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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 Burckhalter 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 Burckhalter Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Burckhalter Elementary School
CDS Code: 1612596001689
Principal: Carin Geathers
Date of this revision: 5/19/2020

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2020

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: Burckhalter Elementary School

Site Number: 105

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input 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: _____

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

- ☐ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, media announcements, etc.)

Signatures:

Carin Geathers

Carin Geathers

5/19/2020

Principal

Signature

Date

Brittany Walker Pettigrew

Signature

Date

SSC Chairperson

Monica Thomas

Signature

Date

Network Superintendent

Lisa Spielman

Signature

Date

Director, Strategic Resource Planning

Jody London

Jody London, President, Board of Education 8/27/2020

Kyla Johnson Trammell

Kyla Johnson Trammell, Secretary, Board of Education 8/27/2020

2020-21 SPSA ENGAGEMENT TIMELINE

School Site: Burckhalter Elementary School

Site Number: 105

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSSA. 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	\$71,060.00
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	\$364,702.00

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)	\$69,564.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$11,993.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,496.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$149,600.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$17,600.00	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:	\$71,060.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$293,642.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$364,702.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** Burckhalter Elementary School**School ID:** 105**School Description**

Burckhalter Elementary School is a small school nestled in a residential neighborhood at the top of Edwards Avenue near Highway 580 in East Oakland. Our small size makes the school intimate; all staff members know each and every student and the students know all staff members and volunteers who support them at the school. At Burckhalter Elementary School we seek to make education meaningful for each and every student. Asking not "how smart is the child" but "how is the child smart," we guide our students to utilize their full potential, and we equip them to pursue it with passion, persistence, purpose and pride. Our motto, "Work Hard, Get Smart" is grounded in the belief that everyone at Burckhalter Elementary School, students, parents, teachers, staff and the community is committed to working hard. By working hard and getting smart we make a commitment to creating and nurturing a school environment that reflects the diversity of Oakland including gender, race, ethnicity, religion, physical abilities, learning styles, family structure, and socio-economics. Diversity is at our core and serves as our strength. With our Common Core Standards-aligned curriculum, the goal of our school is to implement programs that are academically rigorous and instill a sense of responsibility, confidence, and a positive attitude for all students. Burckhalter has undergone many changes in the last two years to make it an exciting, diverse community. Demographic shifts in the school population have included an increase in English Learners (6 percent), who speak Arabic, Spanish and Hmong; we are 12 percent Latino and 6 percent Asian. African American students make up more than 72 percent of the student population and Special Education (Autism) students make up another 15 percent, and the school is at an 80 percent National Lunch Program rate. OUSD statistics show that Burckhalter families account for 27 percent of the student body, the remaining students commute from other areas, primarily East Oakland. This shift in demographics and the continuous challenges of urban education have encouraged new conversations and practices to meet the needs of students and families at Burckhalter. The primary goal of Burckhalter Elementary School is to serve the academic and socio-emotional needs of all of its students. Since 2009, Burckhalter Elementary School students have made great gains in the core curricular areas, including reading/language arts, mathematics and science. Burckhalter was awarded the Title I Achievement Award in 2011 and 2012! In 2016, Burckhalter 3rd, 4th and 5th graders made DOUBLE DIGIT gains in both reading and math, the ONLY school in OUSD to do so! Our goal every day is to ensure that all of our students are thriving - academically, socially, physically. We want it to be apparent, to anyone who walks through the door, that the students at Burckhalter are thriving.

School Mission and Vision

The mission of the Burckhalter Elementary School community is to create and maintain a learning environment that supports ALL students' needs and promotes their intellectual, interpersonal, and social growth. When we are successful, we equip our children to succeed in the dynamic, ever-changing world they live in. Based upon this mission and our continuous inquiry of our school's strengths and needs, we have developed the following THREE strategies that will guide Burckhalter Elementary School's site plan:

STRATEGY 1: Burckhalter Elementary School will become an urban full service community school where EVERY CHILD, EVERY DAY gains the confidence to become a positive 'can do' learner and THRIVE while in residence.

STRATEGY 2: Burckhalter Elementary School, in partnership with its children, families, community and Oakland Unified School District, guarantees each child an academically enriched education by providing rigorous instruction, integrating technology and the ARTS and challenging learning experiences.

STRATEGY 3: Burckhalter Elementary School will strive to build and maintain a cooperative link between home, school, and community. Additionally, we will provide on site mental health services, exceptional before and after school child care and other support services for children and families to build an environment that values children.

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

Focus Area: ELA/Math	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<55% 1st graders proficient in Nonsense Word Fluency (MY); 3rd=44.5% SRI Proficient, 5th=46.5% SRI Proficient (MY); 5th=40% Above Standard RI Text IAB	After initial assessment (August), Kindergarten and 1st grade students receive repeated practice in Letter Names and Sounds (whole group daily); participation in Early Childhood Education (ECE) cohort provides ongoing professional development and support for K-2 teachers; site has centrally paid and well trained ECE Coach; SIPPS Instruction started in Kindergarten before recommended December; K-1 students received accelerated support to learn Letter Names, Letter Sound and Sight Words; Readers and Writers Workshop daily 8/10 classes; Students progress regularly monitored monthly; Small group instruction ensures students receive targeted support; Students read daily at Instructional Level; Students read increasing numbers of Complex Texts

<i>Focal Student Supports</i>	<p>Targeted Interventions and Aligned Curriculum (K-5 SIPPS implementation, small group instruction, weekly reading tutoring, weekly Professional Development (PD) targeted at strengthening grade level instruction;</p> <p>On Site Mental Health Services (Seneca) provide targeted support for Tier II/III students; English Language Learners and Students with IEP's receive differentiated academic/behavioral supports</p>	<p>School-Wide participation in Early Childhood Education (ECE) cohort provides ongoing professional development and support for K-2 teachers; site has centrally paid and well trained ECE Coach; Teachers receive SIPPS training, coaching weekly; consistent implementation of SIPPS in all K-5 classes; Implementation of Writer's Workshop in 50% of all regular education classes; Increased instruction in Complex Texts and Close Reading strategies; more than 85% of all classes implement daily aligned reading</p>
<i>Student/Family Supports</i>	<p>>25% Chronic absenteeism rate (decrease from 50% 18-19); >1% Suspension rate</p> <p>Family Liaison/C.O.S.T act as resource providers for student and families (Students in Transition, Foster Youth, English Language Learners)</p> <p>Active SSC and PTO provide outreach to all enrolled families</p>	<p>Teachers implement Caring Schools Community (CSC) curriculum during daily Morning Meetings and Closing Circles; Liaison/C.O.S.T act as resource providers for student and families (Students in Transition, Foster Youth, English Language Learners)</p> <p>Active SSC and PTO provide outreach to all enrolled families; Attendance Clerk, Network 3 Attendance Liaison, Family Liaison work to increase student attendance; SARB process begun for persistently chronically absent students</p> <p>There is a need to provide additional opportunities for parent education through workshops/conferences that address barriers related to parent participation.</p>

