

SCHOOL QUALITY REVIEW REPORT

FOR

BURCKHALTER ELEMENTARY SCHOOL

3994 Burckhalter Ave., Oakland, CA 94605

Oakland Unified School District

Principal: Carin Geathers

2011-2012

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BACKGROUND TO THIS PILOT YEAR'S WORK

During 2010-2011, fourteen task forces were formed with representation from a variety of stakeholders ranging from students and parents, to teachers, administrators, and community partners throughout Oakland. The Quality Community Schools Development Task Force was formed to define and set out a work plan to move the community toward a common vision of quality in Oakland's schools.

The Quality Community Schools Development Task Force created a set of School Quality Standards, comprised of seven Key Conditions delineating seventy-two Quality Standards. This work incorporates findings from other task forces (Teaching Effectiveness, Effective Leadership, Full Service Community Schools, Experience and Achievement, and African American Male Achievement) that were also addressing elements of quality in schools. At the end of the year, the School Quality Standards and the School Quality Review process were incorporated into the District Strategic Plan, which was adopted by the OUSD Board of Education in May 2011.

The 2011-2012 school year is year 1 of School Quality Review implementation. One goal of the Quality Community Schools Development office for year 1 is "to implement a successful pilot of 15 schools for School Quality Reviews across 3 regions in grades K-8." In this "pilot" year, with its emphasis on design and capacity building, the School Quality Review Office, with counsel from the Executive Officers and other district leadership, made a few strategic decisions about the content and process of the reviews—decisions that make this year's reports different from future reports.

- While the adopted School Quality Standards are organized into seven broad categories, which are called "Quality Indicators," this year's data collection and written findings have focused on five of the seven Quality Indicators. See the Rubric Analysis section in the Findings for further detail.
- Within these five Quality Indicators, this year's data collection and written findings also has focused on select, "high leverage" school quality standards, not every standard. Again, see the Rubric Analysis section in the Findings for further detail.
- The rubrics for assessing a school's development toward each standard are of two different designs. The decision was to pilot each design this year and then, after evaluating each design's strengths and weaknesses, to commit to one design going forward. Again, see the Rubric Analysis section in the Findings for further detail.
- The Summary Narrative in each Findings Report will vary in its structure from report to report. Again, the decision was to pilot different versions of the Summary Narrative and then, after evaluating each version's strengths and weaknesses, to commit to one structure going forward.

Finally, in an effort to align the School Quality Review Office’s work with the larger District as it implements various parts of the Strategic Plan, this report mirrors language from the Community Schools Strategic Site Plan, using the term “Quality Indicators” rather than “Key Conditions” to identify the broad categories into which the standards are organized. Note that:

- Quality Indicator 1 – Quality Learning Experiences for All Students – is Key Condition 2 in the original School Quality Standards, as adopted by OUSD’s Board in May 2011.
- Quality Indicator 2 – Safe, Supportive, & Healthy Learning Environments – is Key Condition 3 in the original version.
- And so forth, such that Quality Indicators 1-5 represent Key Conditions 2-6 in the original version.

PART 1: THE SCHOOL CONTEXT

The school quality “story” of Burckhalter Elementary School begins with the fact that Burckhalter is small. Nestled in a residential neighborhood at the top of Edwards Drive near Highway 580 in East Oakland, Burckhalter has 192 students currently enrolled (175 mainstream students and 17 special day class students) with 6 mainstream teachers, 4 SDC teachers, and a principal. Its size makes it intimate. The staff knows all the students, and the students know all the staff. The principal knows the teachers and their classrooms well. Many of Burckhalter’s strengths and some of its challenges stem from these conditions, where a relatively small number of adults work closely with a small number of students and their families.

Burckhalter’s size, coupled with other factors to be described in this review, lead to the fact that Burckhalter serves the academic needs of its students quite well. Currently, Burckhalter has an API of 842. In 2009, with an API of 790, Burckhalter had a state rank of 5 and a similar schools rank of 10. Over the last three years, Burckhalter’s net API growth has been 150 points, and its net API growth for African American students has been 184 points—the highest of any OUSD elementary school. Last year’s 5th graders performed at remarkable rates on the CST: 89 percent were proficient/advanced in English Language Arts; 94 percent were proficient/advanced in mathematics; and 95 percent were proficient/advanced in science. As a school where 64 percent of the students are African American, 18 percent are Hispanic, 10 percent are English Language Learners, and over 70 percent qualify for free/reduced lunch, Burckhalter is flouting historical predictability in its students’ performance.

This performance is particularly remarkable given that, just a few years ago, student enrollment was lower, student performance was down, staff conflict was high, and district leadership was contemplating the closure of Burckhalter. The current principal, Carin Geathers, assumed leadership of the school with the clear mandate to turn around the school quickly or face closure. As a veteran teacher and one-time school improvement coach, Geathers focused on re-energizing the instructional expertise of the largely-veteran staff and building a professional climate in which teachers were supported and assumed responsibility for their students’ performance. In a small school with relatively few teachers, her “hands-on” and data-driven approach has shifted conditions quickly such that teachers report that their work is “seen,” respected, supported, and pushed to be better.

With these improvements in learning conditions and academic outcomes, “word of mouth” about this small school on the hill where kids are safe, well-known, and perform at high rates has spread.

Burckhalter is about 30 students bigger than it was three years ago. Yet within and despite this growth, certain challenges are present:

- Burckhalter is still small, with consequently limited resources that make its current quality fragile. This year, the school could not fund a teaching position, and, with such a small staff, the school had to re-organize its classes, at the last moment, such that every mainstream teacher is now teaching a split grade-level class. This sudden shift has been difficult for teachers and students and may have impacted the quality of learning in the classroom.
- As the enrollment increases, the ability of the existing staff to support students, particularly with their social-emotional needs, gets stretched. But the enrollment has not increased enough to generate additional funding that could help them secure new support resources. Staff has identified students that will not thrive without such resources.
- The enrollment increases are not coming from Burckhalter’s immediate neighborhood. Over two-thirds of the students do not live in the school’s boundary area. Ironically, for a small school community in which adults and students are quite close, Burckhalter faces some challenges in its ability to build toward the full-service community school model envisioned by the district. With less than one-third of its families actually living nearby, the “community” that Burckhalter serves is quite dispersed, and strategies for parent engagement in the school must overcome this dispersion. Burckhalter currently lacks important resources that would enable them to engage more families effectively.
- Because of its small size and fiscal challenges, district leadership has raised again the issue of closure. This year, the school has been asked to implement an “expansion” strategy or face the possibility of closure next year. The expansion question was not well-received by the staff, and for a time was a major distraction to their core work. At this point, however, planning is focused on merging staff and possibly students with its “sister” school Lakeview ES. The challenge in this is that the loss of its small size could jeopardize the intimate, personal culture of the school, inhibit the principal’s ability to put “hands on” all aspects of the school, and limit the staff’s responsiveness to student needs.

PART 2: FINDINGS

Sources of Data

The School Quality Review team spent three days (November 14-16, 2011) observing classrooms, school-wide activities, and various parts of the campus inside and outside the building. The team observed a variety of meetings and interviewed (individually or in groups) students, parents, teachers, classified staff, administrators, volunteers, and community partners. The team also reviewed the school's materials, data binder, and budget.

Narrative Summary of Strengths and Challenges

Quality Learning Experiences for All Students

The SQR Team gathered substantial evidence that students at Burckhalter were experiencing meaningful and challenging curriculum. The team observed high rates of student engagement in learning opportunities that challenged them and provided different students the chance to be successful. The team saw struggling readers and African American males consistently engaged in rigorous content and being well supported. The team observed several different strategies at Burckhalter for grouping and splitting out students to strengthen their experience of challenging curriculum.

However, while this evidence was substantial, there were still moments when and spaces where the team did not observe challenging and meaningful curriculum.

- Based on teacher reports, some of these gaps may have been rooted in the difficulties teachers are having with the split grade-level classes. While efforts are made to provide supports to teachers (e.g., connecting teachers with experience at a particular grade level to those who are teaching it for the first time), these supports are essentially informal (e.g., not regularly occurring during structured planning times) and fall prey to the inconsistencies of this informality. As such, as some teachers report, there is no coherent school-wide approach to teaching a “split” class, and a lot is left up to the individual teacher's judgment. Some teachers experience this as freedom, others as a concerning lack of alignment. With limited opportunities to collaborate with others teaching a given grade, there is variability in teacher

ability to provide challenging curriculum that is based on grade level standards. Student experience of rigor and focused learning languished in these moments and spaces.

- As noted in its School Self-Reflection, Burckhalter is focused on building the overall rigor of ELA instruction by challenging students to build their skills in comprehending expository text, such as found in Science and Social Studies. While the team observed examples of this, it was not observed as occurring consistently, which suggests that this curriculum strategy is still very much in development.

In analyzing the quality of “safe and nurturing learning experiences” at Burckhalter, the SQR Team found substantial evidence that Burckhalter’s classes were places where teacher and student interactions were positive, caring, and created emotionally/ physically safe learning environments. The team observed specific systems and strategies for ensuring safe, respectful classrooms. Most discipline issues were handled in the classroom, and there were only a few observed lessons in which the teacher was not effectively managing student behavior. In a few cases, teachers did refer students out of class, to the office. There, the principal immediately worked with the students, using a “warm-demanding” approach and often demonstrating close knowledge of the student and the family. In their interviews, teachers reported consistently that they appreciated the support provided by the principal; they reported no complaints about referrals being handled ineffectively or too slowly.

