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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Brookfield Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Brookfield Elementary School
CDS Code: 1612596001663
Principal: Marie Roberts
Date of this revision: 5/6/2020

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
Address: 401 Jones Avenue
Oakland, CA 94603

Position: Principal
Telephone: 510-639-3310
Email: marie.roberts@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/6/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School 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"/> Additional Targeted Support & Improvement (ATSI)	<input checked="" type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input checked="" type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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

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 6, 2020

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

<input checked="" type="checkbox"/> Flyers in students' home languages	<input checked="" type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Marie Roberts

Principal

Marie Roberts

Signature

5/26/2020

Date

Danielle Gerena

SSC Chairperson

Danielle Gerena

Signature

5/26/2020

Date

Monica Thomas

Network Superintendent

Signature

June 12, 2020

Date

Lisa Spielman

Director, Strategic Resource Planning

Signature

6/12/2020

Date

Jody London

Jody London
President, Board of Education

8/27/2020

Kyla Johnson-Trammell

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

8/27/2020

2020-21 SPSA ENGAGEMENT TIMELINE

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

Site Number: 103

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$67,640.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,318.00

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)	\$66,216.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$11,349.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,424.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$158,100.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$42,780.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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:	\$67,640.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$326,678.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$394,318.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Brookfield Elementary School

School ID: 103

School Description

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

School Mission and Vision

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

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

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Mid year assessments show we have surpassed our end of the year goals by at least two times the expected rate in 3rd - 5th grade (from -83.7 to -22). Decrease in the number of students who are eligible for on site tutorial program. The staff has focused on the implementation of math curriculum with a strong concentration on academic discourse, conceptual understanding and rigor.	GLAD strategies are being implemented. Strong PD. Curriculum implementation. PLCs in place and teachers work with coach to implement strategies. Best practices are shared and discussed. Teacher to teacher collaboration and grade level to grade level. Leadership meets with teachers in data conferences to support learning. There has been strong professional development around the implementation of math with an intentional focus and intense collaboration on academic discourse, conceptual understanding and rigor.

<i>Focal Student Supports</i>	39.4% of our EL students are at grade level on the Reading Inventory assessments and on target to be reclassified if successful on ELPAC. Teachers collect and analyze data with a focus on English Language learners, African American learners, and Title I students. All teachers are implementing IAB, RI, and F&P assessments (at appropriate grade levels) to monitor student progress. Students are allotted opportunities to engage in curriculum through a variety of methods including, field trips, class speakers, assemblies, etc.	We have 2 bilingual teachers in place to support EL and a reading program, Children Rising, that support struggling readers. GLAD strategies are being implemented. Strong PD. Curriculum implementation. PLCs in place and teachers work with coach to implement strategies. Best practices engaging curriculum field trips encourage our students to participate and increase comprehension. Teacher to teacher collaboration and grade level to grade level. Leadership meets with teachers in data conferences to support learning.
<i>Student/Family Supports</i>	ILT is in place, along with COST, BACR - ASP, SPED, tutoring, a bilingual program, a bi-lingual CSM, Homework Diner, SELLS, and report card conferences. We have on-site counselors. There has been a major decrease in the number of students in counseling. In addition, consistent language support for students and families from our bilingual CSM and ILT.	There is a need to provide opportunities for parent education through workshops that ease barriers related to their participation. This need is addressed through the work of the Bilingual Teacher, the CSM, and the ITL.
<i>Staff Supports</i>	Instructional Teacher Lead, full-time EEIP teacher (Prep), and a Community Schools Manager (CSM) are in place to support staff and facilitate PLC, PD, Data Conferences, peer observation on site and at other schools.	There is an Instructional Teacher Lead and a full-time EEIP teacher in place to support teachers in training, peer observations, coaching, PLC time, and collaboration. In addition there is a bilingual CSM to support both interaction and communication between staff and parents.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.	Absent staff, no tech prep because prep teacher is filling in for absent teachers, we have a part time instructional coach. Inconsistent PLCs although there is a strong structure. There is not a curriculum supportive of texts and tasks which are challenging, adventurous, and meaningful.