<i>Staff Supports</i>	Professional Development (PD) aligned to staff needs; Professional Learning Community (PLC) aligned to student data; K-5 Reader's and Writer's workshop daily; K-2 (SIPPS implementation w/fidelity); 3-5 plan, teach and assess grade level standards toward mastery; ELA, Mathematics IAB's provide data for targeted focal student support	K-2 ("I Teach") and 3-5 ("Standards Institute") teachers attended summer conferences to strengthen instructional and engagement strategies; 3rd-5th grade teachers participate in Equity Focused PLC; Professional Development focuses on rigor and conceptual understanding (Math)
Focus Area: Mathematics	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<p>No quantitative data on K-2 math progress; >25% of all 3rd-5th grade students Above proficiency on Fall and Midyear IAB's ;</p> <p>Use Title I funds to hire additional classroom teacher to lower class size for all the other students in that same grade or circuit (K-2); teacher will lower student teacher ratio for effective implementation of instructional programs including reading, ELA, math</p>	Not a strong system for monitoring K-2 standards performance in math; no standards-based interim assessments, assessments administered and analyzed inconsistently; 3rd-5th grade students have little practice with math performance tasks that resemble SBAC tasks; ST Math (software) not fully implemented nor targeted (lack of professional development)
<i>Focal Student Supports</i>	<p>>50% of all 3rd graders students proficient on key reading, writing standards (as measured Reading Literary and Informational Textx IAB's)</p> <p>< 50% 3rd-5th grade African American Students assessed Not Proficient on key grade level math standards (as measured by Number and Operations Base 10, Fractions, Operations and Algebraic Thinking IAB's)</p>	Teachers have received very little coaching and professional development in effective instructional strategies for Math (K-2) and ELA (3-5); Need a consistent K-5 standards-based program to unite the grades. Needs assessment reveals need for professional development in rigorous math instruction (especially focusing on conceptual understanding); students have little practice with math performance tasks that resemble SBAC tasks; Limited time for teachers to "Backwards Map" units of study
<i>Student/Family Supports</i>	<p>Chronic Absenteeism Rate (September-March)=24%</p> <p>Kindergarten Chronic Absenteeism is <40% or 9/21 students have missed more than 80% of school year</p> <p>African American Chronic Absenteeism is 24.6% (September-March)</p>	School struggles to meet the needs of a small but severely underresourced group of students; Kindergarten outreach and support has not been effective; Early intervention in Kindergarten has not been a consistent practice.

<i>Staff Supports</i>	Uneven professional development of Common Core State Standards; support staff does NOT receive/participate in consistent professional development.	Professional Development (PD) aligned to ELA rather than Mathematics; (K-2, SDC teachers did NOT attend Standards Concerence-lack in depth knowledge of grade level standards); Professional Learning Community (PLC) lacks alignment to math student data; math instruction supplemented by supplemental materials 3rd-5th grades; K-2 PLC do not consistently plan, teach and assess grade level standards toward mastery; no math IAB's for K-2 to provide data for targeted focal student support
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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:	By the end of the 2022-23 school year, at least 95% of all Kindergarten students know all Letter Names and Sounds; 90% read at/above F&P "D" level; at least 90% of all 1st graders read at/above F&P "J" level; at least 90% of all 3rd-5th graders score proficient on SRI assessment
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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	15.4%	n/a	<85%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	9.4%	n/a	<90%

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	-47.5	n/a	5.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	50.0%	n/a	75.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-45.7	n/a	5.0
CAST (Science)	All Students	TBD	11.9%	n/a	5.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	By the end of the 2022-23 school year, at least 70% of all African American students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for ELA, increasing DF3 to +10 or greater; 50% of all students with disabilities (Resource/SDC) will score at/above proficiency on either the CAA or SBAC ELA; at least 75% of all English Language Learner students in grades K-5 will demonstrate English Language proficiency and be reclassified as Fluent English Proficient (ELPAC, RI, SBAC ELA)
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Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in ELA, Math and Science*

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	-107.4	n/a	-40.0
SBAC ELA	African-American Students	+20 points DF3	-56.9	n/a	25.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	24.1%	n/a	70%

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Math and Science.*

SBAC Math	Students with Disabilities	+20 points DF3	-97.1	n/a	-40.0
SBAC Math	African-American Students	+20 points DF3	-56.5	n/a	5.0

Instructional Focus Goal: *English Learner students continuously develop their language, reaching English fluency in six years or less.*

ELL Reclassification	English Learners	Reclassify 16%	8.3%	n/a	75.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	75.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	By the end of the 2022-23 school year, create a welcome learning environment that allows students, families and staff to feel safe and included so that they can participate fully in student learning and the school community as measured by response to "Do you feel safe at this school?" and "Do students step in when others are bullied?" on California Healthy Kids Survey (CHKS)
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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	65.7%	n/a	<95%
Suspensions	All Students	-2pp	0.0%	n/a	>1%
Suspensions	African-American Students	-2pp	0.0%	n/a	>1%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	>1%
Chronic Absence	All Students	-2pp	50.2%	n/a	>15%
Chronic Absence	African-American Students	-2pp	50.9%	n/a	>15%

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?

Resource inequities include limited access to reliable technology including devices, internet access and hotspots. In addition, several students are in transitional housing which severely impacts their ability to attend school frequently and maintain progress toward grade level standards. Teachers require professional development in implementation of rigorous, standards-based instruction as well as in delivery of instruction in a virtual learning environment. To mitigate these needs, Burckhalter staff will partner with outside agencies to provide access to resources to support families in need. In addition, staff will participate in ongoing professional development to ensure all teachers, support staff and afterschool staff are well trained in effective socio-emotional and academic best practices.

