OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

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

Action	Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Brookfield Elementary School
Background	In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.
Discussion	The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.
Fiscal Impact	The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA): • Title I, Part A • After School Education and Safety (ASES)
Attachment	2019-2020 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2019-2020 School Plan for Student Achievement (SPSA)

School:	**Brookfield Elementary School**
CDS Code:	1612596001663
Principal:	Marie Roberts
Date of this revision:	5/15/2019

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

School Site: Brookfield Elementary School   **Site Number:** 103

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program (ASES)	[ ] 21st Century Community Learning Centers
[X] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] School Improvement Grant (SIG)
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	[ ] Low-Performing Students Block Grant (LPSBG)

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

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 School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

     Date(s) plan was approved: **May 15, 2019**

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

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

Signatures:

Marie Roberts	*Signature*	5/20/2019
Principal		*Date*
Iliana Pelayo	*Signature*	5/20/2019
SSC Chairperson		*Date*
Monica Thomas	*Signature*	5-30-19
Network Superintendent		*Date*
Mildred Otis	*Signature*	5/30/19
Officer, State and Federal Programs		*Date*

2019-20 SPSA ENGAGEMENT TIMELINE

School Site: Brookfield Elementary School   **Site Number:** 103

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/5/2018	SSC/SELLS	Review of Reading Data and Intervention Programs
1/9/2019	SSC/SELLS	Presentaton of SPSA Review including Goals and Data to Support
1/14/2019	Staff Meeting	SPSA Review and Discussion
1/15/2019	ILT	SPSA Review and Discussion
1/22/2019	ILT	SPSA Review and Discussion
2/6/2019	SSC/SELLS	Review, Discussion, Budget Plan
3/6/2019	SSC/SELLS	Final Review and Approval
4/18/2019	CSI Engagement/Scoience Night	Parent Engagement around CSI
5/1/2019	SSC/SELLS	Review and Approval with CSI additions
5/14/2019	SSC/SELLS	Final Review and Approval with CSI additions

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$173,988.93
Total Federal Funds Provided to the School from the LEA for CSI	$112,056.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$488,723.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$60,765.16	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$25,389.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$1,167.77	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$136,279.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$112,056.00	TBD	After School Education and Safety Program (ASES #6010)	$105,548.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$0.00	TBD
			Measure G (Measure G #9334)	$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$173,988.93**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$322,589.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$496,577.93**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

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

1A: ABOUT THE SCHOOL

School: Brookfield Elementary School	**School ID:** 103

School Description

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

School Mission and Vision

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

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	**Root Causes of Strengths**

There is an ILT in place. Teachers collect and analyze data with a focus on English Language Learners, African American learners, and Title I students. PLCs do work around data collection and analysis of these and other identified groups. Every 3rd through 5th grade teacher is using the IAB assessment tool to collect student reading , writing, and math data. All teachers are implementing F&P assessment to measure student learning. CEOU's are used to assess math skills at each grade level. Teachers collaborate in PLCs and look at student learning. Best practices are being shared and discussed. Leadership meets with teachers in data conferences. IAB data shows growth at grade levels 3 – 5. Third grade data reflects a decrease in the number of students scoring below grade level from 80% to 33% in one class, and from 83% to 33% in the other class. In 4th grade, 74% of students were below grade level and 0% were above grade level in September. By June, 28% were below and 17% were above. In the 5th grade, 64% of students were below grade level and 0% were above grade level in September, by June 7% were below and 33% were above. SRI data reflects a 15% decrease in students scoring below grade level.	Teachers have an extra hour each week outside of their prep to meet in PLCs with the ITL for support. They work in grade level PLCs to plan and discuss data and their achievement toward the cycle of inquiry goal. The ITL works with the principal and the ILT to plan PD. Teachers collaborate in PLCs and look at student learning. Best practices are being shared and discussed. Leadership meets with teachers in data conferences. We implemented three reading supports on site this year so that every student reading below grade level has some support.
Our reclassification rate has improved from 4.5% in 2016-17 to 6.7% for the 2017-18, and now more than 16% this school year. Our school offers an Early Exit Instructional Program for students in grades K-2. The program uses students' home language to support English language acquisition with full transition to English-only instruction by third grade. Parents choose this program for their students. This program is designed for early elementary ELLs who are dominant in their home language. Our school has a newly formed SELLS committee that has been meeting consistently as part of the SSC. We ensure that our school is welcoming to ELL families by providing all school communication in English and Spanish. Additionally, we provide translation at all school functions and events, such as Back to School Night, family engagment activities, report card conferences, etc.	We have implemented ELD instruction, including GLAD strategies to improve instruction for language learners including EL's and African American students. Some of the teachers attended the summer training, while the ITL trained the others in PD throughout the year. Teachers collaborate in PLCs and look at student learning with special focus on Title I, EL's and foster youth. Best practices are being shared and discussed. Leadership meets with teachers in data conferences.
We have begun to implement a coordinated approach to teaching ELLs in all classrooms. Teachers are becoming more consistent in ELD practice. The implementation of GLAD strategies has supported our change. This year has included the completed implementation of ELPAC.	We have had an instructional teacher lead in place since day one to support staff with ELD strategies.