There were, however, moments, limited as they were, when the teacher and student interactions were not positive or caring and did not create emotionally/physically safe learning environments. In these classrooms, the team observed teachers scolding students repeatedly or otherwise using harsh tones that conveyed mainly anger. In these instances, teachers showed visible frustration and used punitive behavior strategies focused on the misbehaving students (as opposed to maintaining a balance of strategies that rewarded on-task behavior and corrected off-task behavior). In these instances, students were also visibly frustrated, distracted, resistant, and/or hostile to the learning activities.

Overall the team observed the presence of active and different ways of learning at Burckhalter; however, there was still evidence of classrooms where this was not consistently happening. One challenge at Burckhalter was the relative lack of student-student collaboration on rigorous content and with the relative lack of student-centered time during which students were learning using various modalities and/or multiple intelligences. Student-centered time tended to be students working individually, completing problems, and answering questions in writing. In collecting this evidence, the team developed a different view than the school, as expressed in its School Self-Reflection, that the school is a place where effective use of “best instructional practices” is a strength. Thinking that active and different ways of learning (such as student-student collaboration) would be widely evident in a school

that has “best instructional practices,” the team concluded that, with evidence clear in only some classrooms, this could not yet be described as a school-wide strength.

The SQR Team observed that Burckhalter had effective systems and strategies in place to identify students who are struggling to meet expected learning targets and to understand why these students are struggling. The team gathered strong and consistent evidence of a school culture in which assessment data is used to identify students’ needs. This culture begins with the principal, who speaks fluently of the specific ELA/math skill strengths and challenges of grade levels, of intervention groups, and even of individual students. The principal and most teachers referred regularly to CST and OUSD Benchmark performance as they discussed both what the students’ needs were and why they were struggling. Teachers also described their use of classroom formative assessments and certain checks for understanding to understand student needs. The principal, the computer lab coordinator, and individual teachers also use data about student performance from the computer-based “SuccessMaker” (Pearson Digital Learning) program to identify student needs.

Burckhalter then uses a rather organic set of processes to refer students to supports that address their identified needs. Using the data discussed above, the principal, the lab coordinator, and the teachers coordinate to refer students to needed supports, whether they are differentiated learning opportunities in their core classroom, the SuccessMaker program, the tutoring resources, or the after school program. As a small school with a principal who sees it as her role to manage this referral process, these systems are remarkably organic, often without formal bodies or regular meetings. In the flow of the day, staff discusses data about specific students and strategizes how to address their needs. Those discussions aggregate up to the broader strategies and the identifying of students for them.

The team gathered evidence that Burckhalter also has a rich variety of academic interventions to support students. The team observed activities in the classroom that provided every student with opportunities to be challenged and to be successful—primarily through differentiated learning opportunities. Burckhalter’s School Self Reflection suggested this is an area of professional development for teachers, and it would appear from the team’s data collection to be getting some traction. Also, several teachers were observed making strategic use of “Workshop” time to reinforce certain skills. These moments were not always differentiated (where different students would get support in different areas of need), but even in their primarily whole-class construction, these activities appeared to address assessed areas of need. Finally, as mentioned above, teachers in collaboration with the computer lab coordinator have developed an effective and relatively seamless use of the computer-based “SuccessMaker” (Pearson Digital Learning) program.

In its School Self Reflection, the school identified as a strength that it has clear and well-established instructional strategies for English Language Learners across the grades. The team saw evidence of this in the curriculum materials and in individual teacher efforts to provide differentiated instruction to English Learners in the primary grades and in the scaffolding that secondary grade teachers provided. These strategies were supportive of English Learners. Yet, while finding this, the SQR Team noted the following challenges in the learning experiences of EL students:

- Over the course of the 3-day visit, the team observed only one classroom in which English Learners received separate ELD instruction. The population of EL students is small at Burckhalter, and it is possible that the team simply missed seeing daily ELD instruction at their level in other classrooms. Nonetheless, the absence of ELD observations raised a question for the team as to whether all ELD students are receiving the mandated 30 minutes of daily ELD instruction.
- In addition, the ELD instruction that was observed was exclusively textbook-/workbook-based, using the district-adopted “Language” curriculum. The team did not observe students focused on oral production of language and/or expressive tasks. In conversations with teachers, the team did not hear teachers describe an explicit framework or broad set of strategies for developing the language skills of English Learners.

Taken together, the evidence suggests that Burckhalter may have important next steps in the development of their supports for EL students.

The team gathered evidence that Burckhalter has an after school program that is well integrated with the “day program,” that strategically provides intervention and enrichment opportunities, and serves the variety and volume of student needs. The team found that, as an intervention, the Ujimaa program provides high quality small group tutoring and homework support focused on standards-based learning. Ujimaa staff reported and day teachers confirmed that there is effective collaboration between them that ensures that Ujimaa interventions are reinforcing the day-program learning. The team also found evidence that a key component of Ujimaa’s effectiveness as an intervention is not simply as a tutoring/homework resource, but also as a kind of culturally responsive academic mentoring that also serves as a key social-emotional support. They have implemented conflict mediation and restorative justice support called BUILD (By Understanding I Learn & Develop). Students who are experiencing challenges during the day program are referred to BUILD for intervention and support. This intervention is built on an explicit Afro-centric shared vision regarding the social and cultural development of children. As delivered by a staff that is primarily African American, the Ujimaa program provides an academic push and support that is different from but complementary to the day program. In this respect, it fills gaps and provides key academic and social services that the day program does not.

Safe, Supportive & Healthy Learning Environment

The SQR Team gathered substantial evidence that Burckhalter is a safe, caring, and healthy community. The respectful, caring environments observed in the classroom generally extended to the campus as a whole. Expectations for positive behavior have been communicated to students and reinforced and modeled in ways that ensure a safe, supportive learning environment. Students demonstrate caring and respect for each other, such that the team observed very little name calling or other disrespectful behavior. Adults were present in the hallways and on the playground to monitor and correct unsafe behavior. After one incident of unsafe play involving several students, several adults immediately and decisively responded, and school expectations were reinforced at a subsequent Wednesday RAP session. Perhaps the only location repeatedly observed where staff supervision was inconsistent was in front of the school at dismissal time.

The team found strong and consistent evidence that Burckhalter has created an inclusive, welcoming, and caring school community. In interviews and focus groups, students and parents consistently expressed strong feelings of trust for the principal, teachers, and Ujimaa staff at Burckhalter. Parents particularly reported that they like the school because it is intimate and everyone knows everyone, and because teachers are accessible and care about the students. One parent who is new to the school expressed her great satisfaction with how her child, who had a very negative experience at her previous school, was welcomed into Burckhalter and supported to “catch up quickly.” The team observed and heard repeated reports that the principal knows all the students, their parents, and is active in her efforts to provide support to them. The team observed the Ujimaa after school program as a powerful, culturally-responsive resource that focuses its work on the whole child and builds a positive community. Ujimaa works closely with the principal to provide effective conflict resolution and restorative justice through the BUILD component. In observing activities in the main office, at the school’s main entrance, in the hallways, and on the playground, the team found strong and consistent evidence that student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication at Burckhalter.

In addition, the team found substantial evidence that Burckhalter has effective strategies and systems in place to support students. As noted previously, Burckhalter is a small school with a principal who sees it as her role to manage the “identify and refer” process. She talks constantly with teachers about assessment and observational data, and teachers seek her out similarly. Their “systems” for identifying and referring students are mostly organic, often without formal teams or regular meetings. In the flow of the day, staff discusses data about specific students and strategizes how to address their needs.



Those discussions aggregate up to the broader work of matching students with supports and identifying gaps. Right now at Burckhalter there are essentially no gaps in the academic supports for students. This year, staff has focused on struggling 3rd and 4th graders, and they have brought together a variety of resources (teachers themselves, SuccessMaker, Ujimaa, and the volunteer tutors) to address this need. It appears that each of these students is receiving effective supports. However, it is important to note that the staff has identified the gaps they see in social-emotional supports. Staff has focused on the need to provide more substantial social-emotional and family health resources to support students' social emotional needs beyond the services the school provides with their present staff (principal, teachers, after school program, etc.). They are currently searching for the resources and the partnering agencies to provide such resources.

The team also found substantial evidence that Burckhalter has a strong, well-coordinated system for supporting students. The principal plays a strong role in addressing academic, social, and emotional needs of their students. She appears to know every child and to have some knowledge of, if not relationship with, many Burckhalter families. She shares this information with teachers and develops (with teachers) plans to address students' needs. Teachers demonstrate a shared accountability for their students. The after school program serves as a resource to the school in addressing values and teaching positive behavior. This system allows students more time on academics in the classroom. As noted in the previous section, there are two volunteer organizations that provide tutoring to identified students. The only support challenge that Burckhalter faces, as previously noted, is the lack of additional social-emotional support resources.