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: Burckhalter 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: Literacy	
Theory of Change:	If teachers teach small, differentiated guided reading groups daily, then they can track student literacy development and implement targeted strategies for students individualized needs. If teachers plan common core aligned lessons for their small guided reading groups, then students will make greater progress towards standards mastery.
Related School Goal:	By the end of the 2019-20 school year, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the S
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.	
All teachers implement key elements of Reader's and Writer's Workshop daily; students are assessed at least 3X/year on OUSD reading assignments; all students not initially proficient will be assessed every 30 days to monitor and track student progress; reading and writing data analyzed and used to create differentiated acceleration groups to move students toward grade level proficiency; Professional Development and Observation and Feedback aligned to deepening knowledge of CCSS's and Anchor standards; Socio-Emotional (SEL) focuses on classroom environments that are nurturing and engaging so children want to come to school every day; weekly SEL lessons and include Morning Meetings and Closing Circles (PBIS); hired (2) academic mentors to increase intervention opportunities for identified (K-2) focus students multiple grade levels behind in ELA and/or Math	
What evidence do you see that your practices are effective?	
Evidence of effective instructional practices that resulted in student achievement goals include, but are not limited to, Kindergarten students 89% (16/18) identify all Letter Names (Upper/Lower), 56% of all 1st graders proficient in Nonsense Word Fluency (Midyear); Midyear SRI (3rd-5th)=56% Above/At; Midyear IAB-Read Informational Texts (5th grades)-40% Above Standard, 35% (4th grade) Midyear IAB-Read Literary Texts; 100% of all classes implement Reader's Workshop; 75% implement Writer's Workshop; Morning Meetings are held in all classes (SEL-Caring Schools Community)	
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.	
n/a	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	If we (teachers and administrator) ensure that every lesson is planned using Common Core State Standards-based curricula, is rigorous, that teaching points are aligned to tasks, is taught in a differentiated manner designed to meet the learning needs of each student, and progress monitored with both formative and summative assessments (SMI, CEOU's, Front Row, ST Math, Illuminate assessments) then we will accelerate learning and close the identified achievement gaps of all students especially Title I, Low Income, English Learners and Foster Youth resulting in a higher percentage of students achieving proficiency on ELA SBAC (3rd-5th) moving from 33% (green tier) to at least 40% (blue tier).
Related School Goal:	By the end of the 2019-20 school year, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for math, increasing DF3 to -15 or less

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.

All teachers implement key elements of Math Workshop daily including: M.A.T.H Practice-(applying the math strategy or demonstrating use of the skill) D.M=Meet with the teacher, A= At your Seat, T=Technology (Differentiated), H=Hands On; students are assessed at least 3X/year on OUSD math assignments; math data analyzed and used to create differentiated acceleration groups to move students toward grade level proficiency; Professional Development and Observation and Feedback aligned to deepening knowledge of CCSS's and Anchor standards, Math Workshop lessons (minilessons) and teaching points align to student tasks; Socio-emotional (SEL) focuses on classroom environments that are nurturing and engaging so children want to come to school every day; weekly SEL lessons and include Morning Meetings and Closing Circles (PBIS)

What evidence do you see that your practices are effective?

Evidence of effective instructional practices that will result in student achievement goals include, but are not limited to: **3rd-5th grade Professional Learning Committee (EC-NIC) meets at least 3X/month-focus on rigor (increased focus on conceptual teaching and learning)**; Math IAB's- (3rd grade)-91% proficient CCSS(3.OA.4);(4th grade) 91% proficient CCSS(4.OA.2); (5th grade) 80% proficient CCSS (5.NF.4a); 100% of all classes implement Math Workshop; **100% of all K-5th graders use ST Math**; Morning Meetings are held in all classes

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.

n/a

19-20 Conditions for Student & Adult Learning Priority: Chronic Absence

Theory of Change:	If we teach SEL Skills and strategies to ensure that Burckhalter Elementary School and EVERY classroom is safe and welcoming, nurturing and engaging; engage parents in the importance of attending school EVERYDAY (incentivizing attendance) and closely monitor daily attendance to interrupt chronic absenteeism, then of all students especially Title I , English Learners and Foster Youth will want to come to school every day and the chronic absenteeism rate will decrease to less than 10% by June 2018.
Related School Goal:	Create a welcome environment that allows students, families and staff to feel safe and included so that they can participate fully in student learning and the school community as measured by response to "Do you feel safe at this school?" and "Do students step in when others are bullied?" on California Healthy Kids Survey (CHKS)

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.

Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best. All teachers will: organize the physical design of the classroom to promote collaboration, develop and teach predictable classroom routines, and post, define and teach 3-5 positive classroom expectations. **In PLC's teachers will identify the expected behaviors, Teach, model and have students practice what those behaviors look like, sound like, and feel like, and specifically praise appropriate behavior with private or public acknowledgement regularly (e.g. distribute Weekly Burckhalter Bucks);Members of the Attendance Team will meet with parent/families of each "At Risk" of being chronically absent after each absence. Create Attendance Improvement Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits.**

What evidence do you see that your practices are effective?

TK , 2nd and 3rd grades have no chronically absent students thru December 2018; Attendance and C.O.S.T Team meets weekly to analyze data and plan, implement strategies to increase Average Daily Attendance (ADA); all staff recognize perfect and improved student attendance	
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.	
n/a	
19-20 Conditions for English Language Learners Priority:	Language Development
Theory of Change:	If we ensure that English Language Learners across all levels of language proficiency can access and fully engage with rigorous grade-level English Language Arts (ELA) and mathematics standards called for in the Common Core Standards; then we can ensure that English Language Learners will acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day.
Related School Goal:	By the end of the 2019-20 school year, at least 50% of all English Language Learner students in grades K-5 will demonstrate English Language proficiency and be reclassified as Fluent English Proficient
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.	
Teachers will use data (ELPAC, RI, SIPPS Mastery Tests, IAB's, etc.) to determine the proficiency level of ELL's; teachers form groups based upon data; create and teach lessons for English Learners to develop English language proficiency during daily protected time during the regular school day-Designated English Language Development (ELD); During walkthroughs, principal and ILT observe and give feedback during Integrated ELD block to ensure all ELL's including Newcomers are developing proficiency in acquiring specific academic vocabulary and writing skills during content area blocks (Science); provide resources for ELD including appropriate supplemental materials and software (NewsELA, Freckle)	
What evidence do you see that your practices are effective?	
Evidence of effective instructional practices that will result in student achievement goals include, but are not limited to, (2019-20) 8.3% ELL's Reclassified; 25%% of all ELL's score Level 3or 4 on 18-19 ELPAC assessment; 43% of all 2nd-5th grade students assessed proficient or above on Midyear Reaing Inventory (RI)	
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.	
n/a	
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?	
n/a	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Burckhalter Elementary School			School ID: 105	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Focus: Improve Kinder and 1st grade Chronic Absenteeism By June 2021, all Kindergarten and 1st grade students will have maintained a better than 90% attendance rate Create and maintain a welcome school environment that includes positive and respectful student-student, teacher-student, and parent-teacher interactions that enable children to learn appropriate behaviors and build strong, caring relationships.			
School Theory of Change:	If we teach SEL Skills and strategies to ensure that Burckhalter Elementary School and EVERY classroom is safe and welcoming, nurturing and engaging; engage parents in the importance of attending school EVERYDAY (incentivizing attendance) and closely monitor daily attendance to interrupt chronic absenteeism, then of all students will want to come to school every day and the chronic absenteeism rate will decrease to less than 15% by May 2021.			
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	Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best. All teachers will: organize the physical design of the classroom to promote collaboration, develop and teach predictable classroom routines, and post, define and teach 3-5 positive classroom expectations. In PLC's teachers will Identify the expected behaviors, Teach, model and have students practice what those behaviors look like, sound like, and feel like, and specifically praise appropriate behavior with private or public acknowledgement regularly (e. g. distribute Weekly Burckhalter Bucks)	Principal and Climate Team complete End of the Year PBIS self-assessment and use data to create, implement staff development aligned to site-based, school-wide PBIS/SEL revisions; after walkthroughs, with Climate Team, teachers are provided feedback, resources to ensure classrooms are positive and caring learning environments; Principal ensures students are recognized regularly for their positive behaviors; weekly Burckhalter Bucks (treats), trimester awards assemblies (certificates)	Students can articulate school-wide expectations and hold each other accountability to uphold those expectations before, during and afterschool; Reduction of negative physical and verbal interactions between and among peers, especially during recess and lunch; decrease in number of Uniform Referrals (URF's) from Fall to Spring;	Chronic Absenteeism Rate (September-March) =24% Kindergarten Chronic Absenteeism is <40% or 9/21 students have missed more than 80% of school year African American Chronic Absenteeism is 24.6% (September-March)
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1-2	Teachers implement Caring Schools Community (CSC) curriculum during "Homeroom" daily; using this curriculum, teachers teach students especially Title I and Economically Disadvantaged youth appropriate social skills, help students acquire self-discipline, and create classroom environments that help build caring and respectful relationships between and among peers	Principal will support continued implementation of school-wide CSC curriculum with ongoing Professional Development; outline school-wide expectations and provide support to ensure full implementation; Climate Team will monitor classrooms daily (August-September); then weekly (September-October) and provide feedback to staff on effective engagement and culture practices. Partner with Ujimaa ASP to survey parents and use data to host a minimum of (3) parent workshops annually aligned to (Family and Community Engagement).	PD agendas with CSC objectives; daily/weekly observation notes and feedback of implementation of CSC; reduction in negative student interactions in and out of class; survey results from students that show increase in percentage of students who feel "safe" at school (CHKS); number of parent attendees at sponsored parent workshops, forums (Goal=75% of all enrolled students)	
1-3	Teachers create instructional plans that facilitate "bell-to-bell" teaching and learning.	Leadership Team members, including when appropriate parents, will conduct classroom walkthroughs to collect evidence of effective student engagement and positive discipline strategies to share schoolwide. Include parent members of School Site Council (SSC) and PTO as core group of parents to help develop school-wide handbook identifying commonly agreed upon behavioral expectations.	Reduction in negative student interactions in and out of class; survey results from students that show increase in percentage of students who feel "safe" at school (CHKS); Reduction of negative physical and verbal interactions between and among peers, especially during recess and lunch; decrease in number of Uniform Referrals (URF's) from Fall to Spring;	

