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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Brookfield Elementary School



2025-26 School Plan for Student Achievement (SPSA)

School: Brookfield Elementary School
CDS Code: 1612596001663
Principal: Leigh Daniels
Date of this revision: 4/23/25

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: 4/23/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Brookfield Elementary School

Site Number: 103

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/23/2025

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

Principal

Leigh Daniels

Signature

4/23/2025

Date

Vanessa Gutierrez

SSC Chairperson

Vanessa Gutierrez

Signature

04/23/2025

Date

SELLS Representative (optional)

Signature

Date

Monica Thomas

Network Superintendent

Monica Thomas

Signature

5/20/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/20/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/18/2024	SSC & SELLS combined	Share the SPSA and progress of 24/25 and go through each item and are on track and doing our plan according to schedule.
12/18/2024	SSC & SELLS combined	Use Title 1 to continue supporting a Science Prep Teacher, field trips, perhaps an art teacher, dance teacher, special kits for learning.
12/18/2024	SSC & SELLS combined	Title 4 funding to support parent workshops or training for English classes, or parents getting stipends to teach Spanish classes.
12/18/2024	SSC & SELLS combined	Discussion of different ways to use the CCSPP Grant Funds for 2025-26 school year--new field trips, part TSA intervention, parent workshops, literacy workshops,
1/13/2025	Staff Meeting	Discussion of 2025-26 budget and allocations
1/15/2025	SSC & SELLS combined	Discuss the Design Team structure for redesign; discuss the hiring of a 4th grade teacher and get parent input; discussion of the 2025-26 budget and possible uses of the money for the 2025-26 school year.
1/23/2025	3rd, 4th, and 5th Engagement	Talked to students to get input from them for the redesign team. Did activities to find out what their core values are and looked for trends throughout each grade.

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$49,210.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$712,493.22

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$47,880
Title I, Part A Parent & Family Engagement (#3010)	\$1,330
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$49,210

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$712,493.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$14,000
LCFF Equity Multiplier (#7399)	\$120,905
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$20,345
SUBTOTAL OF STATE & LOCAL FUNDING:	\$663,283

2025-26 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:	Board Approval Date:

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.

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

Brookfield Village Elementary School has had good retention rates of teachers over the past three years. This stability has been a support as there are a large number of bilingual students and that percentage is increasing each year. As a result, many of our students need their 30 minute minimum daily ELD instruction. With new teachers and teachers new to teaching ELLs, we see some inconsistency in the lesson delivery of ELD although it is delivered daily, but we need to see more teachers using a plethora of UDL strategies as often as needed to support the ELLs in accessing the curriculum and lessons more efficiently. In addition, although many of our students remain at the school for the full year, there are some families who transition in and out throughout the school year, which impacts our program and those students receiving meaningful instruction regularly. Furthermore, technology is used to enhance all students learning of the curriculum, and this has been somewhat challenging for veteran teachers to learn to use the technology as efficiently as possible. 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 outdated and low level technology in school.

School Demographics, 2023-24

% 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:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

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%	20.0%	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%	45.5%	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%	87.5%	not available until fall 2025	80.0%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-94.5	not available until fall 2025	-70.0
SBAC ELA Participation	All Students	97.4%	96.8%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	44.6%	74.1%	not available until fall 2025	70.0%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	-119.8	-107.3	not available until fall 2025	-80.0
SBAC Math Participation	All Students	96.8%	96.8%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	3.7%	5.1%	not available until fall 2025	20.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.4%	4.2%	not available until fall 2025	20.0%
California Science Test (CAST) Participation	All Students	96.4%	96.0%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

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	-190.2	not available until fall 2025	-70.0
SBAC ELA Distance from Standard Met	English Learners	-139.3	-121.4	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%	80.0%	not available until fall 2025	20.0%

