

Board Office Use: Legislative File Info.	
File ID Number	24-1795
Introduction Date	8/14/24
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Brookfield Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 EDC § 6500.
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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/15/2024

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, ParentSquare blasts, etc.)

Signatures:

Leigh Daniels	<i>Leigh Daniels</i>	5/15/2024
Principal	Signature	Date
Vanessa Gutierrez	<i>Vanessa Gutierrez</i>	5/14/2024
SSC Chairperson	Signature	Date
Monica Thomas	<i>Monica Thomas</i>	5/17/24
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/17/2024
Director, Strategic Resource Planning	Signature	Date



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

2024-25 School Plan for Student Achievement (SPSA)

School: Brookfield Elementary School
CDS Code: 1612596001663
Principal: Leigh Daniels
Date of this revision: 5/15/2024

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: Leigh Daniels	Position: Principal
Address: 401 Jones Avenue Oakland, CA 94603	Telephone: 510-639-3310 Email: leigh.daniels@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SPSA ENGAGEMENT TIMELINE

School Site: Brookfield Elementary School

Site Number: 103

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/2/2023	Parents/Community combined (Tea With The Principal)	Parent Input and Concerns about the 2nd graders academic status. Discussion/Input of combo classes, school culture, and budget.
10/10/2023	ILT	Discussion of Data and support for 2nd Graders since the teacher is out. Reality of Consolidation.
10/18/2023	SSC	Reviewing CCSP Grant: Discussion of spending about \$6,000 on legos for the Lego Room (Room 26). Approval of moving \$15,000 to pay for buses for field trips.
11/15/2023	Parents/Community combined (Tea With The Principal)	Feedback from parents about Fall Festival and Awards Assembly, planning of tasks, and discussion of teacher/parent conferences.
1/17/2024	Teachers/Support Staff	Discussion and sharing of budget for 2024-25 and possible uses.
1/17/2024	SSC	Sharing of Budget for 2024-25 School Year. Community Input. Reviewed SPSA Part 1; Voted to approved expenditures. Discussed possible uses of Title 1&4 funding. SSC Approved expenditures.
2/5/2024	Parents/Community combined (Tea With The Principal)	Discussion of Academic Achievement and Possible ideas for Brookfield's Redesign for the upcoming years.
2/13/2024	ILT/Climate&Culture Team	Proposed Part-Time Intervention TSA; Discussion of grade changes; Reviewing Budget
2/21/2024	SSC	Proposal of Mr. Haskell as part Intervention TSA and Part Science Prep Teacher; Budget Discussion of CCSP funds to support Intervention TSA and approval of funding use.
3/12/2024	ILT	Reviewing of the SPSA; Discussion of plans for Cycle 3.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$44,240.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$498,131.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$40,320	LCFF Discretionary (General Purpose Discretionary #0000)	\$4,850
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,120	LCFF Supplemental (LCFF Supplemental #0002)	\$64,125
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$2,800	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$225,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$27,433
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$44,240		\$453,891

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$498,131.00
--	---------------------

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Brookfield Elementary School

School ID: 103

CDS Code: 1612596001663

SSC Approval Date: 5/15/2024

Board Approval Date: 8/14/2024

School Mission and Vision

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

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

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.7%	22.3%	58.8%	4.7%	2.7%	13.5%	98.0%	50.0%	1.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.4%	0.7%	4.7%	2.7%	0.7%	0.0%	95.3%	13.5%	75.7%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	All students in grades K-5 will grow at least 1.5 grades within the school year based on their iReady and other district assessments when teachers use data-driven instruction to improve teaching and learning, use UDL strategies as identified in the curriculum, engage in cycles of acquisition, analysis, and action by following the three Cs-Consistency, Constancy, and Continuity, engaging in routined cycles of gathering student information, performing data analysis to identify areas of growth, and making the necessary adjustments creating a cycle of improved teaching and learning that constantly builds upon itself.
Identified School Need:	All Teachers will use the data from CEAs to inform and adjust their instructional practices as necessary to make sure that students are making significant academic progress and growth toward or beyond grade level. An Intervention Teacher who will provide small group instruction to students who are performing two or more grade levels below, to support rapid upward growth, academically, in a year's time.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	64.3%	not available until fall 2024	not available until fall 2025	90.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	61.9%	not available until fall 2024	not available until fall 2025	80.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	66.7%	not available until fall 2024	not available until fall 2025	80.0%