Learning Communities Focused on Continuous Improvement

The SQR Team found substantial evidence that teachers at Burckhalter work in professional learning communities focused on student progress. The team collected evidence that there are two types of learning communities in which teachers formally collaborate. One learning community is the group of Burckhalter teachers. They meet on alternating Wednesdays, usually focused on the analysis of student data and effective ELA practices. The other is the grade level team formed when Burckhalter teachers meet with teachers from Lakeview ES. The principal notes that collaboration on grade-level content is difficult when there is only one teacher per grade, as is typically the case at Burckhalter. Last year Burckhalter began a partnership with Lakeview where teachers meet on alternating Wednesdays with a grade level colleague. This year they are focused on writing instruction for different genres. The team also collected evidence of considerable informal collaboration as well. The principal and teachers collaborate often outside of formal structures and times to identify student needs and design supports. The principal appears to facilitate conversations between teachers to ensure that teacher expertise on standards-based instruction or differentiation is shared where it is needed. In some cases, a teacher

who has taught a certain grade level before helps another teacher who is newly teaching a grade level, or a veteran teacher supports a younger teacher.

Most of Burckhalter’s professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices. The team gathered evidence that the content of Burckhalter’s professional learning activities are well-focused on specific areas of teacher practice; i.e., the teaching of writing, effective strategies for struggling readers, or methods of differentiated instruction. The focus on this content appears to be teacher-driven as much as it is principal-driven, and the actual activities (both formal and informal) are often led/facilitated by the teachers themselves. In interviews, Burckhalter teachers expressed a sense of responsibility for their professional learning and expressed conviction about its efficacy that conveyed a sense of shared leadership for it. They were consistently positive about the professional learning activities conducted by the school, expressing the view that their professional learning supported teachers to strengthen their classroom practices. One challenge that emerged in the team’s conversations with the principal was her desire, as a kind of professional learning activity, to improve her efforts to sit down with teams of teachers in a more formal way and give feedback that moves their practice. The principal notes that “we talk informally all the time, but my goal is to formalize and be more specific about my feedback to them. ... Where instruction is strong, we need to tease out what exactly is it that works, and then I need to be able to support teachers to do it. ... I need to be a good listener, focus on specifics, and then prod on the things I’m not hearing from the teacher or seeing in the classroom.”

Meaningful Student, Family and Community Engagement/Partnerships

The SQR Team confirmed a finding in Burckhalter’s School Self Reflection that the school shares decision-making with its families and the community through a well-functioning School Site Council. However, as also noted in the School Self Reflection, , the team gathered little evidence beyond the SSC of how students, family, and community contribute formally to major decisions regarding the school or are involved in monitoring results of school programs and creating/revising improvement plans.

The SQR Team found some evidence that Burckhalter has communication and consultation strategies for engaging students and their families in knowing how a student is progressing and participating in the life of the school. Teachers and parents report that communication between them is good. As a whole, teachers contact parents regularly, especially if there are concerns about a student’s progress. There are regular conferences, particularly at report card time, and a strong Student Study Team process when needed. Parents also consistently describe the principal as a good communicator who regularly contacts

and meets with them, often in follow-up to teacher communications. She is variously described by parents as “proactive” and “hands-on” and “very involved with the kids.” The Ujimaa after school program also has established regular student showcases every 8-10 weeks, which engage parents in seeing demonstrations of their child’s learning in the enrichment program.

Still the school staff expresses its desire for more effective communication and consultation with families, especially around parent engagement on student progress. While parents praise staff outreach, staff themselves say they do not have consistent and wide engagement with parents. There have been efforts to increase parent engagement, for example through a Saturday School, but there is no PTA or PTO at the school. It does not appear that staff efforts are helping families to overcome the language, cultural, economic, and physical barriers to full participation, especially for a school in which most of its families live outside the immediate neighborhood.

Effective School Leadership and Resource Management

Burckhalter’s principal manages decisions in a highly collaborative way, albeit without formal, leadership structures. The principal and teachers collaborate—often outside of formal structures and times—to identify student needs, to design supports, and to make key decisions. The principal generally initiates and facilitates these conversations, and in this respect has the most control over the “agenda.” However her collaborative style of tapping teacher perspective and expertise and her openness to feedback (as reported by several staff) ensures that this approach does promote distributed, shared leadership. The 2011 TELL OUSD teacher survey results reveal that Burckhalter’s teachers are well satisfied with teacher leadership at Burckhalter, a satisfaction that generally matched or exceeded the satisfaction of elementary teachers across the district. In addition, the SQR Team gathered evidence that the principal is similarly collaborative with various school partners about the issues that fall within the scope of work of these partners. Given this evidence, the team concluded that there is strong evidence of effective shared responsibility and distributed leadership.

At the same time, the team observed that these conditions of informal shared leadership may ultimately present a challenge to the school’s ability to sustain improvements over time. If formal shared leadership creates the conditions for quality to be sustained over time because it ensures continuity even when key individuals leave, then Burckhalter, with its lack of these formal conditions, may face a potential challenge in being able to sustain its quality if key individuals, like the principal or specific teacher leaders, were to leave.

The SQR Team also gathered evidence that Burckhalter’s school staff has developed broad student and staff outcomes, that they consistently monitor their progress, and that, as a group, they exhibit mutual accountability. These conditions begin with the principal who, in her “organic,” hands-on style, has focused on a clear, broad set of outcomes (e.g., improved reading performance and writing proficiency), is present in classrooms monitoring student progress and teacher work, and builds a culture of support and accountability. In interviews the team sometimes heard teachers struggle with being accountable for student outcomes because they see many of the obstacles to student learning as arising from conditions outside the classroom. They are concerned about how students arrive to school not ready to learn. But their response has been to advocate for the expansion of social-emotional resources at the school to support students. There have also been explicit discussions that, despite the challenges students bring to the class, these are “still our kids” and “we have to figure out how to teach them.” Teachers focus on student performance data and talk together about effective instructional strategies. The team sees this all as evidence of a staff that exhibits mutual accountability.

While the SQR Team gathered evidence that Burckhalter’s school staff has developed broad student and staff outcomes, the team did not see consistent development of narrower, classroom learning goals. With the exception of the data provided by the SuccessMaker program, there was not consistent evidence across all classrooms of how students were progressing on narrower instructional goals, which seemed to make a finer monitoring by teachers of student progress more difficult. The team recognized that there were two context factors that probably undermined the consistent development of such goals: the fact that teachers were still learning how to define goals for split grade-level classes and the fact that they did not have another colleague who shared the same instructional assignment to plan with. Nonetheless, the team believed that, exactly because of these context factors, the development of these more specific instructional goals is important.

Finally, the SQR Team gathered evidence that the principal has established a practice of collecting and analyzing data on the performances of different student sub-groups, according to language status, gender, and ethnicity—as part of her efforts to lead improvement at Burckhalter. She consciously attempts to create equitable conditions for learning by focusing the school’s funding (e.g., Title I dollars support the SuccessMaker program) and human resources (notably the volunteer partner organizations) on specific strategies that promote the academic achievement of struggling students. The principal and teachers are well-focused on strengthening instructional practices that improve the performance of specific student sub-groups. However, it should be noted that most teachers did not articulate this as a focus on equity, but rather a focus on high quality practices that benefit all students.



Quality Indicator 1: Quality Learning Experiences for All Students

Burckhalter Elementary School

SQR Review: November 14-16, 2011

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of quality learning experiences for all students.

“Quality Learning Experiences for All Students” happen when every child is engaged and learns to high standards. The quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom, including having opportunities to work with their peers, to investigate and challenge what they are taught, and to develop knowledge and skills that have value beyond the school. The quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child’s learning is regularly assessed in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

The following rubrics enable key school stakeholders to assess the development of a school toward the “quality learning experiences” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Learning experiences: Structured learning experiences found in the classroom during the day; in on-campus academic intervention and enrichment opportunities before, during, and after the school day; in mentoring, internship, and work-based learning opportunities organized by the school.

Quality Indicator 1: Quality Learning Experiences for All Students
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1:</p> <p>Meaningful and Challenging Curriculum</p> <p><i>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ Students connect prior knowledge/ skills/ experiences to new learning. ▪ Students apply learning to questions or problems rooted in (connected to) their interests, goals, experiences, and communities. ▪ Students use a range of critical thinking skills ▪ Students use academic language and key vocabulary in speaking and writing ▪ Curriculum targets the assessed learning needs of all students, including those not at grade level. ▪ Curriculum provides every student with opportunities to be challenged and to be successful. ▪ Curriculum reflects an academic push, from the adult, to have all students progress far and attain high levels of mastery. 	<p>The school provides learning experiences that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems, including student input, to review evidence of these practices to ensure that all students experience meaningful and challenging curriculum across the day and across the campus.</p>

Burckhalter Elementary rates **developing** on this standard.

Strengths

1. The SQR Team gathered **substantial** evidence that students at Burckhalter were experiencing meaningful and challenging curriculum.
 - In 18 out of 23 observations of learning (78%), students connected prior knowledge, skills, and experiences to their new learning. The SQR Team observed only one classroom where this did not consistently happen. The team observed consistent evidence of students making such connections when teachers prompted them to reflect on, talk and/or write about content or skills that they had learned earlier in the day or in prior days. In these classes, students experienced

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learning that was well structured, with routines of learning content each day, at the same time, in the same way. This tapping of prior experiences of learning ensured smooth transitions, with limited set-up time, that supported immediate engagement in learning.