SBAC Math Distance from Standard Met	Special Education Students	-169.5	-198.8	not available until fall 2025	-80.0
SBAC Math Distance from Standard Met	English Learners	-151.2	-122.3	not available until fall 2025	-90.0
Reclassification Measures & Targets *Reference Stages of ELD Data slides					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	10.3%	7.1%	not available until fall 2025	40.0%
LTEL Reclassification	Long-Term English Learners	0.0%		not available until fall 2025	25.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	63.0%	61.2%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	1.7%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	5.6%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	3.8%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	84.1%	49.6%	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	85.2%	47.8%	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:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
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%	61.5%	not available until fall 2025	75.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none">-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	<p>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 glad and UDL strategies are being used by some teachers during all curriculum to support the ELLs during all instruction daily. By use of the Science Prep and Music Teacher, all teachers have PLC for 50 minutes. In regards to our iReady scores, we are definitely moving students towards proficiency as the year progresses, in the primary grades. At the beginning of 24-25 school year, regarding ELA, 15 students were on grade level in grades K-5. At the midyear assessment, 19 students were on grade level in grades K-5, with the hope that the trend continues. In Math, 0 students were on grade level in grades K-5. At the midyear assessment, 6 students are on grade level, with many moving toward proficiency, with the hope that the trend continues. Parents workshops that focus on technology and English Language Acquisition allowing for parents to support their children at home with homework and other school work, bridging the gap and increasing the completion of work at home.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none">- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY	<p>Our focal students are 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 and GLAD strategies are used to provide different modes for checking for understanding and allowing students to also draw pictures to demonstrate their comprehension. 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. During walkthroughs, we are checking that students are speaking and talking majority of the time about the lesson targets and the expected outcomes with the exit ticket. We are also monitoring the curriculum embedded assessments and having teachers review them and make necessary teaching changes to support students. We believe if we focus on our ELLs, which is our lowest subgroup, and we see growth, we should see growth in all subgroups across the board.</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Attendance team will review data at least biweekly, plan for and implement attendance interventions, and put them in AERIES. Sown To Grow is implemented in each class weekly (Tk-5). Equity practices are implemented to support happy students so they come to school. In the beginning of the year, we started off strong as a whole with attendance. We also have many more students than projected and growing.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Weekly PLCs with a focus on student learning and teacher practices that should result in better student outcomes academically. 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. Weekly walkthroughs to support teacher practices and student learning. We have PD for the remainder of the year focused ELD. We see a lift in supporting ELLs in class as a result.</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p><i>In November, one TSA moved out of town and left which greatly impacted the 2nd grade math system and support for teachers. One teacher was released in the beginning of December and the classroom experienced another type of interruption in learning, creating some backslide of routines and procedures and curriculum implementation. The literacy tutor, was frequently absent and then left and this impacted the early literacy program. Adult absences due to illnesses, traumas, and other reasons have made the three Cs-consistency, constancy, and continuity less cohesive than the previous school year. The negative attitude toward acceptance of combo classrooms impacted our pacing for a month and we are now behind in curriculum pacing, but getting back on track slowly.</i></p>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p><i>The lack of consistency of some classrooms has impacted our students negatively academically and it looks like students have slipped back. This is especially impacting the students who need the most support which are our ELLs and Black students. Student attendance this winter has also negatively impacted student progress. As a result, we did not see the amount of students move toward grade level that we would have liked to see.</i></p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>We have a couple of teachers who have difficulty making sure that the student who is in the chair is marked present and students who are absent are actually marked absent. Also, we have had many sick students and adults this winter. Some parents have been fearful to send students to school with the state of ICE and the current political climate.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Some teachers are absent and that leaves their PLC partner having no collaboration. We are down a TSA leaving the one TSA to focus on math and ELA which does not allow for thorough teacher support in both subjects. Teacher attitudes towards combination classrooms and the best way to support all students have not been the friendliest and effective conversations, due to resistance and anger. Teachers not doing the CEAs or entering them into the system have been a challenge at upper grades. Being off on pacing and trying to get caught up has been met with resistance from a couple of teachers. However, we are as of February 7, 2025, getting back on track.</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Brookfield Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

Teachers engage in core professional activities during PLCs including backwards planning, student work analysis, reviewing CEAs and exit tickets, and cycle of inquiry. Teachers receive professional development in literacy, with a focus on ELD. Teachers consistently meet and engage in discourse and activities with the TSA to support internalization of the EL Education lessons in all grade levels, focusing on student comprehension and student work that meets the expectation of the learning target. In addition, there is a focus on less teacher talk and more student talk and engaging with students, allowing them to persevere through the difficult parts of a lesson, and support them by asking questions and teaching them to use evidence from the text to support their answers. In regards to staffing, we did lose one of the TSAs and this impacted the 2nd grade directly. In addition, the 4th grade teacher was released and we have had multiple substitutes in that class for months. We also released the Literacy Tutor and the replacement started in January. These changes negatively impacted our program and the academic support overall.