1-4	Teachers will take attendance daily.	Attendance Team will meet with parent/families of each "At Risk" student; create Attendance Improvement Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits.	Attendance Team meeting notes; C.O.S.T. Team meeting notes with "At Risk" students progress (updated monthly); copies of Attendance Improvement Plans and/or copy Family and Community Coordinator log of calls, meetings with families with improvement plan	
1-5	Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for Title I, Low Income, African American, ELL's, Foster and Homeless Youth; Teachers create behavior improvement plans for students who repeat negative behaviors;	Leadership Team will identify high leverage academic and behavioral interventions, aligned to data, to target Title I, African American males, ELL, Foster and Homeless students' needs. Enlist the support of Family and Community Coordinator to support culture and climate priorities	Assessment data shows improved reading and/or math (SIPPS Mastery Tests, RI, IAB's, SBAC); Weekly classroom attendance % <95%; positive behavior and perfect attendance (improved attendance) assemblies	Chronic Absenteeism Rate (September-March) =24% Kindergarten Chronic Absenteeism is <40% or 9/21 students have missed more than 80% of school year African American Chronic Absenteeism is 24.6% (September-March)
1-6	Kindergarten teacher and principal will host Kindergarten orientation meeting to educate parents on importance of Kindergarten students attending school EVERYDAY	Kindergarten teacher, attendance clerk will provide incentives and recognize Kindergarten students (weekly) that maintain satisfactory attendance.	Weekly student attendance that maintains 95% attendance and/or shows improvement; attendance at Kindergarten orientation and other monthly meetings	Chronic Absenteeism Rate (September-March) =24% Kindergarten Chronic Absenteeism is <40% or 9/21 students have missed more than 80% of school year African American Chronic Absenteeism is 24.6% (September-March)

1-7	1st grade teacher will host 1st Grade orientation meeting to educate parents on importance of students attending school EVERYDAY	1st Grade teacher, attendance clerk will provide incentives and recognize students (weekly) that maintain satisfactory attendance.	Weekly student attendance that maintains 95% attendance and/or shows improvement; attendance at orientation and other monthly meetings;	Chronic Absenteeism Rate (September-March) =24% Kindergarten Chronic Absenteeism is <40% or 9/21 students have missed more than 80% of school year African American Chronic Absenteeism is 24.6% (September-March)
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Focus: Deepen Conceptual Understanding (K-5) and Improve K-2 progress monitoring By June 2020-21, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for math, increasing DF3 to 5 or more			
School Theory of Change:	If Teachers consistently implement Common Core State Standards-based curricula, ensure lessons are grounded in Conceptual Understanding and Rigorous Tasks ; are provided "protected time" to collaborate during PLCs; If the Adminiistrator consistently progress monitors Kindergarten-2nd grade math instruction using formative assessments and focuses on providing 3rd-5th graders practice with rigorous tasks , then higher percentages of students will show significant gains in -grade-level mastery on Math Interim Aseessments (IAB's and SBAC) -students will actively participate in standards based instruction -students will be engaged in a performance task			
Related Goal(s):	100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on increasing Conceptual Understanding to ensure accelerated math growth (Aligned to Concepts and Procedures Claim)			
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	<p>Teachers implement key elements of Math Workshop daily to ensure all students, including Title I and Low Income students reach, maintain and/or accelerate key grade level math proficiency and fluency facts:</p> <p>A.Math Warmup-10-15 minutes (Spiral review, routine practice to achieve mastery)</p> <p>B.Minilessons-10 minutes (Introduce new Math concept, strategies or skills)</p> <p>C. Independent M.A.T.H Practice-40 minutes (applying the math strategy or demonstrating use of the skill)</p> <p>D.M=Meet with the teacher, A= At your Seat, T=Technology (Differentiated), H=Hands On E. Share-5-10 minutes (Oral and/or Written between students)</p>	<p>Instructional Leadership Team lead site-based PD aligned to Rigor (equal intensity of Conceptual Understanding, Procedural Fluency and Application) Closely monitor all student progress in math (Grade level Math CEOU's, IAB's, ST Math, SBAC); Principal conducts weekly engagement observations and provide "low inference" feedback (written and/or oral) within 24 hours of observation; Principal conduct regular observations during Math Workshop, specifically how to confer with students effectively; Weekly PLC's focus on increased conceptual understanding, math tasks and opportunities for students to apply learning, data analysis and planning- Resources=budget for release time; "Protected During the Day time" is set aside for teachers to analyze data and plan lessons aligned to data</p>	<p>Weekly observations showing evidence of Math Workshop model daily; Data from math assessments include: SBAC Interim Math assessments, Math CEOU's, ST Math; implementaion of Next Steps from feedback after observations Written feedback from observations during Math Workshop</p>	
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2-2	All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and accelerate student achievement in literacy (e.g. Freckle, ST Math for targeted students groups	Principal and teachers will create grade level plan to track goals across the year; check in will be 3X/year @ data conferences Supplemental materials (e.g. Standards Plus) aligned to Common Core standards are utilized to give students opportunities to engage with SBAC aligned assessments and provide opportunities to apply their learning	Weekly/monthly data reports (IAB's, ST Math, Freckle) to track proficiency levels (K-5th)	No quantitative data on K-2 math progress; >25% of all 3rd-5th grade students Above proficiency on Fall and Midyear IAB's
2-3	All teachers will ensure students are provided the results of all assessment data. All teachers and students will set individual student goals to track each student's reading, writing and mathematics growth and confer with students to set next level of goals (monthly), students not at grade level proficiency will set acceleration goals and monitor their progress throughout the year (minimum 3X/year in report card conferences).	Leadership will create Assessment calendar with regular formative assessments and provide access to "real time data"; Principal will closely monitor workshop to ensure teachers become proficient in workshop model; Teachers will receive differentiated PD during monthly PD and PLC meetings;	2020-2021 Assessment calendar with regularly scheduled formative assessments; Written feedback from observation and implementation of Next Steps from feedback after observations	Uneven professional development of Common Core State Standards (K-2, SDC teachers did NOT attend Standards Conference-lack in depth knowledge of grade level standards); OUSD professional development heavily focused on ELA not math; support staff does NOT receive/participate in consistent professional development.