The attendance tracking and support system has been strengthened by the implementation of Attendance Team meetings, increase in SARTs, and follow through with classroom attendance completion. Student chronic absence rate is much lower than last year (from 16% to 11%. COST team meetings are held consistently and with intent.	Staff has made a concerted effort to build relationships with students so that they want to come to school. In addition, there are incentives in place to reward good and perfect attendance, including fieldtrips, dog tags, popcorn, etc. Communication to parents regarding the importance of attendance and the academic consequences occur in SART meetings, the school newsletter, SSTs etc.
Priority Challenges	**Root Causes of Challenges**
Data is collected and analyzed but a stronger focus needs to be placed on improving students' math performance. Student scores are improving slowly though the school's main focus has been on reading.	There has not been enough focus on improving math strategies. students struggle with the math langauge and the implementation of a daily math language goal has not occured in every class. Almost half of the staff is new and there has been little training in the implementation of the math curriculum.
We have begun to implement a coordinated approach to teaching ELLs in all classrooms. Teachers are becoming more consistent in ELD practice, however, we have a long way to go yet. The number of ELs requires us to implement a stronger, more consistent ELD program. The implementation of GLAD strategies has supported our change. This year has included the completed implementation of ELPAC.	We are inconsistent with the implementation of ELD practices. Teachers need more training in this area.
Though chronic absenteeism is lower it is still above 10%. Seventy-five percent of our students are below grade level and tier 3 is still heavy. There are few opportunities in place for high achieving students.	Lack of transportation. Asthma. Illnesses. Difficulties with housing. Lack of knowledge regarding the impact of absenteeism.
The majority of the students are scoring below grade level on math assessments, including IAB and CEOU. There are few in class or out of class interventions in place to support math instruction. We struggle with having students master multiplication and division.	Teacher turnover creates discontinuity in instruction. Lack of funding.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	Brookfield will reduce chronic absenteeism by 5%.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	62.98%	75%%	80%

Suspensions	African-American Students	-2pp	14.13%	3.20%	2.00%
Suspensions	Students with Disabilities	-2pp	6.67%	4.67%	2.00%
Chronic Absence	African-American Students	-2pp	20.25%	16.40%	13.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)					
School Goal:	**Increase the percent of students in all grades reading at or above grade level by 10% points each successive year.**				
Measure	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
ELA SBAC	All Students	+15 points DF3	-96.4	-81.4	-60
ELA SBAC	Students with Disabilities	+20 points DF3	-140.8	-120.8	-80
ELA SBAC	African-American Students	+20 points DF3	-91.1	-71.1	-50

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)					
School Goal:	**Increase the percent of students performing in math at "standard met" or "exceeded" by 10%.**				
Measure	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
Math SBAC	All Students	+15 points DF3	-103.8	-88.8	-60
Math SBAC	Students with Disabilities	+20 points DF3	-159.5	-139.5	-99
Math SBAC	African-American Students	+20 points DF3	-105.5	-85.5	-65

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)					
School Goal:	**By June 2021, we will consistently reclassify 10 percent of English Language Learners each year.**				
Measure	**Target Student Group**	**District Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
ELL Reclassification	English Learners	16%	10.53%	16.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	20.00%	20.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	**Increase the percent of students in all grades reading at or above grade level by 10% points each successive year.**				
Measure	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	48.72%	53.80%	58.80%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	56.41%	51.40%	46.00%
K at or above Benchmark	All Kindergarten Students	+5pp	44.74%	49.74%	55.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	25.00%	30.00%	35.00%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

