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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Brookfield Elementary School

2026-27 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: 5/4/2026

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 <hr/> <i>Principal</i>	<i>Leigh Daniels</i> <hr/> Signature	<hr/> 5/4/2026 <hr/> Date
Vanessa Gutierrez <hr/> <i>SSC Vice Chairperson</i>	<i>Vanessa Gutierrez</i> <hr/> Signature	<hr/> 5/4/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Monica Thomas <hr/> <i>Network Superintendent</i>	<i>Monica Thomas</i> <hr/> Signature	<hr/> 05/04/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 5/4/26 <hr/> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/1/2025	Tea With The Principal	Discussed Tier 1 and Tier 2 Supports for students and their behavior. Reviewed the PBIS at Brookfield and what may need to be adjusted regarding procedures.
9/16/2025	Climate and Culture Team Established	Elected Members for the 2025-26 SSC and SELLS.
9/17/2025	SSC & SELLS	Discussed Title 1 and Title 4 funding and possible uses of it.
10/15/2025	SSC & SELLS	Discussion of CCSPP funding incentives; Conferences for parents to support student behavior; classroom expectations
11/18/2025	Culture Climate Team/ILT (some members)	Discussion of student enrollment; scheduling observations to see how Montessori and Traditional align; uses of Title 1 funds
12/1/2025	Tea With The Principal	Discussion of attendance expectations and uses of CCSPP or Title 1 Funds for class and school incentives and supports
12/16/2025	Culture Climate Team	Discussion of Decision Making Matrix; Confidentiality; Classroom expectations aligned with school mission and vision
12/16/2025	ILT Team	Discussion of upcoming possible uses of the budget regarding a prep teacher for 2026-27 and CCSPP uses
1/12/2026	Tea With The Principal	Discussed the SPSA evaluation; Review the budget outline for 2026-27 school year; Reviewed the Title 1 Expenditure Report
1/21/2026	SSC & SELLS	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$107,520.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,019,397.02

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 Resource 3010	\$105,600
Title I Parent & Family Engagement Resource 3010	\$1,920
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$107,520

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,019,397.02

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$21,000
LCFF Equity Multiplier Resource 7399	\$163,508
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$415,733
Proposition 28 (Arts & Music in Schools) Resource 6770	\$27,418
SUBTOTAL OF STATE & LOCAL FUNDING:	\$911,877

2026-27 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: 6/24/2026

School Mission and Vision

Mission: Brookfield Village Elementary students will find joy in a nurturing, rigorous, and multicultural/multilingual student-centered environment, with universal design learning at the core of a student’s academic and exploratory experience. Students develop the skills to ensure they are caring, fully-informed, critical thinkers who are prepared for college, career, and life, and contribute meaningfully in a diverse global community.

Vision: Brookfield Village Elementary School will be a safe, healthy, high-quality, full service community school focused on academic achievement. Grounded in Montessori principles, all students learn through experiential learning that serves the whole child, while eliminating inequity and providing each child with GLEAM (Grade Level, Engaging, Affirming, Meaningful) instruction.

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

Brookfield Village Elementary School has 11 classroom teachers, including preschool. There are three Montessori teachers and six traditional teachers, and one preschool teacher. There are five additional teachers who are in other capacities such as resource, music, science, and TSA. Of the ten classroom teachers, all of them but one are newer teachers, and some of them are first year teachers, and four of them are working toward a California credential. This impacts the school in that more coaching and administrative support is necessary to help with the day to day operations within a classroom, especially regarding classroom management and curriculum internalization. Brookfield also has a large number of bilingual students, with a number of them newcomers, 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 supposed to be 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, especially during lessons that are not ELD. 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. We also see a need for equity training as we have loss African American families due to students not feeling genuinely accepted in some classrooms. In addition, more training is need in UDL practices which would support students who need accommodations.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.4%	23.3%	56.4%	5.3%	5.3%	10.5%	100.0%	44.4%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.6%	2.3%	3.0%	0.0%	0.0%	0.0%	100.0%	21.1%	70.7%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	64.3%	20.0%	33.3%	90%	80%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	61.9%	45.5%	57.1%	80%	80%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	66.7%	87.5%	50.0%	80%	80%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-103.3	-94.5	-110.1	-70.00	-70.0
SBAC ELA Participation	All Students	97.4%	96.8%	100.0%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	44.6%	74.1%	36.5%	52.8%	70.0%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-119.8	-107.3	-114.5	-80.0	-80.0
SBAC Math Participation	All Students	96.8%	96.8%	100.0%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	7.4%	4.2%	5.3%	20.0%	20.0%
California Science Test (CAST) Participation	All Students	96.4%	96.0%	100.0%	95.0%	95.0%