2-4	All teachers will engage in annual data conferences (4X/year); analyze data and plan units of study	Calendar Data Conferences; Hire 1.0 Prep teacher, Academic mentors to support ALL students in class and in small group intervention groups.	Weekly/monthly data reports (IAB's, ST Math, Freckle) to track proficiency levels (K-5th)	No quantitative data on K-2 math progress; >25% of all 3rd-5th grade students Above proficiency on Fall and Midyear IAB's ; Use Title I funds to hire additional classroom teacher to lower class size for all the other students in that same grade or circuit (K-2); teacher will lower student teacher ratio for effective implementation of instructional programs including reading, ELA, math
2-5	Afterschool Teacher Liason provides PD for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	Teachers Partner with Ujimaa Foundation in 6/8 week cycles in Extended Day model to provide quality academic intervention after school to identified students who have not mastered grade level concepts/skills.	Math assessment data (Math CEOU's, IAB's, Freckle, ST Math); Agenda, Meeting notes, feedback from classroom observations from teacher liaison to Ujimaa ASP staff	>50% of all 3rd graders students proficient on key reading, writing standards (as measured Reading Literary and Informational Textx IAB's) < 50% 3rd-5th grade African American Students assessed Not Proficient on key grade level math standards (as measured by Number and Operations Base 10, Fractions, Operations and Algebraic Thinking IAB's)

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	By May 2020-21 school year, at least 60% of all 3rd-5th grade students will score at or above grade level proficiency ELA IAB (Literary Reading and Informational Reading) and 50% of 3rd-5th grade students will meet or exceed accelerated growth on RI (Fall-Spring) By May 2021, 3rd through 5th grade students will increase their distance from standards by +15 points.				
School Theory of Change:	If all Kindergarten-5th grade teachers consistently implement Expeditionary Learning (EL) Education Modules and ALL blocks with integrity, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in: -in RI EAL IAB's and ELA SBAC -students will actively participate in standards based instruction -student will be engaged in culturally responsive education -students will be highly engaged and take ownership of their education -students will be engaged in a performance task -students have opportunities to learn how language works to make meaning				
Related Goal(s):	100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on fostering interaction and discussion, to ensure accelerated language and reading growth. (CCSS S&L: 1, 4, 6)				
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	Implement EL Ed. standards based curriculum with integrity, Ensure daily practice with complex text, academic language using EL Ed. protocols and conversation cues, and writing with evidence.	Create Professional Development calendar aligned to Expeditionary Learning curriculum and modules ; Teachers engage in PD cycles and learn steps for assessing, grouping and instructing students; Assessments are administered three times per year Provide PD curriculum implementation, observation & feedback on classroom practice Ensure teachers participate in PD on protocols and conversation cues Provide weekly PLC to analyze student language progress and plan ILT plan PD	Assess students at least 3X/year ; those students not initially proficient on Reading Inventory (RI) will be assessed every days to monitor and track student progress; use data to create differentiated acceleration groups to move students toward grade level proficiency; Expeditionary Learning assessments; IAB's Scholastic Reading Inventory-SRI (2nd-5th);	>50% of all 3rd graders students proficient on key reading, writing standards (as measured Reading Literary and Informational Textx IAB's) < 50% 3rd-5th grade African American Students assessed Not Proficient on key grade level math standards (as measured by Number and Operations Base 10, Fractions, Operations and Algebraic Thinking IAB's)
3-2	In ALL Block, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction of Language Dives.	Principal ensures teachers receive PD in all components of the EL curriculum; Provide PD on laguage dives Provide PD on guided reading Calibrate around using running records to inform guided reading instruction	Guided reading schedule, observation tracker, lesson plans, coaching. Students transfer academic discussion ideas and language into writing for the end of unit performance task	>50% of all 3rd graders students proficient on key reading, writing standards (as measured Reading Literary and Informational Textx IAB's) < 50% 3rd-5th grade African American Students assessed Not Proficient on key grade level math standards (as measured by Number and Operations Base 10, Fractions, Operations and Algebraic Thinking IAB's)

3-3	Use curriculum formative assessments and IAB data to monitor progress and adjust instruction	Provide coaching Provide targeted feedback based on weekly observation Facilitate teacher data conferences	Observations, data tracker, coaching cycles, PLC agendas	>50% of all 3rd graders students proficient on key reading, writing standards (as measured Reading Literary and Informational Textx IAB's) < 50% 3rd-5th grade African American Students assessed Not Proficient on key grade level math standards (as measured by Number and Operations Base 10, Fractions, Operations and Algebraic Thinking IAB's)
3-4	Teachers attend and plan during PLCs: PLC's analyze assessment data, student work and monitor student progress toward grade level goals	Leaders facilitate PLCs Leaders provide consistent PLC schedule	PLC agendas, student ELA data	Uneven professional development of Common Core State Standards; support staff does NOT receive/participate in consistent professional development.