English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-103.3	not available until fall 2024	not available until fall 2025	-70.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	44.6%	not available until fall 2024	not available until fall 2025	70.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-119.8	not available until fall 2024	not available until fall 2025	-80.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	3.7%	not available until fall 2024	not available until fall 2025	20.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.4%	not available until fall 2024	not available until fall 2025	20.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	All students, especially English language learners and new comers, have access to core curriculum and instruction and are provided access to this content through various UDL strategies and differentiated core instruction that is Grade Level, Affirming, Engaging, and Meaningful (GLEAM). As a result, students feel valued, respected, and loved, experiencing true joy and always thriving.
Identified School Need:	ELLs, need support in accessing the content to meet the grade level standard or task that is expected. ELL students will make as much annual progress as their English only peers in iReady and SBAC.

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-154.0	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	English Learners	-139.3	not available until fall 2024	not available until fall 2025	-80.0

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	40.0%	not available until fall 2024	not available until fall 2025	20.0%
SBAC Math Distance from Standard Met	Special Education Students	-169.5	not available until fall 2024	not available until fall 2025	-100.0
SBAC Math Distance from Standard Met	English Learners	-151.2	not available until fall 2024	not available until fall 2025	-90.0
Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	10.3%	not available until fall 2024	not available until fall 2025	40.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	25.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:	Increase family engagement by removing barriers to school, improving access and opportunities, and improving knowledge and skills so that all families can be partners in the education of their children. We believe all families have hopes and dreams for their children and want the best for them.				
Identified School Need:	Reduce chronic absenteeism by 20 percent in all grade levels.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	63.0%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	1.7%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	5.6%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	3.8%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	84.1%	not available until fall 2024	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	85.2%	not available until fall 2024	not available until fall 2025	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Student-centered Professional Learning Communities, focused on student learning and meeting the standards demonstrated by data based upon assessments, working collaboratively, and holding ourselves accountable for student outcomes and results.				
Identified School Need:	100% of teachers report that PD and PLCs are effective at improving their practice, and that coaching has improved their practice.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	64.7%	not available until fall 2024	not available until fall 2025	75.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>All students in grades K-5 will grow at least 1.5 grades within the school year based on their iReady and other district assessments when teachers use data-driven instruction to improve teaching and learning, use UDL strategies as identified in the curriculum, engage in cycles of acquisition, analysis, and action by following the three Cs-Consistency, Constancy, and Continuity, engaging in routined cycles of gathering student information, performing data analysis to identify areas of growth, and making the necessary adjustments creating a cycle of improved teaching and learning that constantly builds upon itself.</i>	<i>Teachers are using data to monitor students and their growth with each assessment and making the necessary instructional changes to support students upward growth academically. In addition, all teachers are using the district adopted curriculum and have very similar schedules to ensure continuity across grade levels. ELD is implemented daily for at least 30 minutes and UDL strategies are being used by majority of the primary teachers during all curriculum to support the ELLs during all instruction daily. By use of the Science Prep Teacher, All other teachers have PLC for 50 minutes, with an additional 50 minutes of planning time. On Mondays or Tuesdays, all teachers have 50 minutes of prep time to calibrate student/teacher academic support with the principal or TSA or have opportunities to observe each other for better teacher practices. In regards to our iReady scores, we are definitely moving students towards proficiency as the year progresses. At the beginning of 23-24 school year, regarding ELA, 7 students were on grade level in grades K-5. At the midyear assessment, 21 students were on grade level in grades K-5, with the hope that the trend continues. In Math, 1 student was on grade level in grades K-5. At the midyear assessment, 4 students are on grade level, with many moving toward proficiency, with the hope that the trend continues.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>All students, especially English language learners and new comers, have access to core curriculum and instruction and are provided access to this content through various UDL strategies and differentiated core instruction that is Grade Level, Affirming, Engaging, and Meaningful (GLEAM). As a result, students feel valued, respected, and loved, experiencing true joy and always thriving.</i></p>	<p><i>Our focal students were our ELLs. We noticed that they needed extra support. A core group of 2nd and 3rd grade ELLs are serviced by Children's Rising, receiving reading tutor services for 50 minutes, two times a week. We implemented the daily ELD instruction for 30 minutes per class. In addition, UDL strategies, especially providing different modes for checking for understanding and allowing students to also draw pictures to demonstrate their comprehension, were implemented. One focus was allowing for listening, speaking, reading, and writing, with every lesson, especially ELD lessons as the school year progresses. Another major shift is that GLEAM is taking place, where all teachers are having high expectations using Grade Level material that is engaging, affirming, and given in a meaningful manner. Students seem to be connected and enjoying their learning experiences.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Increase family engagement by removing barriers to school, improving access and opportunities, and improving knowledge and skills so that all families can be partners in the education of their children. We believe all families have hopes and dreams for their children and want the best for them.