<i>Focal Student Supports</i>	60% of our EL students are performing below grade level in reading from K - 5th. Almost 50% of Latino students and 33% of African-American students in 3rd - 5th grade are scoring below grade level on RI. All of our students will miss at least two months of instruction and most of them will have little access to technology during the majority of that time period.	We are inconsistent with the implementation of ELD practices. Teachers need more training/coaching, and collaboration time in this area. The technology supports are not in place to support our students from home especially if they are bilingual. Language remains a barrier for students and their families.
<i>Student/Family Supports</i>	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.	There is a need to provide opportunities for parent education through workshops that ease barriers related to their participation. There is also a need to increase language supports to improve communication with Spanish speaking families.
<i>Staff Supports</i>	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.	Teacher turnovers and staff absences create discontinuity in instruction. Time allotted for prep, observations, and data conferences is often disrupted by absences and the lack of subs. 60% of our students are bilingual and in need of language supports from bilingual instruction and community liaisons like a bilingual CSM.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	Increase the percent of students in all grades reading at or above grade level by 10% points each successive year.
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Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	30.2%	n/a	55.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	42.4%	n/a	40.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-80.6	n/a	-40.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	44.8%	n/a	65.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-81.5	n/a	-45.0
CAST (Science)	All Students	TBD	6.7%	n/a	30.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		Increase the percent of Latino and African American students in all grades reading at or above grade level by 10% points each successive year.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-167.0	n/a	-60.0
SBAC ELA	English Learners	+20 points DF3	-95.4	n/a	-50.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	47.9%	n/a	0.0
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-159.1	n/a	-79.0
SBAC Math	African-American Students	+20 points DF3	-97.7	n/a	-45.0
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	2.1%	n/a	25.0%

LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%
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Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: Brookfield will reduce chronic absenteeism by 5%.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	52.7%	n/a	85.0%
Suspensions	All Students	-2pp	0.7%	n/a	0.3
Suspensions	African-American Students	-2pp	1.3%	n/a	1.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	1.0%
Chronic Absence	All Students	-2pp	25.7%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	26.2%	n/a	10

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: Brookfield will increase the number of credentialed teachers by 10%.

Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Number of credentialed teachers	All Teachers	n/a	n/a	TBD	TBD

1D: IDENTIFIED NEED

Instructions: 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

Instructions: 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. How might inequities affect your school programs, and how might you mitigate this impact?

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Brookfield Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Data Driven Collaboration	
Theory of Change:	Highly effective teaching and meaningful learning of language and literacy will occur when we: <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • 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:	Increase the percent of students in all grades reading at or above grade level by 10% each successive year.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have a part-time ITL in place who leads strong grade level PLC's weekly. Teachers are all implementing the district curriculum and focusing on Common Core Standards. They collaborate in PLC's, 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, F&P, RI, IAB, 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. PLC's and GLAD strategies have helped to inscrease academic growth.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	Highly effective teaching and meaningful learning of mathematics will occur when we: <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • 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:	Increase performance on math IAB's by 10% in grades 3 - 5.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

We have a part-time ITL in place who leads strong grade level PLC's weekly. Teachers are all implementing the district curriculum and focusing on Common Core Standards. They collaborate in PLC's, weekly PD, and during shared planning time. Cycles of inquiry are lead by the ITL, principal, and ILT. Data is collected and analyzed trhoughout 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 and IAB, etc. Pre and post assessments in math have identified the needed best teaching practices and reflected 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.

Our focus in math this year has led to academic growth for our students. We met the end of year targets at mid-year according to our IAB data and to pre and post classroom assessments. PLC's hae helped to increase academic growth.

19-20 Conditions for Student & Adult Learning Priority: Multi-Tiered System of Support (MTSS)

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.
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Related School Goal:	Increase student attendance by 10%
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Briefly describe the overall implementation of 19-20 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 with clear expectations and consequences have decreased the number of referrals. Agreements regarding 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 identified for and receiving needed services.

What evidence do you see that your practices are effective?

There has been a decrease in referrals. COST data reflects that students with COST referrals are receiving 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 conitnued 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 leadlership skills program will strengthen these efforts.