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

We have seen effectiveness in many areas regarding our strategies and actions. We see consistency regarding use of curriculum, daily schedules, and teachers internalizing how to use learning targets to support student learning. We have seen a strong growth in our kindergartners and their recognition of letters in both uppercase and lowercase; during walkthroughs, we see students participating and engaged with the lessons in each classroom. With ELLs as our focus, we see ELD daily in all classes and students making progress toward being more proficient in decoding, reading, and comprehension.

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.

We are currently under redesign for next year. As a result, not many changes will be made until the outcomes of the design team are completed. For now, we will still focus on student literacy and comprehension where students are able to articulate and cite evidence for their thinking.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
5825 - Consultants	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 some 3rd graders and some 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.	This contract is good but does not focus on the science of reading and therefore will only be allowed for after school programs and not during the school day per OUSD.

5826 - Prof-Services Non-Contract	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 5 field trips thus far, and our goal is at least 8 field trips a year. 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.	We will continue our field trips. Because we are in redesign, I do not know the full focus until the redesign teams establishes the focus for next year.
Teacher Education Enhancement	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, majority of the 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 internalizing the lessons as compared to last year.	Use this time more strategically, specifically working on understanding the importance of reviewing student work and CEAs and how that drives better instruction and outcomes for students.
5200 Travel & Conferences	Parent Workshops	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.	Parents want to bring back a Zumba teacher. We did get the English/Technology classes going and parents attend regularly. Also, perhaps a parent can lead these classes as time goes on which will build parent capacity.

5825 Consultant	Consultants	Student Connectedness to School	<p>All families will have the opportunity to participate in the FAT, School Site Council, SELLS, Tea With The Principal, and give input and present ideas in partnership with the school.</p>	<p>Tea With The Principal, FAT, and SSC are all great ways that we have been able to connect with our families and address school, community, and personal topics and concerns. The parents and community have the opportunity to help design or make the agenda for each of these meetings, and it has been a positive way to support one another and feel included. Each meeting we have additional parents who attend. We are also seeing more Fathers attend, which is great. We did, however, notice a decline in attendance since the scores of ICE coming to schools and in the neighborhoods.</p>	<p>We will continue to encourage our families to support the school and their children and that we are not working with ICE and following strict protocols given by the central office regarding this situation. I also want to reach families by making personal calls to them before large events like family night events, Tea With The Principal, and SSC, to have more people participate or attend the events. We notice that when we make personal calls, we get the highest amount of attendance.</p>
1122 Extended contracts	Extended Contracts	i-Ready Reading at or above Mid-Grade	<p>Setting reachable monthly academic goals (SIPPS, CEAs) with students and awarding the class as the goals are met.</p>	<p>We need to continue following the pacing guides and assessment schedules to see accurate growth in SIPPS and on the CEAs. If we do this, we can see what students are accurately making progress and give awards as necessary. This has been challenging for various reasons this school year, but as of February 10, we are seeming to be performing better at this. We now have a Literacy Tutor and a good schedule, a fourth grade teacher, and the fifth grade teacher. This is an area of growth for us as a school.</p>	<p>Based on this evaluation, I will immediately begin giving several reminders about all assessments, monitoring more closely that SIPPS is happening daily and mastery tests are given on time, and following up with students to see how well they believe that they are performing. In PLCs focusing majority of them on CEAs, student work samples, SIPPS mastery tests passing rates and support for students who do not pass, and observation feedback.</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:		Brookfield Elementary School	SCHOOL ID:	103
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	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
1-5	Principal and TSA Observe teachers every Monday or Tuesday. Give teacher feedback from observations during PLCs on Thursday and determine next steps or adjustments. Go back on Monday to see if the adjustments have been made. Give feedback on previous adjustments via email. Give feedback on other observed behaviors during PLC on Thursday and continue the cycle. Also, during all PLCs, review student exit tickets and or assessments and support teacher moves or adjustments that will help increase student performance. Weekly PD is also based on data from the PLCs. Current focus is on ELLs.	Supports All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	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 in joyful schools.