</i></p>	<p><i>This year, there is at least one evening event for families per trimester. We have found these to be of the utmost success in connecting with our families. In addition, there is strong participation at these events, especially if we call each family and invite them. We have had two cultural events and Math Family Night and we have seen better family and community relationships as a result. Sown To Grow has allowed us to gage the social and emotional states of the students, allowing for us to support them quickly and more efficiently.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Student-centered Professional Learning Communities, focused on student learning and meeting the standards demonstrated by data based upon assessments, working collaboratively, and holding ourselves accountable for student outcomes and results.</i></p>	<p><i>Weekly PLCs with a focus on student learning and teacher practices that will result in student learning are consistent. Analyzing data at PLCs and making necessary adjustments collaboratively and then monitoring for positive results. Teachers observing one another to elevate teacher practices. Staff Development (district and school site) directly affecting teacher practices and curriculum dives to support accurate knowledge of the expectations of each lesson.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>All students in grades K-5 will grow at least 1.5 grades within the school year based on their iReady and other district assessments when teachers use data-driven instruction to improve teaching and learning, use UDL strategies as identified in the curriculum, engage in cycles of acquisition, analysis, and action by following the three Cs-Consistency, Constancy, and Continuity, engaging in routined cycles of gathering student information, performing data analysis to identify areas of growth, and making the necessary adjustments creating a cycle of improved teaching and learning that constantly builds upon itself.</i></p>	<p><i>Mid year, three teachers were on leave in kindergarten, 2nd and 4th grades and the stability of the classroom system was temporarily interrupted, creating some backside of routines and procedures and curriculum implementation. Adult absences due to illnesses, traumas, and other reasons have made the three Cs-consistency, constancy, and continuity less cohesive than at the beginning of the year. Due to lower enrollment and the consolidation of a grade level and resulting in three combo classes impacted the school climate and culture and routines initially.</i></p>
LCAP Goal 2:	<p><i>All students, especially English language learners and new comers, have access to core curriculum and instruction and are provided access to this content through various UDL strategies and differentiated core instruction that is Grade Level, Affirming, Engaging, and Meaningful (GLEAM). As a result, students feel valued, respected, and loved, experiencing true joy and always thriving.</i></p>	<p><i>Full ELD implementation was done this year. Teachers are still building their efficacy with ELD lessons. Although they are seeing some success, they are still not all doing it with integrity. The lack of comfort with ELD also impacts those teachers in their daily instruction as they do not always know the best practices to support the ELLs in their classrooms. This situation directly impacts GLEAM because some teachers believe that the students cannot perform any tasks at grade level if the data shows that the students are performing below grade level overall, which takes away the GL (grade level) component of gleam and then the lesson may seem less engaging, and it would not be affirming the students, and therefore, not meaningful for them. At this site, this moreso affects the newer teachers or the substitutes who may be unfamiliar with the curriculum, school, and student population.</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>Increase family engagement by removing barriers to school, improving access and opportunities, and improving knowledge and skills so that all families can be partners in the education of their children. We believe all families have hopes and dreams for their children and want the best for them.</i></p>	<p><i>The major challenge in the area of engagement is finding the best ways to support the community beyond sending home flyers or putting information on Parent Square. We need to make more effort to make personal phone calls, text, or automated messages, and invite the families to events and incentivise events so that more people are willing and ready to attend them.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Student-centered Professional Learning Communities, focused on student learning and meeting the standards demonstrated by data based upon assessments, working collaboratively, and holding ourselves accountable for student outcomes and results.</i></p>	<p><i>Sometimes PLCs are interrupted if a class needs to be covered or if other meetings are necessary or due to adult absences. Sometimes teachers are not prepared and do not bring student assessments due to slow pacing of the curriculum. Staff needing other needs during PD and shifting the topic for SEL for staff members. Having a small staff and any member or two absent from ILT or Climate and Culture Team impacts planning and development and focus.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Brookfield Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Brookfield started off strong this school year and then many substantial changes occurred beginning in September. The focus was ELA and the implementation of EL Education with consistency, constancy, and continuity across all grade levels. More importantly, we were concentrating on the implementation of ELD in all classrooms and UDL strategies used throughout all lessons allowing better access for the ELLs. We tried following many strategies that were stated in the previous SPSA. By October 3rd, one teacher was on leave and three teachers were conducting combination classes due to a consolidation in October. This change impacted school culture and climate for a few months. Fourth Grade had many transitions. There were three different teachers and finally in January, a long-term teacher was found and placed in the classroom, providing stability, meaningful learning experiences for the 4th grade students, and data showing growth for the students. In addition, the kindergarten teacher left on leave. Despite this change, the kindergarten and first grade students are still showing growth academically, even though there have been various substitutes teaching the class.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Brookfield has held true to the district adopted curriculum as set forth in our goals last year, in ELA and with the new math curriculum, Eureka Math. All teachers are using the curriculum, though the pacing is in various stages depending upon the teacher and his or her training and comfortability. All teachers implemented ELD, however, some are ensuring that listening, speaking, reading, and writing are taking place. The ILT Team has lost several members due to staff members on leave, and the morale has somewhat diminished, thus impacting the effectiveness of the strategies that we are supposed to be implementing. Even with this problem, student achievement is still on the uprise.