The teacher turnover rate at Brookfield is between 30% and 40% each year. New teachers to the site are often inexperienced and often uncredentialed. We have a large number of bilingual students and difficulty identifying bilingual staff. In addition, students have little access to technology and vetaran teachers have a reluctancy to use the technology, offering little access to the tech we do have. There is limited funding for field trips to enrich learning experiences.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Brookfield Elementary School	**SPSA Year Reviewed:** 2018-19	**SPSA Link:** 18-19 SPSA

| **2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)** |||

18-19 Language & Literacy Priority:	**Data Driven Collaboration**
June 2021 Language & Literacy Goal:	Increase the percent of students in all grade reading at or above grade level by 10% each successive year.
Theory of Change for Language & Literacy:	Highly effective teaching and meaningful learning of language and literacy will occur when we: • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborate around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth.

Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
SBAC ELA	All Students	-74	-96.4

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
We have successfully hired an ITL who leads strong grade level PLCs weekly. Teachers are all implementing the distirct curriculum and focusing on Common Core Standards. They collaborate in PLCs, weekly PD, and during shared planning time. Cycles of inquiry are lead by the ITL, principal, and ILT. Data is collected and analyzed throughout each cycle.
What evidence do you see that your practices are effective?
Student performance on school, district, and state assessments have shown increases, as evidenced by SBAC, SRI, F&P, etc. Pre and post assessments in writing have identified best teaching practices and student growth.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
Though academic increases are occurring, teachers need to continue to have/develop stronger strategies for consistent measurement of student progress and areas of need. PLCs and GLAD strategies have helped to increase academic growth.

18-19 Standards-Based Instruction Priority:	**Mathematics**
June 2021 Standards-Based Instruction Goal:	Increase the percent of students performing in math at standard met or exceeded by 10%.

Theory of Change for Standards-Based Instruction:	Highly effective teaching and meaningful learning of mathematics will occur when we: • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
SBAC Math	All Students	-66.1	-103.8

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

We have successfully hired an ITL who leads strong grade level PLCs weekly. Teachers are all implementing the distirct curriculum and focusing on Common Core Standards. They collaborate in PLCs, weekly PD, and during shared planning time. Cycles of inquiry are lead by the ITL, principal, and ILT. Data is collected and analyzed throughout each cycle.

What evidence do you see that your practices are effective?

Student performance on school, district, and state assessments have shown significant increases, as evidenced by SBAC, SRI, F&P, etc.

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

Though academic increases are occurring, teachers need to continue to have/develop stronger strategies for consistent measurement of student progress and areas of need. PLCs have helped to increase academic growth. A greater focus needs to be placed on mathematics as we have fallen further behind in this area. Curriculum supports for grades 3 - 5 are needed.

18-19 Conditions for Student & Adult Learning Priority:	**Multi-Tiered System of Support (MTSS)**		
June 2021 Conditions for Student & Adult Learning Goal:	Brookfield will reduce chronic absenteeism by 5%.		
Theory of Change for Conditions for Student & Adult Learning:	Highly effective teaching and meaningful learning will occur when we create a school culture and climate that: Decreases referrals and promotes PBIS strategies that support students in class; Implement strategies which celebrate student success like perfect attendance; Create opportunities for students to practice leadership skills.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
Chronic Absence	All Students	20.2	16.4

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

Staff implementation of a school-wide discipline policy wiith clear expectatoins and consequences have decreased the number referrals. Agreements around interactions with students and how to build strong, meaningful relationships have increased the number of students that stay in class during the day. An effective COST and regular meetings have led to efficiency in students being identifed for and receiving needed services.

What evidence do you see that your practices are effective?

There have been a decrease in referrals and a decrease in students who are chronically absent. COST data reflects that students with COST referrals are recieving services.

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

The continued focus on establishing a supportive and meaningful learning environment early in the year, supports the increase in student attendance and the decrease in student referrals. Focusing on building a strong student leadership skills program will strengthen these efforts.

18-19 Conditions for English Language Learners Priority:	Reclassification
June 2021 Conditions for English Language Learners Goal:	By June 2021, we will consistently reclassify 10 percent of English Language Learners each year.
Theory of Change for Conditions for English Language Learners:	Highly effective teaching and meaningful learning will occur for English Language Learners when we: • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low/income, English language learners, and foster youth.