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

School Priority ("Big Rock"):	Focus: Teachers regularly learn from each other in professional learning communities : By June 2021, create a high performing collaborative culture which supports teacher and staff teams to improve the school's capacity to help all students learn at high levels of practice by sharing effective classroom practices.
School Theory of Change:	If teacher and staff teams receive professional development and training differentiated to their needs and in partnership with site leadership to assume collective responsibility for creating conditions that enhance student and adult learning, then students will learn at high levels.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in ELA, Math and Science 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	Teachers implement culturally responsive and inclusive practices to engage all students in learning and leverage the unique strengths and gifts they bring to our schools.	Provide professional learning to build conditions for student learning, with a focus on equity and culturally responsive practices; Principal provides differentiated coaching to all teachers; principal models, observes and provides feedback on Tier 1 practices, including culturally responsive SEL	PD agendas, notes, observation notes from walkthroughs and evaluations	Chronic Absenteeism Rate (September-March) =24% Kindergarten Chronic Absenteeism is <40% or 9/21 students have missed more than 80% of school year African American Chronic Absenteeism is 24.6% (September-March)
4-2	Teach shared and consistent positive expectations and norms across contexts and use restorative practices to respond to conflict.	Principal provides teacher coaching-- Model, observe and provide feedback on Tier 1 practices, including culturally responsive SEL.	Evidence of Morning Meetings and Closing Circles; Evidence of school-wide expectations result in reduction of negative physical and verbal interactions between and among peers, especially during recess and lunch; decrease in number of Uniform Referrals (URF's) from Fall to Spring;	
4-3	Teachers work collaboratively in PLC's to support each other and monitor students progress and growth toward articulated goals.	Leadership provides coaching and support to school teams in building and implementing MTSS plans	Culture and Climate, Attendance and C.O.S.T. meeting notes (tracker); Hire Academic Mentor to provide targeted intervention for students not at grade level	Uneven professional development of Common Core State Standards; support staff does NOT receive/participate in consistent professional development.

4-4	Teach and reinforce relevant SEL competencies that build academic skills.	Leadership provides resources (protected time, resources, training) to teams-- Practice and lead collaborative inquiry to build a culture of public learning and improve learning for students from underserved groups.	1.0 Prep Teacher to ensure teachers have at least 2 preps, Bell schedule highlights "during the day" PLC's for planning; PD agendas, notes and next steps	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority ("Big Rock"):	English Language Learners are reclassified before 5th grade			
School Theory of Change:	If we ensure that English Language Learners across all levels of language proficiency can access and fully engage with rigorous grade-level English Language Arts (ELA) and mathematics standards called for in the Common Core Standards; then we can ensure that English Language Learners will acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day.			
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 use data (ELPAC, RI, Writing samples, etc.) to determine the proficiency level of ELL's; teachers form groups based upon data; create and teach lessons for English Language Learners (ELL's) to develop English language proficiency during daily protected time during the regular school day- Designated English Language Development (ELD).	Principal and ILT will assess and identify the current level of Designated and Integrated ELD implementation; decide focus needed to move to next stage; Provide access to Newcomer data; group students according to language needs; create an agreed upon Daily/Weekly Designated ELD block (minimum 30 minutes); identify and provide supplemental materials aligned to ELPAC levels of students; provide professional development to build teachers capacity to provide Designated ELD in core content area; observe and give feedback aligned to ELD rubric during Designated ELD block to ensure ELL's (including Newcomers) are developing proficiency in English; provide resources for ELD	Increase in reclassification rates among Newcomers; increase in SRI reading proficiency growth (BoY-EoY0, writing samples show progress	
5-2	Teachers will provide scaffolds to ensure Newcomers learn the content and academic language used in content area lessons-Integrated English Language Development (IELD).	During walkthroughs, observe and give feedback during Integrated ELD block to ensure Newcomers are developing proficiency in acquiring specific academic vocabulary and writing skills during content area blocks (Science, Social Studies); provide resources for ELD	PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Expeditionary Learning; data from ELPAC, RI, IAB's	

5-3	Teachers ensure ELLs, build the capacity to speak, read, and write in English and are provided protected time everyday to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	Principal will ensure all ELL's are assessed using SIPPS curriculum; then all ELL's will be placed in appropriately leveled groups and their progress monitored as they gain grade level proficiency in oral, reading and writing skills.	SIPPS Mastery Assessment data	
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PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 105
School: Burckhalter 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 Ujima ASP to provide Extended Day for targeted and identified youth including foster, students in transitional homes, students with IEP's, English Language Learners, students needing homework and academic support; Goals: provide enrolled students a safe; supporting learning; an extended school day to reinforce concepts and skills taught earlier in the day; and provide social and intellectual enrichment, such as music, dance, artwork, and field trips	\$114,449	After School Education & Safety (ASES)	5731	Afterschool Custodian	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Afterschool Teacher Liason provides PD for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	105-1
Purchase supplies to ensure ALL students have requisite learning materials for success in school	\$6,993	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers create instructional plans that facilitate "bell-to-bell" teaching and learning.	105-2
Installed copiers, office equipment are maintained to ensure ALL students have requisite learning materials for success in school; aid in home-school communication; (newsletters, flyers)	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement EL Ed. standards based curriculum with integrity, Ensure daily practice with complex text, academic language using EL Ed. protocols and conversation cues, and writing with evidence.	105-3
Provide stipends for additional time beyond contracted hours for afterschool interventions (tutoring) for identified students to ensure they meet grade level proficiency.	\$7,900	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers work collaboratively in PLC's to support each other and monitor students progress and growth toward articulated goals.	105-4
Purchase Tier II supplemental materials (e.g. Wordly Wise) for identified students to ensure they meet grade level proficiency.	\$1,928	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers ensure ELLs, build the capacity to speak, read, and write in English and are provided protected time everyday to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	105-5

Monies to be used to purchase awards and incentives for ALL students (e.g. perfect attendance, good citizenship)	\$172	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal will support continued implementation of school-wide CSC curriculum with ongoing Professional Development; outline school-wide expectations and provide support to ensure full implementation; Climate Team will monitor classrooms daily (August-September); then weekly (September-October) and provide feedback to staff on effective engagement and culture practices. Partner with Ujima ASP to survey parents and use data to host a minimum of (3) parent workshops annually aligned to (Family and Community Engagement).	105-6
Ensure ALL students participate in off campus fieldtrips that extend and enrich theme-based units of study	\$7,600	LCFF Concentration	5829	Admission Fees	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers create instructional plans that facilitate "bell-to-bell" teaching and learning.	105-7
Purchase .45 FTE additional time for Prep teacher to support identified K-5 students in class and in small intervention groups (2nd-5th grades); support Distance Learning and transition to school for K-3 students.	\$54,793	LCFF Supplemental	1105	Certificated Teachers' Salaries	0205	Teacher Education Enhancement	0000	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Calendar Data Conferences; Hire 1.0 Prep teacher, Academic mentors to support ALL students in class and in small group intervention groups.	105-8
Hire 9th teacher to lower K-3 class sizes; students receive more individualized attention to ensure they meet grade level proficiency; support Distance Learning and transition to school for K-3 students.	\$37,706	LCFF Supplemental	1105	Certificated Teachers' Salaries	4289	Teacher, Structured English Immersion	0001	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement EL Ed. standards based curriculum with integrity, Ensure daily practice with complex text, academic language using EL Ed. protocols and conversation cues, and writing with evidence.	105-9
Purchase Family Literacy materials for ALL students and families: Materials support student/parent reading nights, workshops on parenting skills or other materials for parent education	\$3,212	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Kindergarten teacher and principal will host Kindergarten orientation meeting to educate parents on importance of Kindergarten students attending school EVERYDAY	105-10
Teacher on Special Assignment -TSA (.5) will support all Kindergarten-2nd grade students and teachers in full implementation of adopted language arts curriculum (i.e. SIPPS) to ensure all K-2 students meet grade level proficiency in English Language Arts (ELA). TSA will provide professional development to ALL K-2 teachers to ensure fidelity to and full implementation of adopted SIPPS curriculum, support Distance Learning and transition to school for K-2 students.	\$48,619	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7895	TSA 10 Pay	0001	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal will ensure all ELL's are assessed using SIPPS curriculum; then all ELL's will be placed in appropriately leveled groups and their progress monitored as they gain grade level proficiency in oral, reading and writing skills.	105-11