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

School Goal:	By May of 2027 <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
Identified School Need:	<ul style="list-style-type: none"> - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-154.0	-190.2	-142.8	-70.0	-70.0
SBAC ELA Distance from Standard Met	English Learners	-139.3	-121.4	-146.6	-80.0	-80.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	40.0%	80.0%	62.5%	70.4%	70.0%
SBAC Math Distance from Standard Met	Special Education Students	-169.5	-198.8	-179.8	-80.0	-80.0

SBAC Math Distance from Standard Met	English Learners	-151.2	-122.3	-140.6	-90.0	-90.0
Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	10.3%	7.1%	2.3%	40.0%	40.0%
LTEL Reclassification	Long-Term English Learners	0.0%		N/A	25.0%	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	2026-27 New Target
Student Connectedness to School	All Students	63.0%	61.2%	74.0%	90.0%	95.0%
Out-of-School Suspensions	All Students	1.7%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	African American Students	5.6%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	3.8%	0.0%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	84.1%	49.6%	53.2%	50.0%	50.0%
Chronic Absenteeism	African American Students	85.2%	47.8%	55.6%	50.0%	50.0%

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

School Goal:	By May 2027, 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.					
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Identified School Need:	Specifically: <ul style="list-style-type: none"> - 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.
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Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	64.7%	61.5%	61.1%	75.0%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<p>By May 2027, 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 instructional changes to support students upward growth academically. In the traditional classrooms, whole group ELD is implemented daily for at least 30 minutes. In the Montessori classrooms, small group instruction is the main structure with teacher lead groups, and ELLs get their ELD in a more one to one fashion. As a result of providing ELD, we are seeing academic gains in the primary grades, consistently, in both programs. We also have full implementation of Tier 2 and Tier 3 instruction, and we are seeing the positive impact of this in the data, especially at the primary grades. By use of the Science Prep and Music Teacher, all teachers have PLC for 50 minutes. In regards to our iReady scores, though it appears to be slow, we are moving some students towards proficiency as the year progresses, especially in the primary grades. In Math, only a few students were on grade level in grades K-5. At the midyear assessment, we are seeing some growth toward grade level, with some moving toward proficiency, with the hope that the trend continues. Based upon our analyses, students can be better supported with an ISS in the classroom who is able to support students while the teacher has small groups. Also, teachers will have extended contracts, supporting students with extra academic support before and after schools based upon the student's assessments. By providing students with field trips that support the EL Education and science curriculum, students maximize their learning of key concepts.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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>Some of our focal students are our Black students. We noticed that they needed extra support. A few of our Black students are serviced by Children's Rising, receiving reading tutor services for 50 minutes, two or three times a week. We also include some of them in the ELL groups that receive daily ELD instruction for 30 minutes per class. The Black students and ELLs who are receiving Tier 3 instruction, in addition to grade level instruction, have been doing well and performing better on the assessments with the support of Open Literacy, our Tier 3 support. During walkthroughs, we are checking that ELLs 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 ELLs and Black students. We believe if we focus on this process, and we see growth, we should see growth in all other subgroups across the board.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<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). We also have many more students than projected and growing.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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. 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 Equity, Inclusion, Belonging, and High Expectations.</p>

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, 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>In August of 2025, we absorbed three classrooms from Urban Montessori (as it closed) and began a Montessori program in addition to our traditional program. Although this is exciting, it gave Brookfield 7 additional adults and many different philosophies of educating all students. This combining has not been without structural and academic challenges as Brookfield attempts to design one solid program, with common expectations. Also, adult absences due to illnesses, traumas, and other reasons have negatively impacted student consistency and continuity within classrooms more difficult. The negative attitudes toward acceptance of combo classrooms impacted our pacing for a month or so again, and we are now behind in curriculum pacing, but getting back on track slowly.</p>
<i>LCAP Goal 2:</i>	<p>By May of 2027</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>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.</p>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>The attendance specialist has been off work periodically for the first few months of school, ultimately leaving the position in January 2026. Also, we have had many sick students and adults this winter. Some parents have been fearful again this year to send students to school with the state of ICE and the current political climate. It is going to be beneficial for parents/guardians to attend conferences/training around the importance of attendance and children being at school regularly. In addition, contracts will be established with key people to help train parents on homework importance, attendance, and the benefits of a school/home communication.</p>