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

Based upon data from the PLCs, teachers will need to strengthen their All Block and Labs by having specific activities that support various student needs. All students should understand the learning target and the task to meet the target. At this juncture, students should be journal writing and getting that rigorous practice that will be needed for assessments and the SBAC. Furthermore, Brookfield leadership and the ILTI, along with other collaborative partners (Network 3 Literacy Coach, FULCRUM, and Children Rising), should continue reviewing student and staff data to help drive decisions. This process has proven to be of great support, maintaining a strong focus on strategic implementation of ELA curriculum and outcomes for all students with a focus on K-2 classrooms. All decisions should be based upon evidence and outcomes that support students academically, socially, and emotionally.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Contract	Reading Inventory (RI) Multiple Years Below Grade Level	Children Rising comes to the school and supports students who need extra attention in reading, comprehension, vocabulary building, and confidence in their literacy skills.	As a result of Children Rising's support of 10 3rd graders and 9 2nd graders who receive 2 hours twice a week of direct reading support, all students moved up in skill level, and many changed at least one color band closer to reading on grade level.	Although this is great news, I will change the timeframe that students are pulled for this tutoring service to ensure that they are not missing any core instruction during the day.
Field Trips	Student Connectedness to School	Field Trips allow students to experience directly what they may have seen, heard, or read. It also gives them a new experience outside of the school setting.	There have been 7 out of 10 months of field trips, which is almost one a month this school year beginning in September. More than 90 percent of students attend all field trips and demonstrate their knowledge of the field trips via written work, pictures, and oral presentations. Majority of trips are science based, which is supported by the Science Prep Teacher as well.	Next year, will will concentrate on our college readiness strand and incorporate the visiting of colleges for each grade level.
Prep Teacher	CAST (Science) at or above Standard	Science Prep teacher allows teachers relief of students to collaborate as PLCs and supports students in the STEAM and Lego Labs with hands on experiences.	With this support, all but one teachers consistently turns in lesson plans that demonstrate continuity with the ELD strands, ELA block and the math block weekly. As a result of this planning, K-5 teachers are demonstrating growth in the assessments compared to last year.	Use this time more strategically, specifically working on the component of the lesson plan that needs support based upon observation within the classrooms which would be a focus on ELD and writing.

Workshops-Extended Contracts	Student Connectedness to School	Workshops for parents focusing on teaching the basic level English development skills that will bridge gaps for parents to help their children with work at home. Also, supporting parents with skills necessary to obtain a job within the school, based upon parent requests.	This has been a positive support. Last year we had no parent volunteers. Now we have about 10 who volunteer regularly or in shifts. Parents have requested some English classes to support them with helping their students so this will be a good move.	Next year I need to include these classes in my schedule. Also, perhaps a parent can lead these classes as time goes on which will build parent capacity.
------------------------------	---------------------------------------	---	--	---

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Brookfield Elementary School	SCHOOL ID:	103
----------------	------------------------------	-------------------	-----