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	5.0%	16%

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

We have successfully hired an ITL who leads strong grade level PLCs weekly. Teachers are all implementing the distirct curriculum and focusing on Common Core Standards. They collaborate in PLCs, weekly PD, and during shared planning time. Cycles of inquiry are lead by the ITL, principal, and ILT. Data is collected and analyzed throughout each cycle. A special focus was placed on the implementation of GLAD strategies in all classrooms and across curriculum areas.

What evidence do you see that your practices are effective?

Student performance on school, district, and state assessments have shown increases, as evidenced by SBAC, SRI, F&P, etc. Teaching practices include the implementation of GLAD strategies at every grade level. There is also an increas in reclassification rates.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
Though academic increases are occurring, teachers need to continue to have/develop stronger strategies for consistent measurement of student progress and areas of need. PLCs and GLAD strategies have helped to increase academic growth.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?
Because of the teacher shortage, we have been unable to hire a STIP sub to support instructional program. This money has been recently reallocated: RAZ kids license is approximately $2,500 12 classes at $200 is $2400 Books to support F&P reading levels: $3000 $3000: English and Spanish educational games to support EL and economically disadvantaged learning Instructional projectors: $2000 each $15,000 to support visual learning for ELs and econ disadvan Headphones with mics for K-1: $1500 Chromebooks to check out for the parent center: $3,600

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

School: Brookfield Elementary School	School ID: 103

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

School Priority ("Big Rock"):	Multi-Tiered System of Support (MTSS)
School Theory of Change:	Highly effective teaching and meaningful learning will occur when we create a school culture and climate that: Decreases referrals and promotes PBIS strategies that support students in class; Implement strategies which celebrate student success like perfect attendance; Create opportunities for students to practice leadership skills.
Related School Goal(s):	Brookfield will reduce chronic absenteeism by 5%.
Students to be Served by these Practices	*All students to be served by these practices.*

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Review school disciplinary policy to assure school-wide practices are in place.	With the ILT and/or staff, the principal will lead the process to review the school wide-discipline policy. Support and continue to implement Universal Discipline Policy	School wide discipline policy, ILT/PD minutes, referrals and COST data
1-2	Identify and practice common school practices which build positive teacher-student relationships, support and encourage student belonging so that they desire to attend, ie song, pledge, government, awards, etc.	Principal and ILT along with COST team and PBIS committee will identify a plan to collect and disseminate common practice and best practice information. Staff will identify students to be awarded.	ILT minutes, PBIS documentation, staff meeting COST minutes and agendas.
1-3	Teachers correctly use the COST and SST processes to support students, and can explain the processes to parents and families	Principal and Community School Manager ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students. Bi-weekly COST meetings led by Community School Manager.	COST data (tracker) and meeting minutes.

1-4	Teachers abide by established routines for all areas of school. Teachers document student discipline, buddy passes, and referrals according to agreed upon procedures.	Principal/ILT establishes and reinforces routines for all areas of school. Principal documents communication with teachers regarding student referrals and suspensions. COST team is established and there are readily available universal forms for use by teachers. Review and disseminate both a parent and a staff handbook.	Staff meeting agendas, staff memos, referral documentation.
1-5	Teachers communicate to students and families the importance of school attendance, and support students to improve attendance	Principal establishes structure for attendance referrals to be made and Community School Manager case-manages through COST. SARTs are held monthly. Chronic absence data is reviewed regularly by Attendance Team (Community School Manager & Attendance Clerk) and prevention and school wide intervention programs are put in place	Staff meeting agendas, staff memos, referral documentation, newsletters, Title I meeting documentation. SART documents and calender.
1-6	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education	Parent meeting logs and surveys. PTO minutes. Community Liaison calendar.
1-7	Teachers call students who missed school at least once weekly.	CSM and Attendance Clerk review absences and call homes. Attendance team meets weekly and reviews students, plans home visits.	Phone logs and SART/SARB records
1-8	Support after school learning through tutorials, reading programs, ASP, etc.	Will work in coordination with the ASP and the teacher liaison to support learning in the ASP. Provide additional staff to support extended day tutoring and enrichment.	ASP records and liaison schedule
1-9	TK/K Teachers will hold parent workshops to inform parents about the importance of attendance.	The administration, in coordination with the CSM, will host a beginning of the year meeting for incoming families. The school will fund a TK K meeting at the beginning of the year.	Meeting agenda and flyer
1-10	Teachers will accurately utilize the COST referral system to refer students who need supports from outside services including tutorial, health/mental care, etc.	Will create a partnership with providers of mental health, tutorial etc. for students.	Partnership agreements with providers.