Purchase furniture, books and other culturally responsive literature for ALL K-5 students to increase literacy and create, warm inviting learning community.	\$34,430	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	In ALL Block, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction of Language Dives.	105-12
Hire 9th teacher to lower K-3 class sizes; students receive more individualized attention to ensure they meet grade level proficiency, including supporting students during Distance Learning	\$25,137	Title I: Basic	1105	Certificated Teachers' Salaries	4289	Teacher, Structured English Immersion	0000	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers implement key elements of Math Workshop daily to ensure all students, including Title I and Low Income students reach, maintain and/or accelerate key grade level math proficiency and fluency facts: A.Math Warmup-10-15 minutes (Spiral review, routine practice to achieve mastery) B.Minilessons-10 minutes (Introduce new Math concept, strategies or skills) C. Independent M.A.T.H Practice-40 minutes (applying the math strategy or demonstrating use of the skill) D.M=Meet with the teacher, A= At your Seat, T=Technology (Differentiated), H=Hands On E. Share-5-10 minutes (Oral and/or Written between students)	105-13
Provide stipends for additional time beyond contracted hours to support identified students to ensure they meet grade level proficiency; support Distance Learning	\$3,777	Title I: Basic	2420	Clerical Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Attendance Team will meet with parent/families of each "At Risk" student; create Attendance Improvement Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits.	105-14
Hire Academic mentors to ensure students receive more individualized attention to ensure they meet grade level proficiency; support Distance Learning and transition to school for K-3 students.	\$31,518	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for Title I, Low Income, African American, ELL's, Foster and Homeless Youth; Teachers create behavior improvement plans for students who repeat negative behaviors;	105-15
Hire Family Liaison (R&D Consultants); Contract to support home-school connection for identified students (i.e. foster youth, students in transitional housing); provide advice and support services for parents and families	\$65,000	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Attendance Team will meet with parent/families of each "At Risk" student; create Attendance Improvement Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits.	105-16
Transportation needed for off campus fieldtrips that extend and enrich theme-based units of study	\$855	Title I: Basic	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement EL Ed. standards based curriculum with integrity, Ensure daily practice with complex text, academic language using EL Ed. protocols and conversation cues, and writing with evidence.	105-17

Fund parent attendance and cover all expenses at Title I conference (i.e. registration, travel, hotel)	\$1,881	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Leadership Team members, including when appropriate parents, will conduct classroom walkthroughs to collect evidence of effective student engagement and positive discipline strategies to share schoolwide. Include parent members of School Site Council (SSC) and PTO as core group of parents to help develop school-wide handbook identifying commonly agreed upon behavioral expectations.	105-18
Fund parent attendance and cover all expenses at Title I conference (i.e. registration, travel, hotel)	\$1,496	Title I: Parent Participation	5200	Travel And Conferences	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Leadership Team will identify high leverage academic and behavioral interventions, aligned to data, to target Title I, African American males, ELL, Foster and Homeless students' needs. Enlist the support of Family and Community Coordinator to support culture and climate priorities	105-19
Purchase chromebooks, tablets, and document cameras to provide multiple access points for ALL students; support Distance Learning	\$5,225	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and accelerate student achievement in literacy (e.g. Freckle, ST Math for targeted students groups	105-20
Purchase chromebooks, tablets, and document cameras to provide multiple access points for ALL students; support Distance Learning	\$4,675	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and accelerate student achievement in literacy (e.g. Freckle, ST Math for targeted students groups	105-21



OAKLAND UNIFIED
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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.

Burckhalter Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- ***Formal report cards are provided (3) times during the academic school year. Each parent will receive a progress report prior to the end of the 1st report card period. On other occasions, teachers keep parents informed about their child's progress either by one-on-one meetings, phone calls, texts and/ or written notes.***

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 annual Title I Meeting (Fall) to inform parents and community members of the school's progress toward OUSD goals***
- ***Hosting Semester "State of the School " meeting with mid year updates for all parents and community members***
- ***Establishing and maintaining a Parent Teacher Organization, Dad's Club and Principal's trimester listening campaign to hear concerns and suggestions aimed at the needs of all enrolled parents***

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:

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:

- *Hiring a full-time Parent Liaison coordinates all outreach, communication, and engagement efforts.*
- *We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary).*

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:

- *Parents are encouraged to volunteer, participate and observe in the classroom. Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for an extended period of time. Parents must sign-in in the main office before entering the classroom as part of the education code.*

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

- *We build our parents' capacity around the academic standards and results through workshops and community events such as Parent Literacy Nights, Family Reading Night and Academic Awards Ceremonies.*
- *We promote parents-teacher partnership by holding academic conferences after the first two trimesters.*
- *We also promote family health through our weekly Fresh Fruit and Vegetables and our school-wide Wellness program and through health education by our Nurse.*
- *Finally, we provide our parents many ways to get support for our school through our Parent Volunteer program.*

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:

- *Hiring a full-time Parent Liaison coordinates all outreach, communication, and engagement efforts.*
- *We hold School Site Council (SSC) and Site ELL Subcommittee (SELLS) meetings (when necessary).*

- 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.
- ***That the school participates in the Title 1 Program***
- ***How the school implements the Title I Program***
- ***The requirements of the Title 1 Program***
- ***The parents' right to be involved***
- ***The parents' right to participate in the development of the District's Title 1 Plan***

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

- ***At Burckhalter Elementary School all materials that are distributed relating to school and parent programs, meetings, and all other activities are translated into Spanish, Chinese, Vietnamese and other languages so that ALL families are able to access the information. All materials are distributed in a variety of ways: hard/paper copies, email distribution, phone calls and text messages through our School Messenger Connect Service.***

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:

- ***Parents receive newsletters and other academic resources to support students' academic progress outside of school. In addition, parents receive information regarding software programs students can access at home. School provides information about workshops, events, and family nights that support understanding of resources and programs, school communicates with parents and families via School Messenger robocalls, emails and text messages about resources and materials for students, school, posts information about our school programs and resources on our school Website, parents receive information during parent conferences and meetings.***