3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	All students in grades K-5 will grow at least 1.5 grades within the school year based on their iReady and other district assessments when teachers use data-driven instruction to improve teaching and learning, use UDL strategies as identified in the curriculum, engage in cycles of acquisition, analysis, and action by following the three Cs-Consistency, Constancy, and Continuity, engaging in routined cycles of gathering student information, performing data analysis to identify areas of growth, and making the necessary adjustments creating a cycle of improved teaching and learning that constantly builds upon itself.
---------------------	--

Identified Need:	All Teachers will use the data from CEAs to inform and adjust their instructional practices as necessary to make sure that students are making significant academic progress and growth toward or beyond grade level. An Intervention Teacher who will provide small group instruction to students who are performing two or more grade levels below, to support rapid upward growth, academically, in a year's time.
-------------------------	---

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers will practice the three Cs: Consistency, Constancy, and Continuity using the district adopted curriculum and closely following the pacing guide.	All Students	Academic	Tier 1 - Universal
1-2	The Science Prep Teacher was used to provide students with additional science lessons resulting in two additional preps for teachers allowing for strategic planning in conjunction with PLC and a prep to meet with the principal and TSA to do data dives weekly or biweekly and making all necessary adjustments to instruction.	All Students	Academic	Tier 1 - Universal
1-3	With the continued support of Children's Rising, we can continue monitoring our focal students' scores on district assessments, iReady, CEAs, and other assessments each trimester to ensure that the achievement gap is closing.	All Students	Academic	Tier 1 - Universal

1-4	Continue to focus on Culturally Responsive Teaching and GLEAM so that all students are respected, welcomed, affirmed, and acknowledged, and ensuring all opportunities of this recognition while conducting instruction using the core.	All Students	SEL / Mental Health	Tier 1 - Universal
-----	---	--------------	---------------------	--------------------

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	All students, especially English language learners and new comers, have access to core curriculum and instruction and are provided access to this content through various UDL strategies and differentiated core instruction that is Grade Level, Affirming, Engaging, and Meaningful (GLEAM). As a result, students feel valued, respected, and loved, experiencing true joy and always thriving.
---------------------	--

Identified Need:	ELLs, need support in accessing the content to meet the grade level standard or task that is expected. ELL students will make as much annual progress as their English only peers in iReady and SBAC.
-------------------------	---

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	English Language Learners will receive ELD daily and teachers will use UDL strategies and GLAD strategies to help all ELLs to access all curriculum while maintaining grade level standards.	English Learner Students	Academic	Tier 1 - Universal
2-2	Selecting at least two African American/Black focal students (female and male), monitoring the UDL strategies for comprehension in ELA and Math, making necessary adjustments for other African American/Black students based on the focal students demonstration of academic progress in subjects of ELA and Math.	African American Students	Academic	Tier 1 - Universal
2-3	Greeting students daily and engaging with them in meaningful ways beyond academics to ensure all students feel welcomed, respected, and affirmed.	All Students	SEL / Mental Health	Tier 1 - Universal
2-4	Setting reachable monthly academic goals (SIPPS, CEAs) with students and awarding the class as the goals are met.	All Students	Behavioral	Tier 1 - Universal

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal: Increase family engagement by removing barriers to school, improving access and opportunities, and improving knowledge and skills so that all families can be partners in the education of their children. We believe all families have hopes and dreams for their children and want the best for them.

Identified Need: Reduce chronic absenteeism by 20 percent in all grade levels.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	All families will feel welcomed, have opportunities to volunteer, visit the classrooms when they wish (provided instruction is not disturbed), have weekly communication from classroom teachers, and have access to school activities, workshops, and trimester evening events designed for collaboration and partnership with the school.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	English classes will be held with a focus on supporting parents/community members to help them help their children access the homework and schoolwork better, especially if a teacher is unavailable.	All Students	Academic	Tier 1 - Universal
3-3	All families will have the opportunity to participate in the PTO/PTA, School Site Council, SELLS, Tea With The Principal, and give input and present ideas in partnership with the school.	All Students	Academic	Tier 1 - Universal
3-4	Positive attendance supported through incentives, attendance team, and case management	All Students	Academic	Tier 1 - Universal