- In 19 out of 23 observations (83%), 85% or more of students were consistently engaged in learning. Again, there was only one classroom where this was not consistently happening. In the upper grade classes especially, the team observed engaging resources and explicit small group and “student-talk” procedures and tools that promoted high engagement in the curriculum.
- In 16 of 23 observations (70%), activities in the classroom provided every student with opportunities to be challenged and to be successful--primarily through differentiated learning opportunities to meet all students’ needs. The team observed repeated instances of teachers using strategies (equity sticks or dice, student partners, 1:1 teacher coaching, etc.) to ensure that all students were engaged with rigorous content and were successful in learning that content. A key characteristic of the classes in which this was observed consistently was student-centered activities and a lot of student-centered time for teachers to reach students individually to ensure challenge and success.
- While overall the team saw students using academic language and key vocabulary in speaking and writing in only 11 out of 23 observations (48%), there were specific classrooms where such use consistently occurred. The team observed sentence frames used in classroom discussions and specific activities and assessments where students practiced using the kind of academic vocabulary found on the CST. At the upper grades, teachers were using supplementary materials that effectively built vocabulary knowledge and skills.
- Across the 23 observations, the SQR Team found that approximately 30 percent of the observed time was teacher-centered, with the teacher either setting up a lesson, presenting information (lecturing or teacher-led Q&A), or modeling correct practice. This meant approximately 70 percent of observation time was student-centered, where students were engaged in guided (40 percent of the time) or independent practice (30 percent of the time). This balance of student-centered time against teacher-centered time is evidence of an effective variation of instruction that supports students experiencing both meaningful and challenging curriculum.
- It is notable that the team observed virtually no time that was not being used for learning. Across the school, classroom house-keeping jobs and organizational tasks were handled efficiently. Interruptions in classrooms were minimal. Teachers did not allow “relaxing” time. A constant focus on learning was the norm and supported a challenging curriculum.
- If challenge in the curriculum is partly indicated by students’ perceptions that their teachers push them and hold high expectations for them, then the following data is pertinent: On Burckhalter’s CA Healthy Kids Survey, the percentage of students that report high levels of high expectations from a teacher or other adult at their school went from 56 percent in 2008-09 to 85 percent in 2010-11.

2. A similar experience as in the general population was observed in Special Education classrooms.

- In 8 of 9 special education observations (89%), students connected prior knowledge. Prior knowledge was observed in the engagement of the following activities: Daily routines related to days of the week, songs, and numbers; focus on feelings, recalling previous lessons, and connecting to stories students have read.
- In 8 of 9 special education observations (89%), students were consistently engaged in their learning. Students repeated target words when prompted and participated actively during songs, counted during transitions, engaged in coloring, used manipulatives, played and built structures using Legos, and teacher re-directed students when distracted.
- Special Education teachers address needs enumerated in the students’ IEP via thematic units, such as transportation, farms, and nursery rhymes in order to address both cognitive and social goals.

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- Special Education staff engages students with Literature to address literacy goals by reading high interest readings and primary sources. Staff also teaches students strategies (graphic organizers, recognizing clues from context, re-reading, etc.) to read and access meaning from literature. Furthermore, writing paragraphs and essays is practiced constantly.
 - Resource teacher (RSP) and general education teachers collaborate to ensure that students access the grade level curriculum and receive the necessary support during strategically timed pull out sessions
3. In its School Self Reflection, Burckhalter identified, as one of its key strength, “full implementation of the core curriculum.” The SQR Team found evidence of this, as one aspect of how the school provides and students experience meaningful curriculum:
- Several classrooms reflected and several teachers described designing curriculum that was standards-driven more than “materials”-driven. Several teachers were not simply “following the book.” They were focused on specific standards and using materials that supported students learning those standards. They used various kinds of data (simple observation, formative assessment, computer-based intervention assessments, and OUSD Benchmarks) to understand how their students were progressing toward mastery of the standards and to re-teach.
 - It is notable that, in a classroom where a high percentage of students consistently score proficient or advanced over the years on the CST Math exam, the teacher integrates a variety of materials, including those from Project SEED, to teach the math standards. The teacher breaks down the standards that are more difficult for students (e.g., decimals) into smaller pieces, and she teaches these pieces carefully, drawing on a variety of materials. She also uses opportunities during Science instruction to reinforce math skills.
 - In its School Self Reflection, Burckhalter noted that the school is focused on building the overall rigor of ELA instruction, partly through an explicit focus on identifying the vocabulary instructional techniques that work with ELL students and English-Only students who are struggling readers. One teacher called several private schools to find out what strategies are being used in their programs. After hearing repeatedly about the “Wordly Wise” curriculum that teaches strategies for understanding vocabulary, the teacher requested these materials for the school, which is now using them in the upper grades.
 - As noted in Key Condition 1, Burckhalter has seen a remarkable rise in the proficiency rates of its 5th graders on the CST Science exam. The team observed Science instruction and heard upper grade teachers describe Science curriculum development that is also standards-driven rather than materials-driven. The Science curriculum focuses on big ideas (such as the food chain and web), and teachers identify the materials and learning experiences that will support this approach. One teacher described using a Science standards flip chart and doing a hands-on lab for every standard. One teacher also described a focus on how science questions are asked, both on the CST and in reality: she did a lot of work with questions that required interpreting charts and diagrams. One teacher also focused on Science content as an opportunity to develop content-specific vocabulary and skills in non-fiction text. She does a lot of writing activities around this content.
4. The SQR Team observed several different strategies at Burckhalter for grouping and splitting out students, to build their experience of challenging curriculum.
- For math and ELA instruction, students are shifted, across classrooms, into single, grade-level groups to allow for grade-level instruction.
 - Also, in the split grade classes, while one grade from a class is with the computer teacher accessing the “SuccessMaker” computer-based intervention/enrichment program, the other grade in that class experiences grade-level instruction from their teacher for 30 minutes.

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Challenges

1. While overall the team observed substantial evidence of meaningful and challenging curriculum at Burckhalter, there were enough gaps in the evidence to conclude that Burckhalter is still developing toward that curriculum being **strong and consistent** across the school.
 - For example, in the frequencies noted above as strengths, there were still many moments where these aspects of meaningful and challenging curriculum were not present.
 - As noted in its School Self Reflection, Burckhalter is focused on building the overall rigor of ELA instruction, by challenging their students to build their skills in comprehending expository text, such is found in Science and Social Studies. While the team observed examples of this, it did not observe it consistently, which suggests that this curriculum strategy is still very much in development.
 - In only 6 out of 23 observations (26%) did the SQR Team observe students applying their learning to meaningful questions or problems (including “real-life” situations). When it was observed, most often this was during Science instruction.
 - Interestingly, in contrast to this evidence, of the 16 students asked by the SQR Team, 15 (94%) could explain why the day’s learning was important. They described particularly how the reading, writing, and math skills they were acquiring would help them be successful usually at higher levels of learning or for future careers. This suggests most students at Burckhalter do understand how their learning is meaningful, even if they do not experience many intentional efforts to apply their learning to meaningful questions or problems.
 - In only 11 out of 23 observations (48%), the team saw students using academic language and key vocabulary in speaking and writing. As notable as the specific classrooms where such use constantly occurred, there were specific classrooms where it did not occur.
2. While there are several strategies in place to provide appropriate, grade level instruction in the split grade level classrooms, there are still conditions associated with this structure that appear to undermine the strong and consistent presence of meaningful and challenging curriculum.
 - While efforts are made to provide supports to teachers (e.g., connecting teachers with experience at a particular grade level with those who are teaching it for the first time), these supports are essentially informal (e.g., not occurring during structured planning times) and fall prey to the inconsistencies of this informality. As such, as some teachers report, there is no coherent school-wide approach to teaching a “split” class, and a lot is left up to the individual teacher’s judgment. Lacking consistent opportunities to collaborate with others teaching a given grade, there is a lot of variability in teacher knowledge of the grade level standards and curriculum.
 - These conditions also create moments where teachers make decisions based on what they can manage, rather than on the assessed needs of students: for example, the teacher who reports that she is teaching the same math content to all her students, despite the mixed grades.
 - When interviewed, students who are English Learners reported that the split-grade classes makes learning difficult for them at times.
3. Teachers of the several SDC-Autism classes pointed out that there is a lack of meaningful and challenging curriculum for their students because the needs of their students are so broad. This creates a challenge to provide consistently high quality curriculum because as teachers they are constantly creating curriculum from scratch, rather than having opportunities to build on existing curriculum. Similarly, it is challenging to expose students to grade level specific curriculum since classes are multi-leveled.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2:</p> <p>Safe and Nurturing Learning Experiences</p> <p><i>A quality school provides safe and nurturing learning environments where adults and students care for each other, feel trust, and have relationships that fully engage students in their learning and inspire them to work hard and push toward higher levels of achievement.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Procedures, practices and talk support students to take risks and feel okay to make mistakes in their learning Students display safe, respectful behaviors. Communication <i>between student and teacher</i> is safe, nurturing and caring. Communication <i>between students</i> is safe, nurturing, and caring. Teachers and students demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different “lines.” 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that all students experience safe and nurturing learning experiences across the day and across the campus.</p>

Burckhalter Elementary is rated **developing** in this standard.