19-20 Conditions for English Language Learners Priority: Reclassification

Theory of Change:	<p>Highly effective teaching and meaningful learning will occur for English Language Learners when we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low/income, English language learners, and foster youth.
Related School Goal:	By June 2021, we will consistently reclassify 10 percent of English Language Learners each year.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have a part-time ITL in place who leads strong grade level PLC's weekly. Teachers are all implementing the district curriculum and focusing on Common Core Standards. They collaborate in PLC's, 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, F&P, RI, IAB, etc. Teaching practices include the implementation of GLAD strategies, word walls, etc. at every grade level. There is also an increase 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. PLC's and GLAD strategies have helped to inscrease academic growth.	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
Do to COVID-19 and the closing of schools we were unable to complete the spending of all Title I funding. The SSC voted to carryover these funds for the next school year. We were unable to completely spend the CSI funds before the COVID-19 closing and we could not carry-over these funds (about \$16,000).	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Brookfield Elementary School			School ID: 103	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Student Connectedness			
School Theory of Change:	If we create a school culture and climate that: •Decreases referrals and promotes PBIS strategies that support students in class; •Implements strategies which celebrate student success like perfect attendance; •And creates opportunities for students to practice leadership skills; then highly effective teaching and meaningful learning will occur.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Identify and practice common school policies which build positive teacher-student relationships, support and encourage student belonging so that they desire to attend, ie song, pledge, government, awards, etc.	Principal and ILT along with COST team led by a bilingual CSM and the PBIS committee will identify a plan to collect and disseminate common practice and best practice information. Staff will identify students to be awarded.	ILT minutes, PBIS documentation, staff meeting COST minutes and agendas.	60% of our EL students are performing below grade level in reading from K - 5th. Almost 50% of Latino students and 33% of African-American students in 3rd - 5th grade are scoring below grade level on RI. All of our students will miss at least two months of instruction and most of them will have little access to technology during the majority of that time period.

1-2	Teachers correctly use the COST and SST processes to support students, and can explain the processes to parents and families	Principal and the bilingual Community School Manager (CSM) ensure structures are in place and used for regular COST and SST meetings to determine and connect supports for students. Bi-weekly COST meetings led by the bilingual CSM.	COST data (tracker) and meeting minutes.	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.
1-3	Teachers abide by established routines for all areas of school. Teachers document student discipline, buddy passes, and referrals according to agreed upon procedures.	Principal/ILT establishes and reinforces routines for all areas of school. Principal documents communication with teachers regarding student referrals and suspensions. COST team is established and there are readily available universal forms for use by teachers. Review and disseminate both a parent and a staff handbook.	Staff meeting agendas, staff memos, referral documentation, and handbooks.	
1-4	Teachers communicate to students and families the importance of school attendance, and support students to improve attendance	Principal establishes structure for attendance referrals to be made and the bilingual CSM case-manages through COST. SARTs are held monthly. Chronic absence data is reviewed regularly by Attendance Team (CSM & Attendance Clerk) and prevention and school wide intervention programs are put in place	Staff meeting agendas, staff memos, referral documentation, newsletters, Title I meeting documentation. SART documents and calender.	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.

1-5	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	The bilingual CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education	Parent meeting logs and surveys. PTO minutes. CSM calendar.	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.
1-6	Teachers call students who missed school at least once weekly.	The bilingual CSM and the bilingual Attendance Clerk review absences and call homes. Attendance team meets weekly and reviews students, plans home visits.	Phone logs and SART/SARB records	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.
1-7	Support after school learning through tutorials, reading programs, ASP, etc.	Will work in coordination with the ASP and the teacher liaison to support learning in the ASP. Provide additional staff to support extended day tutoring and enrichment.	ASP records and liaison schedule	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.

1-8	Kindergarten teachers will hold parent workshops to inform parents about the importance of attendance.	The administration, in coordination with the CSM, will host a beginning of the year meeting for incoming families. The school will fund a Kindergarten meeting at the beginning of the year.	Meeting agenda and flyer	
1-9	Teachers will accurately utilize the COST referral system to refer students who need supports form , SPED, reading programs, and outside services including tutorial, health/mental care, special education,etc.	The COST, led by a bilingual CSM, will identify and establish partnerships with tutorial agents, the special education dept., and a mental health provider to employee services for students.	Partnership agreements with providers. COST referrals and meeting notes.	
1-10	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 a biligual CSM to strengthen and support volunteer program.	Parent meeting logs and surveys. PTO minutes. Community Liaison calendar. Parent surveys.	