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	Student-centered Professional Learning Communities, focused on student learning and meeting the standards demonstrated by data based upon assessments, working collaboratively, and holding ourselves accountable for student outcomes and results.
Identified Need:	100% of teachers report that PD and PLCs are effective at improving their practice, and that coaching has improved their practice

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Teachers will participate in trainings around grade level standards and go to conferences to build their capacity as an instructional leader.	All Students	Academic	Tier 1 - Universal
4-2	Teachers will participate in weekly PLCs with a strategic focus on student learning and tasks that are rigorous and meet the learning target/standard of the lesson.	All Students	Academic	Tier 1 - Universal
4-3	Teachers will receive weekly one to one coaching to help improve their efficacy.	All Students	Academic	Tier 1 - Universal
4-4	Teachers will learn to use UDL strategies more effectively where it is demonstrated by providing multiple means of Engagement, multiple means of Representation, and providing multiple means of Action and Expression, also shown by the alternative ways that students represent their learning.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS <i>Instructions & resources</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Selecting at least two African American/Black focal students (female and male), monitoring the UDL strategies for comprehension in ELA and Math, making necessary adjustments for other African American/Black students based on the focal students demonstration of academic progress in subjects of ELA and Math.	African American	Academic	Tier 1 - Universal
5-2	Ensuring that all African American/Black students have equal access to grade level curriculum and demonstrate use of GLEAM, with a focus on Engaging, Affirming, and Meaningful classroom and school experiences by using equitable practices daily within the classroom instructional practices.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	ILT conducts an ELL data dive each trimester to evaluate and adjust language program and instruction (ensuring UDL strategies, pictorials, labeling of classroom items, and GLEAM), with the first data dive being at the beginning of the year based on diagnostic tests of the ELLs and EOY data from the prior year, which will establish the baseline of the program needs for ELL students.	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide foundational PD on D-ELD curriculum (inclusive of all ELLs listening, speaking, reading, and writing) and conduct observations & feedback of the implementation of the curriculum and make necessary adjustments in PLCs based on evidence from the classroom observations.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$2,350	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Ensuring that all African American/Black students have equal access to grade level curriculum and demonstrate use of GLEAM, with a focus on Engaging, Affirming, and Meaningful classroom and school experiences by using equitable practices daily within the classroom instructional practices.	103-1
5610 - Equip Maintenance & Repairs	\$2,500	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Positive attendance supported through incentives, attendance team, and case management	103-2
4410 Equip <\$5k	\$1,036	LCFF Supplemental	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All families will feel welcomed, have opportunities to volunteer, visit the classrooms when they wish (provided instruction is not disturbed), have weekly communication from classroom teachers, and have access to school activities, workshops, and trimester evening events designed for collaboration and partnership with the school.	103-3
4311 Meeting refreshments	\$3,793	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All families will feel welcomed, have opportunities to volunteer, visit the classrooms when they wish (provided instruction is not disturbed), have weekly communication from classroom teachers, and have access to school activities, workshops, and trimester evening events designed for collaboration and partnership with the school.	103-4
TSA 10Pay	\$26,158	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.2	Goal 1: All students graduate college, career, and community ready.		Teachers will receive weekly one to one coaching to help improve their efficacy.	103-5

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1122 Extended contracts	\$33,138	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Continue to focus on Culturally Responsive Teaching and GLEAM so that all students are respected, welcomed, affirmed, and acknowledged, and ensuring all opportunities of this recognition while conducting instruction using the core.	103-6
5825 - Consultants	\$2,513	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	English classes will be held with a focus on supporting parents/community members to help them help their children access the homework and schoolwork better, especially if a teacher is unavailable.	103-7
5826 - Prof-Services Non-Contract	\$5,000	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	With the continued support of Children's Rising, we can continue monitoring our focal students' scores on district assessments, iReady, CEAs, and other assessments each trimester to ensure that the achievement gap is closing.	103-8
Teacher Education Enhancement	\$32,807	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	274	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will participate in trainings around grade level standards and go to conferences to build their capacity as an instructional leader.	103-9
5200 Travel & Conferences	\$373	Title I, Part A Parent & Family Engagement	5200	Travel And Conferences	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All families will feel welcomed, have opportunities to volunteer, visit the classrooms when they wish (provided instruction is not disturbed), have weekly communication from classroom teachers, and have access to school activities, workshops, and trimester evening events designed for collaboration and partnership with the school.	103-10
5825 Consultant	\$373	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All families will have the opportunity to participate in the PTO/PTA, School Site Council, SELLS, Tea With The Principal, and give input and present ideas in partnership with the school.	103-11