1-11	Teachers will accurately utilize the COST referral system.	Will create a partnership with a mental health provider for mental health services for students. Provide regular mental health services to caseload.	COST referrals and meeting notes.
1-12	Inform parents of and maintain/support school practices and rules regarding parent volunteers on campus	Set meetings for beginning of year to roll out volunteer plans: establish sign-up procedures, requirements, and expectations; calendar and conduct trainings; and provide badges identifying volunteers. Provide CSM to strengthen and support volunteer program.	Parent meeting logs and surveys. PTO minutes. Community Liaison calendar.

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**			
School Priority ("Big Rock"):	Mathematics		
School Theory of Change:	Highly effective teaching and meaningful learning of mathematics will occur when we: • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborate around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth.		
Related School Goal(s):	Increase the percent of students performing in math at "standard met" or "exceeded" by 10%.		
Students to be Served by these Practices	*All students to be served by these practices with a special focus on English Language Learners.*		
#	**TEACHING PRACTICES & PROGRAMS**	**LEADERSHIP PRACTICES**	**EVIDENCE OF IMPLEMENTATION**
2-1	Teachers will include a math vocabulary target in each lesson.	Language/Vocab target will be posted daily. School provides structure for teachers to meet and plan together; cycle of Inquiry on PD calendar.	Classroom observation, PD calendar
2-2	Teachers attend planning and PD sessions according to schedule	PD materials are prepared and content aligns to site needs Provide an integrated PD calendar	PD calendar and agendas

2-3	Teachers will implement core curriculum and intervention materials in class to support student achievement in math with a special focus on socio - economically disadvantaged youth.	Principal will work with ILT to identify core curriculum and intervention materials. Support core curriculum and intervention materials.	ILT agendas and minutes. Curriculum logs. Classroom walkthroughs.
2-4	Identify opportunities for parents to be exposed to and understand Common Core Math Standards so that they can support students throughout the year, with a focus on Latino and African American students.	CSM will work with teachers to create parent workshop opportunities focused on CC Math Standards to increase parent Involvement and support of students.	Parent surveys. Visitors logs. Sign up sheets.
2-5	Increase parent knowledge of the importance of attendance and the Common Core.	CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education	Parent meeting logs and surveys. PTO minutes. Community Liaison calendar.
2-6	Utilize educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReady) to better support socio-economically disadvantaged, African-American and ELL students.	Principal will work with ILT and ITL to identify enrichment opportunities for students. Increase base-funded EEIP to 1.0 to provide enrichment for students.	Prep schedule. ILT minutes. ITL schedule, agendas, etc.
2-7	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	Provide opportunities for field trips, classroom presentations, assemblies, and speakers. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	Field trip documentation, parent surveys
2-8	Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	The principal, CSM, ITL, and ILT will work together to prepare and disseminate a monthly school calendar and newsletter. Provide copier maintenance and materials for office and classroom support.	Newsletters, calendars, packets, and flyers.

#			
2-9	Teachers will complete assessments on time for F&P, SRI, and SMI along and the data analysis.	Principal, ITL and ILT will 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. The principal and ITL will work with a part time TSA to support data collection and analysis.	Assessment data, PD calendar, PLC documents.

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority ("Big Rock"):	Data Driven Collaboration
School Theory of Change:	Highly effective teaching and meaningful learning of language and literacy will occur when we: • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborate around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth.
Related School Goal(s):	Increase the percent of students in all grades reading at or above grade level by 10% points each successive year. Increase the percent of students in all grades reading at or above grade level by 10% points each successive year.
Students to be Served by these Practices	*These practices will serve all students with a special emphasis on students with disabilities, English Language Learners, and low income students.*

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	All teachers will attend professional development, and participate in PLCs. These PLC's will include cycles of inquiry which will focus on specific practices to support African American and Latino students.	Leadership will provide a common schedule for planning and collaboration; ITL schedule will ensure support for teachers. A school-wide schedule for planning will be posted ahead of time.	PLC agendas, teacher collaboration work, exit documents. engagement google doc,