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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
3-5	Lunch With The Principal for all students who have perfect attendance, good behavior, and effort with school work monthly beginning February 1, 2025.	All Students	Academic/SEL	Tier 1 - Universal

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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
4-5	All Teachers have access to Teacher Central (Teacher website created by OUSD) which has information regarding report card guidance, access to the curriculum, videos of teachers using curriculum properly, pacing guides, assessment information, and many other tools to support new teachers and all teachers. The more direct support for new teachers comes from our school TSA who provides new teachers with personal training on SIPPS, EL Education, and Eureka Math, during our Wednesday PDs and during PLCs. Also, if teachers want other support, it is given and tailored to the need of the individual teacher by the principal, coach, or network coaches who support Network 3.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	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		<u>Stages and Actions for ELD Implementation</u>		
#	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 2025-26 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
BACR provides after school programming for students. Program leaders will provide additional literacy and enrichment supports for students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Greeting students daily and engaging with them in meaningful ways beyond academics to ensure all students feel welcomed, respected, and affirmed.	103-1
BACR will finance an Academic Liaison (QSC), provide teachers with extended contracts, and try to fund a Culture Keeper to enhance student access to quality instruction and intervention, and ensure safety on campus after school.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			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.	103-2
.1 VAPA Teacher to provide enrichment to foster cultural and personal expression.	\$12,078	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10196	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.1			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.	103-3
Extended contract for music and other teachers to support student performance events. This will help students who require alternate ways to demonstrate their talents and abilities and allow for creativity of expression.	\$5,000	Arts & Music in Schools (Proposition 28)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Teachers will participate in trainings around grade level standards and go to conferences to build their capacity as an instructional leader.	103-4
Supplies for music class, as well as performing arts materials, to cultivate joy and cultural understanding.	\$3,267	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Family Engagement-evening concerts and celebrations of various cultures at Brookfield. Students experience joy and perform for families.	103-5
Provide targeted daily small group instruction to support literacy and language acquisition for students in grades 2 through 5. Implement evidence-based strategies to enhance reading comprehension, phonics, fluency, and vocabulary development. Differentiate instruction to meet diverse learning needs, fostering a supportive and engaging environment that promotes language growth and academic success.	\$59,289	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	10310	10-Month Teacher on Special Assignment (TSA)	0.4			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.	103-6