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Mathematics
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School Theory of Change:	<p>If we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • 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; <p>then, highly effective teaching and meaningful learning of mathematics will occur</p>			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.
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	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.

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 and their understanding of conceptual mathematics.	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.	A bilingual 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.	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.
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 with a focus on families of language Learners	Parent meeting logs and surveys. PTO minutes. Community Liaison calendar.	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.

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.	Teachers are often unable to communicate with families to support students because of the language differences. We do not have enough language supports in place to communicate with Spanish speaking families which make up over 60% of our student body.

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.	
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum				
School Priority ("Big Rock"):	Literacy			
School Theory of Change:	<p>If we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • 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; <p>then highly effective teaching and meaningful learning of language and literacy will occur.</p>			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	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.	
3-2	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.	District and state assessments, PD/PLC agendas, exit tickets and technology schedules.	
3-3	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 BL. A school-wide schedule for planning time and data analysis; cycles of inquiry and assessments, supports and scaffolding will be in place.	District and state assessments, PD/PLC agendas, exit tickets and technology schedules.	

3-4	Teachers will identify and support documents to present in parent workshops on Common Core Standards to help support Latino students.	Leadership will organize and host parent workshops in coordination with bilingual (Spanish) CSM. All parent workshops will be calendared, widely communicated, and supported.	PD Calendar, schedule for planning and data analysis.	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.
3-5	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.	
3-6	Teachers will accurately utilize the COST referral system to refer students who need supports form , SPED, reading programs, and outside services including tutorial, health/mental care, special education,etc.	COST, led by a bilingual CSM, will work with RSP and psychologist to identify students with disabilities.	Referrals, COST documentation, SPED documents.	Almost 44% of our students are scoring below grade level in reading on the Reading Inventory. There is a need to increase time on task. Students need to be engaged in texts and tasks that are challenging, adventurous, and meaningful.

District Strategy: Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):		PLCs and Consistency		
School Theory of Change:		If we: practice and lead collaborative inquiry to build a culture of public learning, we will improve learning for students from underserved groups.		
Related Goal(s):		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	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,	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.
4-2	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 conference schedules.	

4-3	All teachers will focus on collaboration around the effective implementation of conceptualization in the math curriculum.	Leadership will provide a common schedule for planning and collaboration; ITL schedule will ensure support for teachers around the implementation of math.	PLC agendas, teacher collaboration work, exit documents. engagement google doc,	
4-4	Teachers will learn to utilize educational technology and personalized learning including chromebooks, and programs (i.e. RAZ and iReady) to better support socio-economically disadvantaged, African-American and ELL students in distance learning.	Principal will work with ILT and ITL to identify supports for teachers around the implementation of technology for all students.	Prep schedule. PLC agendas, teacher collaboration work, google docs, ILT minutes. ITL schedule, agendas, etc.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority ("Big Rock"):		Reclassification		
School Theory of Change:		<p>If we:</p> <ul style="list-style-type: none"> • focus on the implementation of Common Core Standards and strong, clear learning objectives; • participate in the implementation and development of high level assessments that provide evidence of student performance and guide the adaptation of curriculum planning delivery; • collaborating around a deep and continuous process of data-driven planning for all students, and utilizing engagement strategies which specifically target low/income, English language learners, and foster youth; <p>then, highly effective teaching and meaningful learning will occur for English Language Learners.</p>		
Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	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	60% of our EL students are performing below grade level in reading from K - 5th. Almost 50% of Latino students and 33% of African-American students in 3rd - 5th grade are scoring below grade level on RI. All of our students will miss at least two months of instruction and most of them will have little access to technology during that majority of that time period.
5-2	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	The majority of our students come into the school with little to no English language development and our staff is unable to communicate with students or parents. Teachers need consistent collaboration time in PLCs, PD, data conferences, and peer observation to best support students. Data Conferences, peer observation on site and at other schools.
5-3	Teachers will communicate with the bilingual attendance clerk to support parents of English Language Learners in maintaining good attendance and absence documentation.	Attendance Clerk, bilingual Spanish	Attendance records, phone logs, SARTS, Independent Study records	