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1122 Extended contracts	\$374	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Setting reachable monthly academic goals (SIPPS, CEAs) with students and awarding the class as the goals are met.	103-12
5825 Consultant recess coach	\$1,400	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Greeting students daily and engaging with them in meaningful ways beyond academics to ensure all students feel welcomed, respected, and affirmed.	103-13
5825 Consultant	\$1,400	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All families will have the opportunity to participate in the PTO/PTA, School Site Council, SELLS, Tea With The Principal, and give input and present ideas in partnership with the school.	103-14
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to focus on Culturally Responsive Teaching and GLEAM so that all students are respected, welcomed, affirmed, and acknowledged, and ensuring all opportunities of this recognition while conducting instruction using the core.	103-15
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All families will have the opportunity to participate in the PTO/PTA, School Site Council, SELLS, Tea With The Principal, and give input and present ideas in partnership with the school.	103-16
4310 Supplies	\$3,656	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		English Language Learners will receive ELD daily and teachers will use UDL strategies and GLAD strategies to help all ELLs to access all curriculum while maintaining grade level standards.	103-17
7310 - Interprogram Support/costs	\$4,212	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers will participate in weekly PLCs with a strategic focus on student learning and tasks that are rigorous and meet the learning target/standard of the lesson.	103-18

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA 10Pay	\$104,631	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.8	Goal 1: All students graduate college, career, and community ready.		Teachers will receive weekly one to one coaching to help improve their efficacy.	103-19
1120 Extended contracts	\$5,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Teachers will participate in trainings around grade level standards and go to conferences to build their capacity as an instructional leader.	103-20
5220 - Conference Expense	\$10,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Teachers will participate in trainings around grade level standards and go to conferences to build their capacity as an instructional leader.	103-21
4314 Student Incentives	\$2,500	California Community Schools Partnership Program	4314	Student Incentives	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Positive attendance supported through incentives, attendance team, and case management	103-22
4310 - Materials and Supplies	\$3,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All families will feel welcomed, have opportunities to volunteer, visit the classrooms when they wish (provided instruction is not disturbed), have weekly communication from classroom teachers, and have access to school activities, workshops, and trimester evening events designed for collaboration and partnership with the school.	103-23
4311 - Meeting Refreshments	\$3,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All families will feel welcomed, have opportunities to volunteer, visit the classrooms when they wish (provided instruction is not disturbed), have weekly communication from classroom teachers, and have access to school activities, workshops, and trimester evening events designed for collaboration and partnership with the school.	103-24

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5826 - Prof-Services Non-Contract	\$10,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to focus on Culturally Responsive Teaching and GLEAM so that all students are respected, welcomed, affirmed, and acknowledged, and ensuring all opportunities of this recognition while conducting instruction using the core.	103-25
5825 - Consultants	\$31,763	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Ensuring that all African American/Black students have equal access to grade level curriculum and demonstrate use of GLEAM, with a focus on Engaging, Affirming, and Meaningful classroom and school experiences by using equitable practices daily within the classroom instructional practices.	103-26
TSA 10Pay	\$78,474	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.6	Goal 1: All students graduate college, career, and community ready.		Provide foundational PD on D-ELD curriculum (inclusive of all ELLs listening, speaking, reading, and writing) and conduct observations & feedback of the implementation of the curriculum and make necessary adjustments in PLCs based on evidence from the classroom observations.	103-27
Prog Mgr Community Schools11	\$96,264	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New	11-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All families will feel welcomed, have opportunities to volunteer, visit the classrooms when they wish (provided instruction is not disturbed), have weekly communication from classroom teachers, and have access to school activities, workshops, and trimester evening events designed for collaboration and partnership with the school.	103-28
4310 Supplies	\$1,944	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Greeting students daily and engaging with them in meaningful ways beyond academics to ensure all students feel welcomed, respected, and affirmed.	103-29

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$25,489	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.		Continue to focus on Culturally Responsive Teaching and GLEAM so that all students are respected, welcomed, affirmed, and acknowledged, and ensuring all opportunities of this recognition while conducting instruction using the core.	103-30
TSA 10Pay	\$130,789	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.		ILT conducts an ELL data dive each trimester to evaluate and adjust language program and instruction (ensuring UDL strategies, pictorials, labeling of classroom items, and GLEAM), with the first data dive being at the beginning of the year based on diagnostic tests of the ELLs and EOY data from the prior year, which will establish the baseline of the program needs for ELL students.	103-31
Library Technician	\$77,317	Measure G, Library Support	2205	Classified Support Salaries	9601	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		Greeting students daily and engaging with them in meaningful ways beyond academics to ensure all students feel welcomed, respected, and affirmed.	103-32



Brookfield Elementary School

School-Parent Compact

2023-24

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 2023-24 school year.