PROPOSED 2025-26 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
The Noon Supervisor will actively supervise students during recess and lunch to ensure a safe and structured environment through designated play zones and smooth transitions. Responsibilities include supporting students in resolving conflicts on the playground using restorative practices and reinforcing Positive Behavioral Interventions and Supports (PBIS) to promote positive interactions and behavior.	\$19,163	California Community Schools Partnership Program	2905	Other Classified Salaries	New Position 05	Noon Supervisor	0.4			Setting reachable monthly academic goals (SIPPS, CEAs) with students and awarding the class as the goals are met.	103-7
CSM to support with coordination of services, COST, MTSS, PBIS and culture climate. Support with promoting positive attendance. Support with student and family engagement through coordination of programming, enrichment and services and conduct needs assessment to identify partnerships and other resources for site.	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 06	11-Month Community School Manager	0.5			Positive attendance supported through incentives, attendance team, and case management	103-8
Materials to create a welcoming environment for students and families during school wide events, such as recognition and family engagement events. Support cultural heritage celebrations to reflect the diversity of the school community to foster inclusion.	\$10,140	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			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.	103-9
Light refreshments to support family engagement events and workshops to increase collaboration and transparency about school priorities and decisions i.e Tea w/the Principal, (1) family engagement a quarter, Fall Fest, Winter Celebration, Literacy Night, Black History Month	\$15,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a			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.	103-10
Develop partnerships to provide meaningful support for African American and Latinx students. These partnerships will focus on promoting positive cultural identity, academic achievement, and social-emotional growth through mentorship programs, leadership opportunities, and/or culturally relevant educational experiences.	\$15,420	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			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 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Field Trips: School wide and grade level band field trips (K-2nd). Incentive fields to support students with perfect attendance and demonstrating strong PBIS practices and upholding the values of Brookfield: Be Safe, Be Respectful, Be Responsible and Be prepared.	\$19,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			Positive attendance supported through incentives, attendance team, and case management	103-12
BACR offers a high-quality afterschool program that is inclusive and supportive for all students. The program provides students with academic intervention and enrichment opportunities.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			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.	103-13
Recruitment/Evaluation/Training Specialist for BACR. Responsible for recruiting qualified instructors, evaluating teacher progress, and training and coaching ASP teachers in effective instruction and SEL strategies. This will benefit students participating in the ASP by ensuring quality facilitators of students' after school experience.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			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.	103-14
This expenditure will pay for the Intervention Coach who will conduct observation and feedback cycles, act as testing coordinator for ELPAC and SBAC assessments, model lessons and organize and create SIPPS groups and train and support tutors.	\$120,905	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	10311	10-Month Teacher on Special Assignment (TSA)	0.8			Teachers will practice the three Cs: Consistency, Constancy, and Continuity using the district adopted curriculum and closely following the pacing guide.	103-15
This expenditure will provide extended contracts for teachers provide Parent Workshops for families to help their child at home and provide resources for families.	\$14,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			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

PROPOSED 2025-26 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
Provide targeted daily small group instruction to support literacy and language acquisition for students in grades 2 through 5. Implement evidence-based strategies to enhance reading comprehension, phonics, fluency, and vocabulary development. Differentiate instruction to meet diverse learning needs, fostering a supportive and engaging environment that promotes language growth and academic success.	\$30,577	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10311	10-Month Teacher on Special Assignment (TSA)	0.2			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.	103-17
Provide targeted daily small group instruction to support literacy and language acquisition for students in grades 2 through 5. Implement evidence-based strategies to enhance reading comprehension, phonics, fluency, and vocabulary development. Differentiate instruction to meet diverse learning needs, fostering a supportive and engaging environment that promotes language growth and academic success.	\$77,763	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.5			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.	103-18
Order letter tiles, whiteboards, headphones, and other supplies to support students and parents with literacy.	\$398	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies	n/a	n/a	n/a			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.	103-19
Attend conferences supporting literacy and understanding the curriculum to leverage parent involvement and supporting all students.	\$3,762	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			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.	103-20
Attend conferences focused on English as a Second Language	\$1,330	Title I, Part A Parent & Family Engagement	5200	Travel And Conferences	n/a	n/a	n/a		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.	103-21

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 103

School: Brookfield Elementary School

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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.

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:

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

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 School Wide 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 August 22, 2024 Title I Annual Meeting and will be in effect for the period 8/12/24-through 5/29/24.

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

<u>Leigh Daniels</u>	<u>Leigh Daniels</u>	<u>8-23-24</u>
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



Brookfield Elementary School

School-Parent Compact

2024-25

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 2024-25 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.
 - a) 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) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) 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 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.
 - a) 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 parents reasonable access to staff.
 - a) 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 though monthly parent coffees.
- 5) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) 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 though 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.
 - a) 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.
 - a) 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 8/22/24, and will be in effect for the period of August 12, 2024 to May 29, 2025.

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.

<u>Leigh Daniels</u>	<u>Leigh Daniels</u>	<u>8/23/24</u>
Name of Principal	Signature of Principal	Date

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

Strategic Resource Planning (SRP)



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

BROOKFIELD ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Vanessa Gutierrez
Vice Chairperson:	Domonic Ware
Secretary:	Glorimar Fletcher

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"/>	
LaTanya Buckley Williams*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Danielle Bobka*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Glorimar Fletcher	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Domonic Ware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Vanessa Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Juventina Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Julio Corcuera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Dajanay Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 PM

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.