3-2	Accelerate student achievement via the implementation of Balanced Literacy components to address the needs of both ELs and EOs.	ITL and principal will provide support to teachers and assure implementation of the components of Balanced Literacy. A school-wide schedule for planning time and data-analysis; cycles of inquiry and assessments will be in place.	PD Calendar, schedule for planning and data analysis.
3-3	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice with a focus on the specific practices to support low income students.	Principal will review plans to ensure language support for EL students. School will provide common academic language strategies.	Teacher's instructional plans.
3-4	Teachers will establish clear expectations for communication and collaboration among students with protocols and tools, with a focus on the specific practices to support foster youth and homeless students.	Principal will review plans to ensure collaboration and complete walkthroughs with feedback. Walkthroughs will be scheduled and completed monthly.	Walkthrough data, PLC schedules.
3-5	Teachers will have daily Readers and Writers Workshops in which students read, discuss and write every day	The principal, ITL, and ILT will ensure teachers properly implement strategies.	Anchor charts, PD agendas, walkthroughs
3-6	Grade level PLCs will meet bi-weekly to support small group collaboration and the implementation of personalized learning with a focus on the specific practices to support students with disabilities.	Principal, ITL, and ILT will work together to create a schedule which allows teachers to meet, establish PLC expectations, and support teams with coaching. The ILT will monitor and analyze PLCs making recommendations as needed. An ITL will be provided to support teachers with data analysis and assessment implementation.	Distrist and state assessments, PD/PLC agendas, exit tickets and technology schedules.
3-7	Teachers will instruct in intentional small groups during reading/guided reading and math with a focus on the specific practices to support both low performing and GATE students.	ITL and principal will support small group collaboration through coaching, PD, and walkthroughs. Focus instruction on problem solving and vocabulary development to meet the needs of students.	Walkthrough data, PD agendas.
3-8	Teachers will identify and support documents to present in parent workshops on Common Core Standards to help support Latino students.	Leadership will organize and host parent workshops in coordination with CSM. All parent workshops will be calendared, widely communicated, and supported.	Parent workshop calendar and agenda, newsletter, parent feedback forms.

3-9	The Teacher Liaison will support after school learning through tutorials, reading programs, ASP, etc.	The ILT and principal will work in coordination with the ASP and the teacher liaison to support learning in the ASP. The After-School Program, BACR, and a reading Intervention program will be put into place to support extended learning for students..	Walkthrough forms, After-school Program documentation.
3-10	Teachers will ensure students not at grade level are provided additional time (extended time) to master core skills and attend identified intervention programs.	Provide teacher stipends for extended learning. Teacher stipends for additional planning, leadership, and tutoring, as well as intervention programs (i.e., Faith Network).	Teacher's tutorial logs, report cards, intervention program data.
	Teachers will participate in coaching process which will support improvement of instruction delivery.	Principal will provide coaching for teachers through coaching agency.	Meetings/documentation with outside coaching agency (ie., CT3).
3-11	Teachers will participate in trainings and conferences to improve teaching skills.	Principal and ILT will identify trainings and conferences to support teachers in meeting school goals.	Agendas and confernce schedules.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Reclassification
School Theory of Change:	Highly effective teaching and meaningful learning will occur for English Language Learners when we: • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low/income, English language learners, and foster youth.
Related School Goal(s):	By June 2021, we will consistently reclassify 10 percent of English Language Learners each year.
Students to be Served by these Practices	*All students will be served by these practices.*

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will collaborate with the CSM during report cards and parent teacher conference time to support families of English Language Learners with translation of Common Core Standards, grade level expectations, etc.	Community Schools Manager (CSM), bilingual Spanish	Parent Teacher Conference Logs, CSM data and meeting logs, Parent Center documentation

