	n/a	103-26	103
\$1,852.36	Title I Parent Participation	Refreshments for parent engagement	Increase Parent Involvement	A6.1: Parent / Guardian Leadership Development	4311	n/a	n/a	n/a	103-27	103

SCHOOL PARENT COMPACT

Brookfield Elementary School

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

As a student I will:

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

Student signature _____

As a parent/guardian or family member I will:

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

Family member signature _____

As a teacher I will:

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

Teacher signature _____

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

Signed on this _____ day of _____, 20__.

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

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

Como estudiante, yo:

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

Firma del Estudiante _____

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

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

Firma del Miembro de la Familia _____

Como docente, yo:

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

Firma del docente _____

Nos comprometemos a cumplir con este acuerdo.

Firmado el _____ de _____ de 20 ____.

School Site Council Membership Roster – Elementary

School Name: Brookfield Elementary

School Year: 2015-16

Chairperson : Nakia Lipsey	Vice Chairperson: Blenda Caragan
Secretary: Amy Wilson	*LCAP Parent Advisory Nominee: tbd
*LCAP EL Parent Advisory Nominee: tbd	*LCAP Student Nominee: tbd

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Blenda Caraban ✓				X
Natina Booker ✓				X
Bernadette Breen ✓		X		
Nakia Lipsey ✓				X
Janie Naranjo-Hall ✓		X		
Margeree Nathaniel ✓				X
Nidia Pacho				X
Vivienne Reid-Modise ✓		X		
Marie Roberts	X			
Amy Wilson			X	

Meeting Schedule (day/month/time)	First Tuesdays of every month at 3:30pm. ✓
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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.

Title I School-Level Parental Involvement Policy Brookfield Elementary School, 2015-16

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

Involvement of Parents in the Title I Program

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Translation is provided in Spanish.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Leadership for this activity is provided by the Community Coordinator and the SSC.
- The school provides parents of Title I students with timely information about Title I programs. Information is provided to parents in regular school newsletters written in both Spanish and English.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Teachers provide this information to parents in personalized one-to-one parent conferences.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents make such requests individually or as a group to the principal, the community coordinator, or parent leaders. Fall 2015 Kindergarten parent meetings held in both the morning and evening, are an example of such.

School-Parent Compact

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

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

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

Building Capacity for Involvement

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

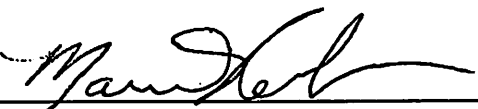
- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This happens in small group workshops organized on topics such as Reclassification for English Language Learners.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

Accessibility

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

Adoption

This School Parental Involvement Policy was developed jointly with and subsequently updated by parents of children participating in Title I, Part A Programs.



Marie Roberts, Principal

10/9/2015

Date