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:

- ***Burckhalter Elementary School communicates with parents and families via School Messenger robocalls, emails and text messages about resources and materials for students, school, posts information about our school programs and resources on our school Website, parents receive information during parent conferences and meetings.***
- ***All materials that are distributed relating to school and parent programs, meetings, and all other activities are translated into Spanish, Chinese, Vietnamese and other languages so that ALL families are able to access the information. All materials are***

distributed in a variety of ways: hard/paper copies, email distribution, phone calls and text messages through our School Messenger Connect

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:

- *Establishing and maintaining a Parent Teacher Organization, Dad's Club and Principal's trimester listening campaign to hear concerns and suggestions aimed at the needs of all enrolled parents*
- *Parents are encouraged to volunteer, participate and observe in the classroom. Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for an extended period of time. Parents must sign-in in the main office before entering the classroom as part of the education code.*

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:

- *Parents receive newsletters and other academic resources to support students' academic progress outside of school. In addition, parents receive information regarding software programs students can access at home. School provides information about workshops, events, and family nights that support understanding of resources and programs.*

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:

- *Staff understands the importance of including parent and family members through regular participation in Professional Development, Staff Meetings and/or Coaching.*

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:

- *Teachers are available to speak with parents either before school, after school or by appointment. Teachers may, but are not required to provide an email address and/or personal phone number to parents.*

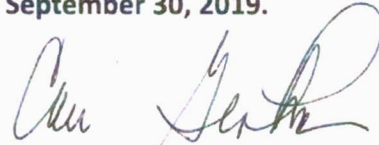
Adoption

This policy was adopted by the Burckhalter Elementary School Site Council on September 11, 2019 and will be in effect for the period of September 12, 2019 through May 28, 2020.

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

Carin Geathers

Name of Principal

A handwritten signature in dark ink, appearing to read 'Carin Geathers', written over a faint horizontal line.

Signature of Principal

Date

11/11/2019

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
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School-Parent Compact Burckhalter 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.**

*All teachers will utilize the district adopted **Common Core** curriculum and implement effective instructional strategies that will ensure that all students are successful in their grade level. All teachers will teach towards the grade level standards and provide differentiated instruction so that all students have equal access to actively participating in the classroom.*

- 2) Calendar and host parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

During the conference, the teacher will discuss the individual child's academic and social achievement. Parents and/or teachers can request additional conferences based upon student needs.

- 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.**

Formal report cards are provided (3) times during the academic school year. Each parent will receive a progress report prior to the end of the 1st report card period. On other occasions, teachers keep parents informed about their

child's progress either by one-on-one meetings, phone calls, texts and/or written notes.

4) Provide parents reasonable access to staff.

Teachers are available to speak with parents either before school, after school or by appointment. Teachers may, but are not required to provide an email address and/or personal phone number to parents.

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.

Parents are encouraged to volunteer, participate and observe in the classroom. Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for an extended period of time. Parents must sign-in in the main office before entering the classroom as part of the education code.

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

Parents receive newsletters and other academic resources to support students' academic progress outside of school. In addition, parents receive information regarding software programs students can access at home. School provides information about workshops, events, and family nights that support understanding of resources and programs, school communicates with parents and families via School Messenger robocalls, emails and text messages about resources and materials for students, school posts information about our school programs and resources on our school Website, parents receive information during parent conferences and meetings.

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.

Staff understands the importance of including parent and family members through regular participation in Professional Development, Staff Meetings and/or Coaching.

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.

At Burckhalter Elementary School all materials that are distributed relating to school and parent programs, meetings, and all other activities are translated into

Spanish, Chinese, Vietnamese and other languages so that ALL families are able to access the information. All materials are distributed in a variety of ways: hard/paper copies, email distribution, phone calls and text messages through our School Messenger Connect Service.

Teacher Responsibilities

We, as teachers at Burckhalter Elementary School, will support student's learning in the following ways:

- *Communicate clear expectations for performance to both students and parents.*
- *Strive to address the individual needs of the student*
- *Provide a safe, positive and healthy learning environment*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Sign in at the main office for ALL school visits;*
- *Follow ALL Burckhalter Elementary School rules to ensure safety for all community members;*
- *Bring my child to school on time;*
- *Attend school meetings (e.g. PTO, dad's Club, SSC, Title I, etc.);*
- *Make sure my child does his/her homework;*
- *Read/listen to ALL school-wide communications (e.g. school calendars, monthly newsletters, "robo" calls, texts, etc.);*
- *Check my child's homework everyday;*
- *Keep in touch with the teacher;*
- *Talk to my child at home about school;*
- *Make sure my child eats well;*
- *Pick-up my child from school on time;*
- *Limit "non-educational" computer screen time*
- *Check and clean my child's backpack regularly and,*
- *Work to keep other parents informed about important school-wide important events by helping to create a better communication system between classroom-school-home (for example, becoming a room parent; creating and participating in the phone tree)*

Parent Signature _____

Student Responsibilities

We, as students at Burckhalter Elementary School, will share the responsibility to improve our academic achievement and meet the State of California's academic standards. We will:

- *Get to school on time every day.*
- *Follow all Burckhalter rules and norms;*
- *Respect my school, classmates, staff, community members, and family at all times.*
- *Do my homework every day;*
- *Ask for help when I need it;*

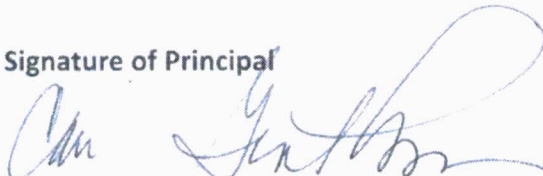
- Read for at least 15 minutes every day, outside of school (Kindergarten, 1st and 2nd grade students)
- Read for at least 20 minutes every day, outside of school (3rd, 4th and 5th grade students)

Student Name _____

This Compact was adopted by the SSC Establishment Meeting at Burckhalter Elementary School on Wednesday, September 11, 2019, and will be in effect for the period of 2019-2020 academic school year.

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 September 30, 2019.

Signature of Principal



Wednesday, September 11, 2019

**2019-2020****School Site Council Membership Roster – Elementary**School Name: **Burckhalter Elementary School**

Chairperson : Brittany Walker-Pettigrew

Vice Chairperson: Lindsay Fox

Secretary: Lillie Manning

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Bahijat Abdul				X
Erich Butler			X	
Lindsay Fox				X
Patricia Franklin		X		
Carin Geathers	X			
Lillie Hayes-Staples		X		
Lillie Manning		X		
Zotunde Morton				X
Charita Simmons				X
Brittany Walker-Pettigrew				X

Meeting Schedule
(day/month/time)**3rd Tuesday/Month 5:30pm-7:00pm****SSC Legal Requirements (EC Sections 65000-65001):**

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

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