4-4	Teachers will work with CSM to identify workshops which will support parents of English Language Learners in the understanding of standards, curriculum, etc to better support Latino students.	Community Schools Manager (CSM), bilingual Spanish	Parent Center workshops and parent meetings
4-5	Teachers will communicate with the bilingual attendance clerk to support parents of Engish Language Learners in maintaining good attendance and absence documentation.	Attendance Clerk, bilingual Spanish	Attendance records, phone logs, SARTS, Independent Study records
4-6	Bilingual teachers will work with ILT to identify goals in both English and Spanish, and to address the specific needs of Newcomer students.	ILT will work with bilingual teachers to create goals in English and Spanish for bilingual students.	Teachers present during PD, ILT minutes, newcomer assessment data.
4-7	Teachers will implement ELD strategies to support English Language Learners and Latino students.	ELA Lead will coach teachers on ELD strategies. Provide ELD curriculum supports	PD agendas and classroom walk throughs.
4-8	Teachers will establish high quality small collaborative groups supported by educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReadyh) in order to offer differentiated instruction to meet the needs of all students, including GATE students, low-performing students, and English Learners.	Principal will work with staff to establish lab and chromebook schedules and provide computer programs and personalized learning	Chrome book cart records, program data, teacher technology plans, student assessment data
4-9	Teachers will have instructional plans which address academic language, connected to the content language objective and provide opportunities for students to practice which will support Latino students. All teachers will implement GLAD strategies.	Principal will review plans to ensure language support for EL students. School will provide common academic language strategies (including GLAD).	Teacher's instructional plans.

4-10	Teachers and EEIP implement educational technology and personalized learning including chromebooks, and programs (i.e. RAZ kids and iReady) in order to offer differentiated instruction to meet the needs of all students, including GATE students, low-performing students, and English Learners.	Principal will work with staff to establish lab and chromebook schedules and provide RAZ kids and iReady and personalized learning	Chrome book cart records, ST Math data, teacher technology plans, student assessment data

PROPOSED 2019-20 SCHOOL SITE BUDGET   **Site Number:** 103   **School:** Brookfield Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSA PRACTICE	BUDGET ACTION NUMBER
$105,548.00	After School Education & Safety (ASES)	BACR afterschool program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Support after school learning through tutorials, reading programs, ASP, etc.	103-1
$14,889.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		PD materials are prepared and content aligns to site needs Provide an integrated PD calendar	103-2
$3,000.00	General Purpose Discretionary	Homework Diner- Refreshments	Goal 3: Students are reading at or above grade level.	4311	Meeting Refreshments		n/a		Leadership will organize and host parent workshops in coordination with CSM. All parent workshops will be calendared, widely communicated, and supported.	103-3
$7,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	103-4
$500.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Teachers will communicate with parents through newsletter, packets, flyers, calendars, etc.	103-5
$16,106.00	LCFF Concentration	EEIP	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.20	Teachers and EEIP implement educational technology and personalized learning including chromebooks, and programs (i.e. RAZ kids and iReady) in order to offer differentiated instruction to meet the needs of all students, including GATE students, low-performing students, and English Learners.	103-6
$16,106.00	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.20	Principal and ILT along with COST team and PBIS committee will identify a plan to collect and disseminate common practice and best practice information. Staff will identify students to be awarded.	103-7

$65,000.00	LCFF Supplemental	Community Schools Manager	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Program Manager		n/a	0.50	Principal will work with ILT and ITL to identify enrichment opportunities for students. Increase base-funded EEIP to 1.0 to provide enrichment for students.	103-8
$10,000.00	Measure G	Library Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Increase the percent of students in all grades reading at or above grade level by 10% points each successive year. Increase the percent of students in all grades reading at or above grade level by 10% points each successive year.	103-9
$10,282.00	Measure G	Furniture	Goal 3: Students are reading at or above grade level.	6432	Furniture >= $5,000		n/a		Principal, ITL and ILT will 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. The principal and ITL will work with a part time TSA to support data collection and analysis.	103-10
$23,000.00	Title I: Basic	Instructional Teacher Lead	Goal 4: English Learners are reaching fluency.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.20	Principal will work with ILT and ITL to identify enrichment opportunities for students. Increase base-funded EEIP to 1.0 to provide enrichment for students.	103-11
$5,000.00	Title I: Basic	Sub to support assessment	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Teachers will complete assessments on time for F&P, SRI, and SMI along and the data analysis.	103-12
$3,184.00	Title I: Basic	Attendance Awards/Incentives	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	103-13

$4,000.00	Title I: Basic	Technology for the classroom	Goal 1: Graduates are college and career ready.	4420	Computer < $5,000		n/a		Teachers will establish high quality small collaborative groups supported by educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReadyh) in order to offer differentiated instruction to meet the needs of all students, including GATE students, low-performing students, and English Learners.	103-14
$3,800.00	Title I: Basic	Faith Network (reading intervention)	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		Teachers will ensure students not at grade level are provided additional time (extended time) to master core skills and attend identified intervention programs.	103-15
$5,000.00	Title I: Basic	Book Trust	Goal 4: English Learners are reaching fluency.	5825	Consultants		n/a		Increase the percent of students in all grades reading at or above grade level by 10% points each successive year. Increase the percent of students in all grades reading at or above grade level by 10% points each successive year.	103-16
$5,000.00	Title I: Basic	Field Trips	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	103-17
$2,000.00	Title I: Basic	Raz Kids Subscripion	Goal 5: Students are engaged in school every day.	5846	Licensing Agreements		n/a		Teachers will establish high quality small collaborative groups supported by educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReadyh) in order to offer differentiated instruction to meet the needs of all students, including GATE students, low-performing students, and English Learners.	103-18