<i>LCAP Goal 4:</i>	By May 2027, 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.	Initially, there were many challenges early on with the integrating of the Montessori and the Traditional programs, and agreeing on the best methodology to implement the curriculum for students. In addition, there were some interpersonal relationships that were damaged early in the school year. Some teachers are absent and that leaves their PLC partner having no collaboration. Teacher attitudes towards combination classrooms and the best way to support all students have not been the friendliest and effective conversations. Teachers are not following the CEA cycles as well as they could and administration needs to support the system better. Being off on pacing and trying to get caught up has been difficult to attain. However, as of February 15, 2026, administration is getting back on track, and we see improvement accross the school.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Brookfield Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Although teachers engage in core professional activities during PLCs including backwards planning and student work analysis, it has been inconsistent and interrupted. We have yet to review 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. It has been helpful to have another TSA to focus on Eureka math. In regards to staffing, we have many new changes, including a new Montessori program that was implemented beginning August of 2025, with 3 classrooms with a total of 3 teachers, 3 instructional support specialists, and 1 principal.

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

We have seen effectiveness in some areas regarding our strategies and actions. We see consistency regarding use of curriculum, daily schedules, and some teachers internalizing how to use learning targets to support student learning. We have seen a strong growth with the 1st and second graders overall, especially with the consistent Tier 2 and Tier 3. During walkthroughs, we see teachers using the curriculum and students participating and some of them engaged with the lessons in each classroom. With ELLs as our focus, we see ELD daily in most classrooms 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 still 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. In addition, we are focused on belonging, consistency, and coherence as a school for all students.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Contract</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>Children Rising comes to the school and supports students who need extra attention in reading, comprehension, vocabulary building, and confidence in their literacy skills.</p>	<p>As a result of Children Rising's support of 13 students (two second graders and 11 third graders) who receive 2 hours twice a week of direct reading support, all of the students moved up one skill level, and many changed at least one color band closer to reading on grade level.</p>	<p>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.</p>
<p>Prep Teacher</p>	<p>CAST (Science) at or above Standard</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.
Extended Contracts	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.	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. Currently, there are 5 tutoring groups with 22 students total and 4 students tested out of SIPPS so far. 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.	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.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Brookfield Elementary School	SCHOOL ID: 103
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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 2027, 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
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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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Teachers will focus on these three areas for students: Belonging, Consistency, and Coherence, ensuring equity and access, affirming and validating students positively, and using the district adopted curriculum with high expectations and at students' grade levels.	All Students	Academic	Tier 1 - Universal
1-2	The Science Prep Teacher is used to support intervention with students, allowing for each grade level to receive additional science. In additional, he allows for an additional prep for teachers supporting strategic planning during PLCs.	All Students	Academic	Tier 1 - Universal
1-3	With the 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 focus and deep reflection on Equity, Culturally Responsive Teaching, GLEAM, and UDL so that all students are respected, welcomed, affirmed, acknowledged, and have access to core instruction, ensuring all opportunities of this recognition while conducting instruction using the core.	All Students	SEL / Mental Health	Tier 1 - Universal

1-5	Principals and TSAs observe teachers at least 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 2027 - 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	Provide English Language Development classes for parents/guardians with a focus on supporting their children with 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 FAT, 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 each trimester.	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 2027, 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 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 UFLI, 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				
#	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>ELL Progress Data</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 2026-27 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.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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.	103-1
.1 VAPA Teacher to provide enrichment to foster cultural and personal expression.	\$16,144	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10196	Teacher Education Enhancement	0.10			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.	103-2
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.	\$5,791	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	103-3
Supplies for music class, as well as performing arts materials, to cultivate joy and cultural understanding.	\$5,483	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Positive attendance supported through incentives, attendance team, and case management	103-4
Teacher leads a hands-on science	\$65,718	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	0274	Teacher Education Enhancement	0.40			The Science Prep Teacher is used to support intervention with students, allowing for each grade level to receive additional science. In addition, he allows for an additional prep for teachers supporting strategic planning during PLCs.	103-5
This expenditure will pay for teachers to plan lessons and look at student work outside of their contractual time.	\$7,819	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers will focus on these three areas for students: Belonging, Consistency, and Coherence, ensuring equity and access, affirming and validating students positively, and using the district adopted curriculum with high expectations and at students' grade levels.	103-6