Note that this standard is focused on specific learning conditions, typically in the classroom, and not the school overall. The broader school conditions for safety and nurture are addressed in Key Condition 3.

Strengths

- In analyzing the quality of “safe and nurturing learning experiences” at Burckhalter, the SQR Team found **substantial** evidence that Burckhalter’s classes were places where teacher and student interactions were positive, caring and created emotionally/physically safe learning environments.
 - In 21 out of 23 observations (91%), students displayed safe, respectful behaviors.
 - In 18 out of 23 observations (78%), communication between student & teacher was safe, nurturing and caring. In particular, the team observed several teachers behaving as “warm demanders” by virtue of their supportive yet challenging communication. These teachers created conditions for students to make mistakes without fear of ridicule or rejection while simultaneously creating conditions for pushing students toward understanding and the correct answer. These classes

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were not free of misbehavior, but teachers managed them effectively, using a variety of behavior management strategies, including positive reinforcement and negative consequences.

- In several focus groups, students reported having teachers who cared about them and pushed them to learn.
 - In several impromptu interviews, Burckhalter parents consistently reported that their children had very positive relationships with their teachers and that they appreciated the efforts the teachers made to support and care for them.
 - The team observed several instances of what the principal described as teachers “owning” kids and seeing it as their responsibility to figure out what to do to help students be safe and successful.
 - The team observed 18 out of 23 lessons (78%) where student-student communication was safe and respectful. Usually following the teacher’s lead, students would support others in their learning, accept correction when they made a mistake without defensiveness or apparent resentment, and willingly follow the direction of another student who had been given some leadership responsibility. In one focus group, the students reported on the very specific rules against students laughing at students, in their classroom.
 - The team also observed systems for ensuring safe, respectful classrooms. Most discipline issues were handled in the classroom, and there were only a few observed lessons where the teacher was not effectively managing student behavior. In a few cases, teachers did refer students out of class, down to the office. There, the principal immediately worked with the students, using the same “warm-demanding” approach and often demonstrating close knowledge of the student and the family. In their interviews, teachers reported consistently that they appreciated the support provided by the principal; they reported no complaints about referrals being handled ineffectively or too slowly.
2. A similar experience, as in the general population, was observed in Special Education classrooms
 - In 8 of 9 classroom observations (89%), students were observed displaying safe, respectful behaviors in the classroom. Routines and expectations were practiced and internalized by students such as countdown, and creating calm and focused environments with supports to re-direct unwanted behaviors.
 - In 8 of 9 classroom observations (89%), communication between student-teacher is safe, nurturing and caring. Teachers and aides in the classrooms displayed caring and encouraging dispositions. They smiled complimented students and created inclusive environments.
 - During pull-out sessions, teachers are strategic in grouping students that work well and working 1:1 with students that show more behavior problems to maximize instruction and minimize time lost due to disengaging behaviors.
 - Behavior charts are used to help students keep behaviors under control.
 3. The SQR Team also observed several classrooms in the Ujima after-school program where mentors and student interactions were positive, caring and created emotionally/physically safe learning environments.
 4. Every student interviewed asserted that they feel physically safe in their classrooms at Burckhalter. They had not been threatened or bothered in any notable way. Virtually every student could identify at least one teacher who they felt cared for them.

Challenges

1. The SQR Team observed moments where the teacher and student interactions were not positive or caring and did not create emotionally/physically safe learning environments.

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- In 22% of the observations, communication between student & teacher was not safe, nurturing and caring. In these classrooms, the team observed teachers scolding students repeatedly or otherwise using harsh tones that conveyed mainly anger. In these instances, teachers showed visible frustration and used punitive behavior strategies focused on the misbehaving students (as opposed to maintaining a balance of strategies that rewarded on-task behavior and corrected off-task behavior). In these instances, students were also visibly frustrated, distracted, resistant and/or hostile to the learning activities.
 - Again, aligned with this evidence, the team observed 5 of 23 lessons where student-student communication was not safe and respectful. In these moments, students would quietly issue put-downs or otherwise name-call or mock students.
 - Some students who were English Learners reported experiencing bullying or teasing about their home language or their mastery of English.
 - This evidence collected by the team confirms what is reported by Burckhalter in its School Self-Reflection, that at times students have felt mistreated by the tone and demands of teachers. The team did not gather specific evidence of how the school is working to address this, as reported in the School Self-Reflection, but would agree that, for a school that is substantially safe and nurturing, addressing these specific challenges would result in a “sustaining” evaluation.
2. In 4 of 9 special education classroom observations (44%), communication between students was not observed. Most activities did not include students talking or working with others. In instances where students were working with another student, they were sharing crayons and working in small groups with the teacher and sharing a computer.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 4:</p> <p>Active and Different Ways of Learning</p> <p><i>A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Students collaborate and/or learn using various learning modalities and/or multiple intelligences. Instruction balances direct explanation, modeling, guided and independent practice. Students use academic language and key vocabulary in speaking and writing. Grouping of students for instruction varies and is matched to the learning target or students' needs. Students have regular opportunities to actively construct knowledge, through a variety of learning resources (and are not simply passive recipients of pre-determined ideas and information). 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to ensure that all students experience active and different ways of learning.</p>

Burckhalter Elementary is rated **developing** in this standard.

Strengths

- Some classes at Burckhalter were places where students did experience active and different ways of learning.
 - In 16 of 23 observations (70%), activities in the classroom provided every student with opportunities to be challenged and to be successful--primarily through differentiated learning opportunities to meet all needs. The team observed repeated instances of teachers using strategies (equity sticks or dice, student partners, 1:1 teacher coaching, etc.) to ensure that all students were engaged with rigorous content and were successful in learning that content. A key characteristic of the classes where this was observed consistently was student-centered activities and a lot of student centered time for teachers to reach students individually to ensure challenge and success.

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- Approximately 30% of observation time was teacher talking time, with the teacher either setting up the lesson, presenting information (lecturing or teacher-led Q&A), or modeling correct practice. This meant approximately 70% of observation time was student-centered, where students were engaged in guided (40% of the time) or independent practice (30% of the time). This balance of student-centered time against teacher-centered time is evidence of effective variation of instruction.
 - It is notable that the team observed virtually no time that was not being used for learning. Across the school, classroom house-keeping jobs and organizational tasks were handled efficiently. Teachers did not allow “relaxing” time. The constant focus on learning was the norm.
 - Observations of the Library reading program and the “SuccessMaker” computer-based instruction program provided additional evidence of how Burckhalter delivers active and different ways of learning to all students. Through these programs, students make more choices about their learning and have the opportunity to grow at their own pace.
2. Special Education classrooms are places where students experience active and different ways of learning.
- In 9 of 9 classroom observations (100%), students engaged in differentiating activities were observed. For example, during songs students participated verbally or with gestures, according to their ability. Many students were observed using manipulatives while they were reviewing numbers, letters, words, and shapes. Students were working in groups in ratios of 1:2 students or in small group activities.
 - In 8 of 9 classroom observations (89%), students learned using various learning modalities such as looking, touching, naming, connecting letters and words to pictures, using flash cards, matching letters and sounds, using the computer and manipulatives.
 - Teachers include manipulatives and multiple opportunities to construct language in order to expose students to the real world. Teachers include language and repetition constantly because they recognize the importance of this technique to increase language.
3. In general, Burckhalter teachers present an understanding that active and different ways of learning are essential to high quality learning and that they can be particularly important for the success of certain groups of students.
- One teacher noted how she used a variety of Kagan strategies (small group, collaborative strategies), believing they are specifically supportive of the learning of African American boys. Another teacher identified how she sets up opportunities for one student to teach another as an indicator to her of student learning. Another teacher described how she constantly searches for “high interest” readings, particularly for struggling students, in an effort to supplement the reading material in the adopted curriculum. Another teacher described how the split grade-level classes has challenged her to find ways to create smaller, grade-level groups that can focus on grade-appropriate content.

Challenges

1. While overall the team observed the presence of active and different ways of learning at Burckhalter, there was still evidence of classrooms where this was not consistently happening.
- One challenge with the amount of student-centered time at Burckhalter was the relative lack of student-student collaboration on rigorous content and with the relative lack of student-centered time where students were learning using various modalities and/or multiple intelligences. In only 10 of 23 observations (43%) did the SQR Team observe students learning through collaboration and/or learning using various learning modalities and/or multiple intelligences. Student-centered time tended to be students working individually, completing problems and answering questions in writing.