5-4	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.	
5-5	Teachers will implement ELD strategies to support English Language Learners and Latino students and monitor progress to ensure they are on track.	ELA Lead will coach teachers on ELD strategies. Provide ELD curriculum supports and review all assessments including ELPAC, RI, F&P etc.	PD agendas and classroom walk throughs, and all data including ELPAC, F&P, RI, etc.	
5-6	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.	
5-7	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	
5-8	Teachers will refer students to COST incases of concern regarding student with disabilities.	COST, led by a bilingual CSM, will work with RSP and psychologist to identify students with disabilities.	Referrals, COST documentation, SPED documents.	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Partner with BACR after-school program to provide extended day for targeted and foster care youth.	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	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.	103-1
To assure all students have learning materials needed for academic achievement.	\$6,349	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	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 and their understanding of conceptual mathematics.	103-2
Maintenace agreement to assure all students have needed learning materials and the reproduction of school to home communication in both English and Spanish.	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	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 and their understanding of conceptual mathematics.	103-3
Purchase of additional FTE for EEIP to support identified K-5 students and small group intervention. Also support and management of programs for distance learning.	\$41,321	LCFF Concentration	1105	Certificated Teachers' Salaries	274	Teacher Education Enhancement	0.45	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	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.	103-4
Programs to support technology and distance learning.	\$1,668	LCFF Concentration	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	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.	103-5
Additional FTE to support Bilingual and English Learners langauge development and increase reclassification.	\$42,961	LCFF Supplemental	1105	Certificated Teachers' Salaries	1297	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Bilingual teachers will work with ILT to identify goals in both English and Spanish, and to address the specific needs of Newcomer students.	103-6
TSA to support curriculum development, professional development, EL implementation, distance learning, and return to school transision for all students.	\$89,263	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7203	Teacher TSA 11 Month - 12 Pay	0.80	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	ITL and principal will provide support to teachers and assure implementation of the components of BL. A school-wide schedule for planning time and data analysis; cycles of inquiry and assessements, supports and scaffolding will be in place.	103-7

CSM to support parent engagement with bilingual parent population.	\$35,895	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7894	Program Mgr Community School	0.25	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	A bilingual CSM will work with teachers to create parent workshop opportunities focused on CC Math Standards to increase parent involvement and support of students.	103-8
To assure all students have learning materials needed for academic achievement.	\$335	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Principal will work with ILT to identify core curriculum and intervention materials. Support core curriculum and intervention materials.	103-9
Purchase of reading materials to support culturally responsive literacy for African American and Latin X youth.	\$34,430	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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 and their understanding of conceptual mathematics.	103-10
Additional FTE to support Bilingual and English Learners language development and increase reclassification.	\$42,961	Title I: Basic	1105	Certificated Teachers' Salaries	1297	Teacher, Structured English Immersion	0.50	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Bilingual teachers will work with ILT to identify goals in both English and Spanish, and to address the specific needs of Newcomer students.	103-11
Employee a CSM to support bilingual families to increase their understanding of attendance and the Common Core Standards.	\$23,963	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7894	Program Mgr Community School	0.10	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Increase parent knowledge of the importance of attendance and how the connection to meeting the Common Core Standards.	103-12
Expenditures to be determined by parents and staff in Aug/Sept SSC meeting. All funds to be used to support students in academic achievement	\$47,191	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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.	103-13
Employee Children Rising to implement reading intervention for struggling readers 2nd - 5th grade.	\$3,600	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Principal will work with ILT to identify core curriculum and intervention materials. Support core curriculum and intervention materials.	103-14
Transportation for fieldtrips to support enrichment curriculum and encourage indepth engagement.	\$5,000	Title I: Basic	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Provide opportunities for field trips, classroom presentations, assemblies, and speakers. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.	103-15