SCHOOL RESPONSIBILITIES

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.

Setting high standards and expectations for all students. Using teaching methods and materials that work best for your child. Regularly assigning homework. Providing motivating and interesting learning experiences. Supporting your child's educational needs by working together with your family. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

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

- 3) Provide parents reasonable access to staff.

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

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

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

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

You will be able to sign up to volunteer in the classroom or at the school, this will give the opportunity for parents to see how their child is doing and behaving in class. Teachers will make available times and ways in which parents can help at school. Formal opportunities for involvement include membership and/or attendance of School Site Council, Site English Learners Language Committee (SELLS), and updates through monthly parent coffees.

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

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

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

Send home regular communication via monthly newsletter and school calendar in English and Spanish. Regularly communicate with parents via parent square in home languages. Regularly communicate with families via school communication texting through parent square.

PARENT RESPONSIBILITIES

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.

- Promote positive use of my child’s extracurricular time. Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Monitor my child’s progress in school.
- Make every effort to attend school events, such as parent-teacher conferences and Back to School Night or any other meetings that the school site will schedule.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

TEACHER RESPONSIBILITIES

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

STUDENT RESPONSIBILITIES:

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

- Ask for help when I need it.

This Compact was adopted by Brookfield Elementary School on 8/16/2023 Title I Annual Meeting, and will be in effect for the period of August 1, 2023 to May 31, 2024.

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 30th** of this current school year.

Leigh Daniels

Leigh Daniels

8/16/2023

Name of Principal

Signature of Principal

Date

Please link the Parent and Family Engagement Policy to this document.



Title I, Part A School Parent and Family Engagement Policy

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

Brookfield 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:

Parents will receive training from staff on how to help their children academically. Parents will be trained on ELA and Math common core standards. Teachers will review student assessments at their Parent-Teacher conferences.

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

- SSC Meetings, Parent-Teacher conferences, Parent trainings, Tea with the principal.

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's

participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

- SSC Meetings, Parent -Teacher conferences, Annual Title 1 Meeting, Parent Trainings, CSM.

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

- Annual Title 1 Meeting, SSC Meetings, Monthly Parent Newsletter.

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:

- Monthly Parent Newsletter, Teacher-parent conferences, Back to School Night, CSM

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:

- SSC Meetings, translation is provided, Monthly Newsletter, Bilingual classes for K-1, Parent Trainings

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

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

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

- Parents are welcome to volunteer daily in the classrooms.

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:

- SSC Meeting, Annual Title I Meeting, Back to school Night, Monthly Newsletter.

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:

- SSC Meetings, Parent-Teacher conferences, Parent and staff trainings

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:

- SSC, Title 1 meeting, back to school night, parent training, CSM.

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:

- SSC meetings, Annual Title 1 meeting, back to school night, Monthly newsletter

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:

- SSC meetings, Monthly newsletter, Parent english classes.

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

- Parent english classes, SSC meetings, Tea with the principal.

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:

- Parent center, CSM, English classes for parents.

If a Title I SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Brookfield Elementary School on 8/16/2023 Title I Annual Meeting and will be in effect for the period 8/7/2023 through 5/23/2024.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Leigh Daniels

Name of Principal

Leigh Daniels

Signature of Principal

8/16/2023

Date

Please link the School-Parent Compact to this document.



Strategic Resource Planning (SRP)

Brookfield
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Vanessa Gutierrez
Vice Chairperson:	Mariana Barajas
Secretary:	Glorimar Robles

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Leigh Daniels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Corrin Haskell*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Glorimar Robles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Vanessa Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Mariana Barajas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Karina Devora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
LaTanya Buckley Williams*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Domonic Ware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Hannia Chavez - Alternate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	3rd Wednesday @4:30
--	----------------------------

SSC Legal Requirements (EC Sections 65000-65001):

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

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