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- In collecting this evidence, the team arrived at a different view than the school, as expressed in its School Self Reflection, that the school is a place where effective use of “best instructional practices” is a strength. Thinking that active and different ways of learning (such as student-student collaboration) would be widely evident in a school that has “best instructional practices,” the team concluded that, with evidence clear in only some classrooms, this could not yet be described as a school-wide strength.
2. Instruction in Special Education observations included modeling (3 of 9 instances) and guided practice (7 of 9 instances). Students, probably because of the level of their disability, only engaged in independent practice in 3 of 9 instances.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 7:</p> <p>Students Know What They are Learning, Why, and How it can be Applied</p> <p><i>A quality school ensures that students know what they're learning, why they're learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Students apply academic language and key vocabulary in speaking and writing Students know the learning objectives for the lesson. Students know why they are engaged in this learning (i.e., long-term outcomes of it) Students have their learning checked with immediate feedback regarding their progress toward the day's learning objectives. Students knew how it can be applied. Students understand what it looks like to know, perform, and interact "well" (with quality). 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these strategies to ensure that all students know what they are learning, why they are learning it, and how that learning can be applied.</p>

Burckhalter Elementary is rated **sustaining** in this standard.

Strengths

- The SQR Team collected strong and consistent evidence that students at Burckhalter have a clear understanding of what they are learning and why it is important.
 - Of the 16 students asked by the SQR Team, 13 (81%) could explain what the day's learning was. The team did not regularly observe learning targets posted, but heard teachers state the goal of learning. For the most part, students were clear about these targets and could explain them when asked.
 - Of the 16 students asked by the SQR Team, 15 (94%) could explain why the day's learning was important. They described how the reading, writing, and math skills they were acquiring would help them be successful, usually at higher levels of learning.

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- This conviction that their learning was meaningful and important to their future schooling was strong and consistent across the students interviewed. Interestingly this conviction was strong, despite the fact that the team observed only 6 (out of 23) opportunities where students were asked to apply their learning to meaningful questions or problems (including “real-life” situations).
2. Although the team did not ask any special education student to share what they were learning, based on interviews with special education staff, it is evident that staff makes every effort for students with disabilities to take “ownership of their education” and to learn to ask questions and be independent

Challenges

1. In 15 out of 23 observations (65%) the SQR Team observed that students had their learning checked with immediate feedback regarding their progress toward the day’s learning objectives. While this frequency is acceptable, the team concluded that student learning would have benefitted greatly had teachers checked for understanding more often and more consistently used strategies that checked the learning of all students.
 - The team observed teachers using various strategies (e.g., choral recitation, random calling, small-group collaboration, think-pair-share) as well as tools such as wipe boards to check all students learning. That said there was still an over-reliance by teachers of calling on raised hands or otherwise accepting “whole class” responses that did not effectively check the learning of all students.
2. While the team gathered substantial evidence that Burckhalter students believed their learning was important for their future schooling, the team also gathered evidence that students were not strongly connecting its importance to future college and career options.
 - For example, the SQR Team found that, in only 2 out of 23 observations (9%), students connected how their learning in the class prepared them for future college and/or career opportunities. When we talked to students, some would see connections, but there were no explicit ways that lessons or other classroom structures (e.g., board or wall postings) encouraged this connection.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 8:</p> <p>Academic Intervention and Enrichment Supports</p> <p><i>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person.</i></p>	<p>There is little evidence that the school provides the following:</p>	<p>There is some evidence that the school provides the following:</p>	<p>There is substantial evidence that the school provides the following:</p>	<p>There is strong and consistent evidence that the school provides the following:</p> <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> ▪ identifying students who are struggling to meet expected learning targets, ▪ identifying why students are struggling, and ▪ referring them to the supports that address their need(s). <p>Strategies and systems—during and outside class—for</p> <ul style="list-style-type: none"> ▪ identifying students who have (quickly) mastered expected learning targets, and ▪ referring them to enrichment opportunities that extend their learning. <p>Strategies and supports—during and outside class—to serve the variety and volume of student needs (including 2nd language learning, special education, and 504 needs).</p>	<p>There is strong and consistent evidence that the school provides the following:</p> <p>The school has implemented systems, including student input, to review evidence of these supports to ensure that all students experience needed academic intervention and enrichment.</p>

Burckhalter Elementary is rated **sustaining** in this standard.

Strengths

1. Burckhalter has several systems and strategies in place to identify students who are struggling to meet expected learning targets and to understand why these students are struggling.
 - The team gathered strong and consistent evidence of a school culture of using assessment data to identify students’ needs. This culture begins with the Principal, who speaks fluently of the specific ELA/math skill strengths and challenges of grade levels, of intervention groups, and even of individual students. The principal and most teachers referred regularly to CST and OUSD Benchmark performance as they discussed both what the students’ needs were and why they were struggling. Teachers also described their use of classroom formative assessments and certain checks for understanding to understand students. Several times, teachers referred to their reliance on the principal to help them understand individual students because she “knows all the kids.”

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- The principal, the computer lab coordinator, and individual teachers also use data about student performance from the computer-based “SuccessMaker” (Pearson Digital Learning) program. Essentially every student in the school uses this program on a daily basis. The Lab Coordinator monitors student progress, prints reports of that progress, and communicates that to the teachers. The Coordinator identifies low performers and the reports provide data on the specific items the students are struggling with. This data informs further work with students on the SuccessMaker program, as well as back in the classroom.
 - Students who have been identified as “struggling readers” and referred to Faith Network volunteers also are assessed by the volunteers, using the San Diego Quick Assessment (SDQA), to get additional data on their strengths and weaknesses. The volunteers do a post-test using the SDQA to assess student progress.
2. Burckhalter uses a rather organic set of processes to then refer students to the supports that address their needs.
- Using the data discussed above, the principal, the lab coordinator, and the teachers coordinate to refer students to needed supports, whether it is differentiated learning opportunities in their core classroom, the SuccessMaker program, the tutoring resources, or the after-school program. As a small school with a principal who sees it as her role to manage this referral process, these systems are remarkably organic, often without formal bodies or regular meetings. In the flow of the day, staff discusses data about specific students and strategizes how to address their needs. Those discussions aggregate up to the broader strategies and the identifying of students for them.
 - For example, the principal reports that they have a focus on approximately 20 students in grades 2, 3, and 4 for the Faith Network tutoring program: “We identified returning students at the beginning of year. We tracked Dibels and informal observation data on 2nd graders from Kindergarten and 1st grade. We tracked CST, Benchmark, and SuccessMaker data on 3rd/4th graders from their 2nd/3rd grade year. Also we saw several new-to-the-school students in 3rd/4th and tracked their CST and early SuccessMaker data. We did not include 5th graders in this intervention strategy because the 4th/5th grade teacher has a track record of helping struggling readers catch up.”
 - For example, the principal reports that “the 3rd and 4th grade students are all over the place in their CST performance. They are the first priority to receive support from intervention volunteers, the lab, and even me.”
3. The team gathered evidence that Burckhalter has a rich variety of ways of providing academic intervention and enrichment to students during class.
- In 16 of 23 observations (70%), activities in the classroom provided every student with opportunities to be challenged and to be successful--primarily through differentiated learning opportunities to meet all needs. The team observed repeated instances of teachers using strategies (equity sticks or dice, student partners, 1:1 teacher coaching, etc.) to ensure that all students were engaged with rigorous content and were successful in learning that content. A key characteristic of the classes where this was observed consistently was student-centered activities and a lot of student centered time for teachers to reach students individually to ensure challenge and success. Burckhalter’s School Self Reflection suggested this is an area of professional development for teachers, and it would appear from the team’s data collection to be getting some traction.
 - In its SSR, the school identifies, as a strength, that they have clear and well-established instructional strategies for English Language Learners across the grades. The team saw evidence of this in the curriculum materials and in individual teacher efforts to provide differentiated instruction to English Learners in the primary grades and in the scaffolding that secondary grade teachers provided. These strategies were supportive of English Learners.
 - Several teachers were observed making strategic use of “Workshop” time to reinforce certain skills. These moments were not always differentiated (where different students would get support in different areas of need), but even in their primarily whole-class construction these activities appeared to address assessed areas of need.
 - As mentioned above, teachers in collaboration with the computer lab coordinator have developed an effective and relatively seamless use of the computer-based “SuccessMaker” (Pearson Digital Learning) program. Four days a week (Tues-Fri) each class goes to the lab for 30 minutes each day to work on math and ELA

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content. “SuccessMaker” is self-paced; it begins by assessing each student's skill level and then provides content in the students’ areas of challenge. Students progress at their own pace and move on to the point of mastery. In this respect, it serves as both an intervention and an enrichment strategy for meeting students’ needs. The lab coordinator notes that students become focused on their results and want to perform well. Team observations confirmed this. The lab coordinator notes that the school uses this program to support their work with their Focal 15 students.