Programs to support technology and distance learning.	\$3,220	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	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.	103-16
Parent workshops.	\$1,424	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	CSM will work with teachers to create parent workshop opportunities. CSM will support parent involvement, engagement, communication and education with a focus on families of language Learners	103-17
To assure all students have learning materials needed for academic achievement.	\$5,100	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	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 and their understanding of conceptual mathematics.	103-18
Transportation for fieldtrips to support enrichment curriculum and encourage indepth engagement.	\$4,450	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers will provide students with out-of-classroom education opportunities and real life experiences which support them learning to engage in math practices.	103-19



Title I, Part A School Parent and Family Engagement Policy

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

Brookfield Village Elementary

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing 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.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Convening 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.
- Offering a flexible number of meetings for Title I parents, such as meetings in the morning and evening.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. Translation is provided in Spanish.
- Offering a flexible number of meetings for Title I parents, such as meetings in the morning and evening.

The school communicates to families about the school's Title I, Part A programs by:

- Providing 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.

- Convening 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.
- Offering a flexible number of meetings for Title I parents, such as meetings in the morning and evening.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Providing 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.
- Holding parent teacher report card conferences three times a year to allow teachers to personally discuss the curriculum and assessments with parents/guardians
- Holding meetings with teacher and principal by request
- Discussing the curriculum, assessments, and student progress at monthly SSC meetings, SELLS meetings, and monthly parent coffees

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

- Sending home regular communication via monthly newsletter and school calendar in English and Spanish.
- Regularly communicating with parents via SchoolMessenger in home languages.
- Regularly communicating with families via school communication texting program FasTalk to allow communication between school and families in students' home languages.
- 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.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Parents/guardians and encouraged to sign up to volunteer in the classroom or at the school.
- Parents/guardians can sign in at the office anytime you wish to visit the school.
- Teachers make available times and ways in which parents can help at school.
- Formal opportunities for involvement include membership and/or attendance of School Site Council, Site English Learners Language Committee (SELLS), and updates though monthly parent coffees.

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Providing 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.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

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

- Involving 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 school manager and the SSC.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Offering a flexible number of meetings for Title I parents, such as meetings in the morning and evening.

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

- Convening an annual Title 1 meeting
- Monthly SSC/SELLS meetings to review role of Title 1 funds and their use

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Distributing 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.
- Ensuring translators are secured for all key meetings to support families with limited English proficiency

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

- Providing support for parental involvement activities requested by Title I parents. Parents make requests to the principal, community school manager or parent leaders.
- 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 school manager, or parent leaders. Fall 2015 Kindergarten parent meetings held in both the morning and evening, are an example of such.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

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

- Brookfield 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.

Adoption

This policy was adopted by the (Brookfield Village Elementary) School Site Council on **(insert date)** and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal

_____ **Marie Roberts** _____

Signature of Principal



Date

_____ **December 4, 2019** _____

Please attach the School-Parent Compact to this document.



School-Parent Compact

Brookfield Village Elementary School

2019-2020

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Setting high standards and expectations for all
 - Using teaching methods and materials that work best for your child
 - Regularly assigning homework
 - Providing motivating and interesting learning experiences
 - Supporting your child's educational needs by working together with your family
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Formal conferences will be held:
 - At the end of the first, second, and third trimester
 - 1 to 1 conferences to discuss student progress to provide you updates on your child's performance and enlist your support at home
 - Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

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

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

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

Teacher Responsibilities

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

Parent/Guardian Responsibilities

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

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

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

Student Responsibilities

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

This Compact was adopted by the (Brookfield Village School Site Council) on **December 4, 2019**, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **January 10, 2020**.

Signature of Principal



Date

December 4, 2019


2019-2020
School Site Council Membership Roster – Elementary

 School Name: **Brookfield Elementary School**

Chairperson : Tri-Nu Hull

Vice Chairperson: Danielle Gerena

Secretary: Teona Campbell

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Marie Roberts	x			
Jesus Guerrero ✓		x		
Maria Turverey ✓		x		
Kyle Svardal			x	
Danielle Gerena ✓		x		
Tri-Nu Hull				x
Teona Campbell				x
Iliara Pelayo				x
Ana Juache				x
Alondra Valenica				x

 Meeting Schedule
 (day/month/time)

1st Wednesday @ 1:30
SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
 3 Classroom Teachers
 1 Other Staff
AND
 5 Parents/Community Members