PROPOSED 2026-27 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
This expenditure will pay for our CSM who will facilitate COST and Attendance Team meetings.	\$95,213	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7894	Program Mgr Community School	0.50			Positive attendance supported through incentives, attendance team, and case management	103-7
This administrator will serve as the lead for the Montessori classrooms, coaching and evaluating instruction.	\$184,049	California Community Schools Partnership Program Carryover	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries		Asst Principal, Elem School	1.00			Principals and TSAs observe teachers at least 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.	103-8
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.	\$19,245	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	10581	Noon Supervisor	0.40			Setting reachable monthly academic goals (SIPPS, CEAs) with students and awarding the class as the goals are met.	103-9

PROPOSED 2026-27 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
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.	\$9,689	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			Continue focus and deep reflection on Equity, Culturally Responsive Teaching, GLEAM, and UDL so that all students are respected, welcomed, affirmed, acknowledged, and have access to core instruction, ensuring all opportunities of this recognition while conducting instruction using the core.	103-10
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.	\$4,000	California Community Schools Partnership Program Carryover	4311	Meeting Refreshments			0.00			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.	103-11
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.	\$30,000	California Community Schools Partnership Program Carryover	5826	External Work Order Services			0.00			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.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			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

PROPOSED 2026-27 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
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.	\$75,319	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	10311	TSA 10Pay	0.80			Greeting students daily and engaging with them in meaningful ways beyond academics to ensure all students feel welcomed, respected, and affirmed.	103-14
This expenditure will provide extended contracts for teachers provide Parent Workshops for families to help their child at home and provide resources for families.	\$20,000	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	103-15
Materials and teacher stipends to support student interventions such as before school and afterschool reading, math, writing, and science instruction. Also, test prep readiness supporting iReady, SBAC, and other assessments.	\$48,189	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	103-16
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.	\$20,000	LCFF Equity Multiplier	4310	School Office Supplies			0.00			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.	103-17
This expenditure will pay for teachers to plan lessons and look at student work outside of their contractual time.	\$21,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Teachers will focus on these three areas for students: Belonging, Consistency, and Coherence, ensuring equity and access, affirming and validating students positively, and using the district adopted curriculum with high expectations and at students' grade levels.	103-18

PROPOSED 2026-27 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
Funds will pay for teacher on Special on Assignment to implement Science of Reading-aligned practices and EL Education curriculum. This will improve student literacy by ensuring evidence-based instruction and coaching for all teachers, benefiting all students.	\$84,090	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10578	TSA 11Mon 12Pay	0.60			Continue focus and deep reflection on Equity, Culturally Responsive Teaching, GLEAM, and UDL so that all students are respected, welcomed, affirmed, acknowledged, and have access to core instruction, ensuring all opportunities of this recognition while conducting instruction using the core.	103-19
This expenditure will pay for our CSM who will facilitate COST and Attendance Team meetings.	\$95,213	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7894	Program Mgr Community School	0.50			Positive attendance supported through incentives, attendance team, and case management	103-20
Provide targeted daily small group instruction to support literacy and language acquisition for students in grades k 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.	\$18,830	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10311	TSA 10Pay	0.20			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.	103-21

PROPOSED 2026-27 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 k 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.	\$56,060	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10578	TSA 11Mon 12Pay	0.40			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.	103-22
This expenditure will pay for teachers to plan lessons and look at student work outside of their contractual time.	\$1,103	Literacy Coaches & Reading Specialists Grant	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	103-23
Provide targeted individual and small group support in accessing classwork in all subject areas. Under the guidance of the classroom teacher, provide differentiated literacy lessons and supports to identified students.	\$48,441	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	11383	Instructional Supp Specialist	0.80			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.	103-24
Provide targeted individual and small group support in accessing classwork in all subject areas. Under the guidance of the classroom teacher, provide differentiated literacy lessons and supports to identified students.	\$80,600	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	11384	Instructional Supp Specialist	0.80			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.	103-25