- Burckhalter also collaborates with the American Association of University Women (AAUW) to provide volunteers who run an enrichment reading program in the library and tutor identified students. For the reading program, each class rotates through for 30 minutes a week. Students have opportunities to select books, with facilitated support from the volunteers who have data on student reading levels. Volunteers also read different genres aloud to each class and do book talks, based on their planning with the teachers. In addition, AAUW volunteers do pull-out tutoring with individual students.
 - As noted above, Faith Network volunteers provide tutoring services to identified students in reading. The tutors read with small groups of identified students and then ask them to write about what they have read.
4. Special Education services are strong and well-coordinated. Students receive services from teachers, classroom aides, psychologist, speech therapist, and principal. Services are allocated and monitored via the students’ IEP process.
5. The team gathered evidence that Burckhalter has an after-school program that is well integrated with the “day program,” that strategically provides intervention and enrichment opportunities, and serves the variety and volume of student needs.
- The Ujima After School Program serves approximately 110 students (about 60% of Burckhalter’s total enrollment). Because of its enrollment process, students who have been in the program previously have the best opportunity to be served each year, but the program does reserve 20% of its space for teacher referrals each year. This year, the Kindergarten and 2nd grade classes are full, but the others have some room. Based on this evidence, the SQR Team concluded that the Ujima program essentially serves the volume of student needs at Burckhalter. In other words, it is unlikely that any student who has need for this program, particularly as an intervention, would not be able to enroll.
 - The team found that, as an intervention, the Ujima program provides an hour each day of small group tutoring and homework support focused on standards-based learning. Ujima staff reported and day teachers confirmed that there is effective collaboration between them that ensures that Ujima interventions are reinforcing the day-program learning. In some cases, when Ujima staff sees a student struggling in particular areas, they will provide additional homework to work on that skill. One teacher commented how she is “thankful for Ujima. ... 75% of my students are in Ujima. ...I’m not here alone performing magic. (The Ujima teacher) holds a lot for me.” In interviews, parents also confirmed how the Ujima program provides important supports and interventions for their children.
 - The team found evidence that a key component of Ujima’s effectiveness as an intervention is not simply as a tutoring/homework resource, but also in a kind of culturally responsive academic mentoring that also serves as a key social-emotional support. The Ujima program has a focus on “raising the whole child.” As part of this focus, they have implemented a conflict mediation and restorative justice support called BUILD (By Understanding I Learn & Develop). Students who are experiencing challenges during the day program are referred to BUILD for intervention and support. The Ujima staff work with students, coordinate with their day teachers, and in some cases shadow students during their day. This intervention is built on an explicit Afro-centric shared vision regarding the social and cultural development of children. As delivered by a staff that is primarily African American, the Ujima program provides an academic push and support that is different from but complementary to the day program. In this respect, it fills gaps and provides key academic and social services that the day program does not.

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- The team also found evidence that the Ujima program provides multiple enrichment opportunities for students. They engage students in culturally/socially relevant learning, exposing them to different cultures and histories. There is a different theme each month—indigenous people was the November theme; family unity and community was the October theme. Students also rotate through a variety of activities including sports, martial arts, theater & drama, arts & crafts, etc. Every 6-8 weeks, students perform or present in a showcase of all their activities, with parents invited.

Challenges

1. One challenge of the “organic set of processes” Burckhalter uses to refer students to needed supports is the seeming lack of formal moments when teachers can reflect on and evaluate how interventions are impacting specific students. The team observed and heard teachers describe their awareness of specific students with identified needs. The team observed and heard teachers describe the classroom differentiated strategies and other interventions they were using to address student needs. The team did not consistently observe or hear teachers describe their knowledge of the impact of these interventions, except in mostly general ways.
2. While acknowledging that there are strategies in use at Burckhalter that effectively support English Learners, the SQR Team noted the following challenges in the learning experiences of EL students:
 - Over the course of the 3 day visit, the team actually observed only one classroom where English Learners received separate ELD instruction. The population of EL students is small at Burckhalter, and it is possible that the team simply missed seeing daily ELD instruction at their level in other classrooms. Nonetheless, the absence of ELD observations raised a question for the team as to whether all ELD students are receiving the mandated 30 minutes of daily ELD instruction.
 - In addition, the ELD instruction that was observed was exclusively textbook/workbook based, using the district-adopted “Language” curriculum. The team did not observe students focused on oral production of language and/or expressive tasks. In conversations with teachers, the team did not hear teachers describe an explicit framework or broad set of strategies for developing the language skills of English Learners.
 - Taken together, the evidence suggests that Burckhalter may have important next steps in the development of their supports for EL students.
3. Special Education students have limited opportunities to engage with regular education students.
 - No integration with regular education students during lunch was observed. Students wait at a side table until general education students leave the cafeteria.
 - Separate physical education time was observed.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 10:</p> <p>Equitable Access to Curriculum</p> <p><i>A quality school provides curriculum and courses (including A-G and AP courses at the high school level) that prepare students for college, and it ensures equitable access to such curriculum and courses, for all students, through academic interventions that catch and support</i></p>	<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background, gender and sexual orientation) are not proportionally represented in the academic programs across the school.</p> <p>Specific learners who experience on-going discrimination or who are part of historically lower-achieving groups may not have a full schedule of courses or may not have access to a challenging core curriculum, taught by fully-qualified teachers</p> <p>These specific learners are segregated into separate learning situations and do not receive the instruction or supports that will help them master high standards.</p> <p>The system for identifying</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are not proportionally represented in the academic programs across the school.</p> <p><u>However</u> there are deliberate efforts made to address this problem for some of these student groups and to support their integration into a challenging core curriculum with qualified teachers.</p> <p>OR</p> <p>Proportional distribution of groups of students exists -- but the basic curriculum itself does not offer most students the gate-keeping curriculum needed for preparation for higher education (e.g. algebra, lab sciences).</p> <p>Some learners who experience on-going discrimination or who are part of historically lower-achieving groups are still segregated into separate learning situations and do not receive the instruction or supports which will help them master high standards.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, but it is uninformed by data-based inquiry.</p>		<p>Diverse groups of students (including groups defined by ethnic/racial, language, cultural, socio-economic background; gender and sexual orientation) are proportionally represented in the academic programs. School structures and policies promote differential inputs as needed to support the needs of specific learners who experience on-going discrimination or who are part of historically lower-achieving groups, which gives them access to challenging curriculum and enables them to achieve high standards. These specific students are fully integrated into a challenging core curriculum with qualified teachers.</p> <p>The system for identifying student needs and triggering supports does consider these learners as groups with particular learning needs, and the people in key gate-keeping roles in the school have received training about access and equity issues, and operate with clear guidelines for ensuring full access.</p>

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<i>students to complete a college preparatory course work.</i>	student needs and triggering supports does not consider these learners as groups with particular learning needs.		Some academic supports target these specific learners, but it is haphazard whether and how a student becomes involved and only a portion of students who might need such services actually receives them.		Academic supports are available so all students receive the help they need to master high standards.
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Burckhalter Elementary is rated **refining** in this standard.

Strengths

1. The evidence gathered shows that Burckhalter does ensure equitable access to rigorous, core curriculum for all students. Diverse groups of students are proportionally represented in the academic programs, and there are policies, programs, and practices that ensure that different groups of students get the support they need to be successful (see Standard 8 above).
2. Burckhalter has practices for identifying student needs and triggering supports that does consider these learners as groups with particular learning needs, as noted in Standard 8 above. This year, because of the necessity to create split grade classes, Burckhalter had a distinct opportunity to think about how student placement in a split grade class could provide an important opportunity for intervention or enrichment. They took that opportunity, as the SQR Team learned, by arranging that students were strategically placed in grade-level combination classes according to the data they had which showed a student’s readiness to “stretch” to harder content (so a 3rd grader would be placed in the 3/4 class) and a student’s need to “review” standards (so a 3rd grader placed in a 2/3 class).
3. Experiences for Special Education students are rich.
 - The school houses several classes addressing the needs of students with disabilities, specifically Autism and Language Enriched classes.
 - Teachers have knowledge and use online programs to further augment the materials available to their students (Easy CBM for English and Math).
 - RSP teacher uses high interest & primary source readings as a strategy to address comprehension and fluency.
 - Students practice how to be self-efficacious as it relates to their education by practicing how to ask for help.

Challenges

1. No evidence of challenges was collected.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 11:</p> <p>College-going Culture and Resources</p> <p><i>A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college.</i></p>	<p>The school provides learning experiences that show little evidence of the following:</p>	<p>The school provides learning experiences that show some evidence of the following:</p>	<p>The school provides learning experiences that show substantial evidence of the following:</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> a. Students connect how their learning in class prepares them for future college and/ or career opportunities b. Students use college -preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. c. Families have opportunities to use college - preparedness resources to understand the importance of college, their college options, the college entrance requirements, and the supports needed to complete college. 	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that a college-going culture and resources are experienced by all students.</p>

Burckhalter Elementary is rated **Beginning** in this standard.

Strengths

1. The Ujimaa After School Program provides learning experiences that promote a college-going culture among students and gives them access to some resources. The team observed the start of the Ujimaa program, in the auditorium, when staff lined students up and had the students lead a cheer about what college their line "represented." Each Ujimaa teacher has done a presentation to the students on a college. Currently the Ujimaa teachers are developing a curriculum for the 5th grade group, which includes having students fill out college applications and go on tours with Black Student Unions.

Quality Indicator 1: Quality Learning Experiences for All Students

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Challenges

1. As noted earlier, while the Team gathered substantial evidence that Burckhalter students believed their learning was important for their future schooling, the team also gathered evidence that students were not strongly connecting its importance to future college and career options.
 - For example, the SQR Team found that, in only 2 out of 23 observations (9%), students connected how their learning in the class prepared them for future college and/or career opportunities.
 - When we talked to students, some would see connections, but there were few explicit ways that lessons or other classroom structures (e.g., board or wall postings) encouraged this connection. The Team did not hear teachers making explicit references to how certain skills, such as peer collaboration and writing, particularly prepare students to be successful in college.
2. The SQR Team found little evidence that Burckhalter day program teachers are exposing students to college preparedness resources and supports, like the Ujimaa staff is.