$2,000.00	Title I: Basic	Scholastic Magazine	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies		n/a		Principal will work with staff to establish lab and chromebook schedules and provide RAZ kids and iReady and personalized learning	103-19
$1,000.00	Title I: Parent Participation	Parent Training	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	103-20
$67,106.00	Comprehensive Support & Improvement (CSI) Grant	ITL	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.60	With the ILT and/or staff, the principal will lead the process to review the school wide-discipline policy. Support and continue to implement Universal Discipline Policy	103-21
$20,000.00	Comprehensive Support & Improvement (CSI) Grant	CT3 Coaching	Goal 4: English Learners are reaching fluency.	5825	Consultants		n/a		Teachers will participate in coaching process which will support improvement of instruction delivery.	103-22
$24,950.00	Comprehensive Support & Improvement (CSI) Grant	iReady Curriculum Software for reading and math	Goal 4: English Learners are reaching fluency.	5846	Licensing Agreements		n/a		Teachers and EEIP implement educational technology and personalized learning including chromebooks, and programs (i.e. RAZ kids and iReady) in order to offer differentiated instruction to meet the needs of all students, including GATE students, low-performing students, and English Learners.	103-23
$10,091.00	Measure G	Technology and accessories for library.	Goal 5: Students are engaged in school every day.	4410	Equipment < $5,000		n/a			103-24
$25,000.00	LCFF Supplemental	Training/PD Conferences	Goal 1: Graduates are college and career ready.	5200	Travel And Conferences		n/a		Teachers will participate in trainings and conferences to improve teaching skills.	103-25

$20,000.00	LCFF Supplemental	TSA for Data Support	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a		Highly effective teaching and meaningful learning of mathematics will occur when we: • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborate around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low-income, English language learners, and foster youth.	103-26
$3,000.00	LCFF Concentration		Goal 4: English Learners are reaching fluency.	5825	Consultants		n/a		Teachers will ensure students not at grade level are provided additional time (extended time) to master core skills and attend identified intervention programs.	103-27
$5,894.00	LCFF Concentration	Extended contracts	Goal 6: Parents and families are engaged in school activities.	1120	Certificated Teachers' Salaries: Stipends		n/a		Principal, ITL and ILT will 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. The principal and ITL will work with a part time TSA to support data collection and analysis.	103-28
$10,267.00	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a		Principal and ILT along with COST team and PBIS committee will identify a plan to collect and disseminate common practice and best practice information. Staff will identify students to be awarded.	103-29

Title I School Parental Involvement Policy
Brookfield Elementary School, 2018-19

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

Involvement of Parents in the Title I Program

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

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

School-Parent Compact

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

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

1

Title I School Parental Involvement Policy

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

Building Capacity for Involvement

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

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

Accessibility

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

Adoption

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

This policy was adopted by the Brookfield Village School Site Council on (Date) February 7, 2018 and was readopted on September 28, 2018 will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The Brookfield Village Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____
(Principal's Signature)

_____
(Date) September 28, 2018

Revised 8/18/2016

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 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.
- Explore ways equitably and privately to assist 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 the _____ 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. Esto 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:
- Crearé 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 constante, 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 cálido 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 puedan 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___.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2018-2019
School Site Council Membership Roster – Elementary

School Name: Brookfield Elementary

Chairperson : Iliana Pelayo	
Vice Chairperson: Saira Santos	
Secretary: Cindy Hukill	

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Marie Roberts	X			
Cindy Hukill		X		
Iliana Pelayo		X		
Noelle Winter		X		
Kyle Svardal			X	
Alondra Valencia				X
Saira Santos				X
Jenoya Castellanos				X
Maria Yanez Rodriguez				X
Maria Isabel Valladares				X

Schedule –**Monthly**
on First **Wednesday**

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