PROPOSED 2026-27 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
This expenditure will cover the district costs for managing the grant.	\$6,896	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Continue focus and deep reflection on Equity, Culturally Responsive Teaching, GLEAM, and UDL so that all students are respected, welcomed, affirmed, acknowledged, and have access to core instruction, ensuring all opportunities of this recognition while conducting instruction using the core.	103-26
Early Literacy Tutors will also provide support with administration of assessments including Dibels, Letter ID and iReady. The data used from these assessments will identify students for Tier 2 small group instruction.	\$46,032	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	10524	Early Literacy Reading Tutor	0.80			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.	103-27
EEIP teacher will provide structured Science class for TK-5th grade students. Teacher will also administer the PFT for 5th grade students.	\$82,148	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	0274	Teacher Education Enhancement	0.50			The Science Prep Teacher is used to support intervention with students, allowing for each grade level to receive additional science. In additional, he allows for an additional prep for teachers supporting strategic planning during PLCs.	103-28
Funds will pay for a Library Tech. This will improve literacy outcomes by providing students access to diverse, curriculum-aligned reading materials, benefiting all students.	\$120,996	Measure G, Library Support	2205	Classified Support Salaries	9601	Library Technician	1.00			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.	103-29
EEIP Teacher will provide media arts lessons for TK-5th grade and K-2 ESN class weekly. Students will create presentations aligned to the theme for the EL Ed units.	\$80,721	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10196	Teacher Education Enhancement	0.50			Teachers will receive weekly one to one coaching to help improve their efficacy.	103-30

PROPOSED 2026-27 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
Classrooms materials to support instruction in the classroom	\$8,000	State Preschool One-Time Funds	4310	School Office Supplies			0.00			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 UFLI, 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.	103-31
Attend conferences focused on English and Literacy and the philosophy of reading	\$1,920	Title I, Part A Parent & Family Engagement	5200	Travel And Conferences			0.00		i-Ready Reading at or above Mid-Grade	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.	103-32
Additional prep period to provide teachers with designated PLC time	\$16,430	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	0274	Teacher Education Enhancement	0.10		CAST (Science) at or above Standard	Continue focus and deep reflection on Equity, Culturally Responsive Teaching, GLEAM, and UDL so that all students are respected, welcomed, affirmed, acknowledged, and have access to core instruction, ensuring all opportunities of this recognition while conducting instruction using the core.	103-33
Provide targeted individual and small group support in accessing classwork in all subject areas. Under the guidance of the classroom teacher, provide differentiated literacy lessons and supports to identified students.	\$48,441	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	11382	Instructional Supp Specialist	0.80		Reading Inventory (RI) Multiple Years Below Grade Level	Continue focus and deep reflection on Equity, Culturally Responsive Teaching, GLEAM, and UDL so that all students are respected, welcomed, affirmed, acknowledged, and have access to core instruction, ensuring all opportunities of this recognition while conducting instruction using the core.	103-34



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 8/21/2025 Title I Annual Meeting and will be in effect for the period 8/11/2025 through 5/28/2026.

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

8/21/2025

Date

Please link the School-Parent Compact to this document.



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

School-Parent Compact

Brookfield Village Elementary School

2025-2026

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 2025-2026 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Setting high standards and expectations for all
 - Using teaching methods and materials that work best for your child
 - Regularly assigning homework
 - Providing motivating and interesting learning experiences
 - Supporting your child's educational needs by working together with your family

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Formal conferences will be held:
 - At the end of the first, second, and third trimester
 - 1 to 1 conferences to discuss student progress to provide you updates on your child's performance and enlist your support at home
 - Parents may call a conference any time you find a need to communicate with your child's teacher. This can be done by completing a note to the teacher that can be found in the office.

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

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

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

Teacher Responsibilities

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

Parent/Guardian Responsibilities

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

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

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

Student Responsibilities

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

This Compact was adopted by the (Brookfield Village School Site Council) on August 21, 2025, and will be in effect for the period of August 11, 2022 to May 28, 2026.

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 October 1, 2025.

Signature of Principal: ***Leigh Daniels***

Date: 8/21/2025



Strategic Resource Planning (SRP)

Template ELEMENTARY SCHOOL
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Domonic Ware
Vice Chairperson:	Vanessa Gutierrez
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 /Daniel Bissonnette	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Laura Esparza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Denisse Ponce	<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"/>	
Mauricia Pletiez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EL
Maria Flores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EL
Vanessa Gutierrez	<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
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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