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments

Burckhalter Elementary School

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The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of learning environments that are safe, supportive, and healthy for all students.

“Safe, Supportive, and Healthy Learning Environments” recognize that all members of the school community thrive when there is a broad, coordinated approach to identifying and meeting the needs of all members. The quality school is a safe, healthy center of its community. Its students, their families, the community, and school staff feel safe because school relationships, routines, and programs build respect, value individual and cultural differences, and restore justice—in the classrooms, hallways, and surrounding neighborhood. Its members are healthy and ready to learn, work, and parent because they have access to services—before, during, and after the school day—that address their academic, emotional, social, and physical needs. In such a quality school, the adults in the community coordinate their support so that students plan for and are prepared for future success.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Safe, Supportive, & Healthy Learning” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1:</p> <p>Safe and Healthy Center of Community</p> <p><i>A quality school is safe and healthy center of the community. It is an open, fun and attractive space for the community to use before, during, and after the school day.</i></p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> 1. Students and parents feel safe and free from threat or bullying. 2. Student-staff, student-student, and family-staff interactions keep students physically safe. 3. Safety procedures are evident and enforced by all stakeholders. 4. Mechanisms are in place to communicate with families/community partners in a timely way. 5. Students are provided healthy food and health-focused physical activity. 6. Health partnerships, both on and off site, ensure student health needs are met. 7. Health education is integrated into classrooms, programs, and services. 8. Systems are in place for community to access facilities and to ensure space is taken care of. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school functions as a safe and healthy center of the community.</p>

Burckhalter Elementary is rated **developing** in this standard.

Strengths

5. The SQR Team gathered substantial evidence that expectations for student behavior have been communicated to the school community and reinforced and modeled in a way that provides a safe, supportive and healthy learning environment. Consider the following:
 - Adults were present in the hallways and on the playground to monitor and correct unsafe behavior. After one incident of unsafe play involving several students, several adults immediately and decisively responded, and school expectations were reinforced at a subsequent Wednesday RAP session. Perhaps the only location repeatedly observed where staff supervision was inconsistent was in front of the school at dismissal time.
 - Students demonstrate caring and respect for each other, such that the team observed very little name calling or other disrespectful behavior.
 - Students line up and walk in an orderly fashion to/from recess and lunch as well as to the library and computer lab.
 - Upper grade students meet weekly, in Wednesday RAP sessions, to address as a large group any behavior problems or community issues that arise.
 - There are clearly established routines that students follow to enter/exit cafeteria. Some parents bring and stay with their children during breakfast and help clean up tables in the cafeteria.

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments

Burckhalter Elementary School

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6. The school uses the Second Step program to build respectful classrooms/school.
 - The team observed very few instances of name-calling on campus.
 - During student interviews, students report that students do not laugh at students and that there are strict consequences (time out, sent to office, parent calls) for anyone who makes fun of other students.
7. Ujimaa provides a key social development piece in its program.
 - As noted in Key Condition 2, the team found evidence that a key component of Ujimaa’s effectiveness is its culturally responsive academic mentoring, that also serves as a key social-emotional support. The Ujimaa program has a focus on “raising the whole child.” As part of this focus, they have implemented a conflict mediation and restorative justice support called BUILD (By Understanding I Learn & Develop). Students who are experiencing challenges during the day program are referred to BUILD for intervention and support. The Ujimaa staff work with students, coordinate with their day teachers, and in some cases shadow students during their day. This intervention is built on an explicit Afro-centric shared vision regarding the social and cultural development of children. As delivered by a staff that is primarily African American, the Ujimaa program provides an social-emotional push and support that is different from but complementary to the day program. In this respect, it fills gaps and provides key supports that the day program does not.
8. The staff embraces the culture of “owning kids” and seeing it as their responsibility to support them in making positive choices.
9. CHKS data has shown an increase in students feeling safe and reporting high levels of caring relationships with a teacher or other adult at their school.
10. Parents interviewed share that their children have a positive relationship with their teachers and/or that they like them and are embraced by their teachers. They also reported that the teachers and principal communicate immediately about any behavior or safety issues.
11. Staff working with students with disabilities utilizes behavior charts to surface positive behavior. Team building activities also take place among this group to support building a positive culture for this population.

Challenges

1. During an interview, it was pointed out that there are an unusually high number of kids who come into the office at lunch because of minor injuries. The team also observed some behavior on the playground that was not safe. The school did intervene on this behavior right away. Nonetheless it suggests that there are times and places where student safety is a concern.
2. The School Self Reflection noted that there have been some on-going concerns about bullying between students. The team did not observe any of this per se, but students reported in interviews that they have seen this occur.
3. The school is planning but has not yet implemented parent education strategies that would include a focus on social-emotional and physical health.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2:</p> <p>Coordinated and Integrated System of Academic and Learning Support Services</p> <p><i>The four essential areas of focus are: 1) academic achievement and skill development; 2) health, safety, and social-emotional services; 3) youth and community development; and 4) parent, community and student engagement.</i></p> <p>Standard 5:</p> <p>Identifies At-Risk Students and Intervenes</p> <p><i>A quality school identifies at-risk students and intervenes early, to help students develop concrete plans for the future, to counsel them about college</i></p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> a. Strategies/systems are in place to identify students who are struggling and why they are struggling; to refer them to the supports that address their need(s); and to identify service gaps and seek resources to fill them. b. Broad menu of on-site strategies, services and partnerships respond to student/family needs. c. Teachers are part of these strategies/ services and/or work closely with these services to ensure student needs are met. d. Strategies and/or organizational structures (e.g., houses, academies, etc.) provide social and instrumental supports for all students. Staff can modify these strategies/ structures to meet student needs. e. Students and families know what services are available. 	<p>The school provides learning environments that show strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices, including student input, to ensure that the school provides a coordinated and integrated system of academic and learning support services.</p>

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments
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<i>and career options, and to engage parents in this advising.</i>					
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Burckhalter Elementary is rated **developing** in this standard.

Strengths

1. The team found substantial evidence that Burckhalter has effective strategies and systems in place to identify students who are struggling and why they are struggling, to refer them to the supports that address their need(s), and to identify service gaps & seek resources to fill them.
 - As noted in Key Condition 2, Standard 8, Burckhalter is a small school with a principal who sees it as her role to manage this “identify and refer” process. She talks constantly with teachers about the assessment and observational data, and teachers seek her out similarly. Their “systems” are organic, often without formal bodies or regular meetings. In the flow of the day, staff discusses data about specific students and strategizes how to address their needs. Those discussions aggregate up to the broader work of matching students with supports and identifying gaps.
 - Right now at Burckhalter there are essentially no gaps in the academic supports for students. This year, staff has focused on struggling 3rd and 4th graders, and they have brought together a variety of resources (teachers themselves, SuccessMaker, Ujimaa, and the volunteer tutors) to address this need. It appears that each of these students is receiving effective supports. However, it is important to note that the staff has identified the gaps they see in social emotional supports.

2. The team found substantial evidence that Burckhalter has a strong, well-coordinated system for supporting students.
 - The principal plays a strong role in addressing academic, social, and emotional needs of their students. She appears to know every child and to have some knowledge of, if not relationship with, many Burckhalter families. She shares this information with teachers and develops (with teachers) plans to address students’ needs.
 - Teachers demonstrate a shared accountability for their students. They work with families to address misbehaviors that are displayed at school. They support families that may not be economically stable by providing backpacks, clothes, etc.
 - The after-school program serves as a resource to the school in addressing values and teaching positive behavior. This system allows students more time on academics in the classroom. Ujimaa offers a holistic program that brings harmony between the day and night program.
 - The school has daily support from a nurse who oversees students with health issues. Special attention is also given to the various special education classes and students’ health needs.
 - Office staff provides first aid to students and communicates with parents about injuries.
 - Teachers communicate effectively with each other about students, their needs, and how they are progressing.

3. As noted in Key Condition 2, Standard 8, Burckhalter has a wide variety of high-quality day and after school academic support services.

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4. The principal and staff have an effective system for addressing student behavior problems right away, either individually or during Wednesday's RAP sessions, if they apply to all students.

Challenges

1. Burckhalter has recently focused on the need to provide more substantial social-emotional and family health resources to support students' social emotional needs beyond the services the school provides with their present staff (principal, teachers, after-school program, etc.). They are currently searching for the resources and the partnering agencies to provide such resources.

Quality Indicator 2: Safe, Supportive & Healthy Learning Environments
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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6:</p> <p>Inclusive, Welcoming, and Caring Community</p> <p>A quality school creates an inclusive, welcoming and caring community which: 1. Fosters respectful communication among students, families, staff, and community. 2. Values individual and cultural differences. 3. Engages and partners with students, families, and community.</p>	<p>The school provides learning environments that show little evidence of the following:</p>	<p>The school provides learning environments that show some evidence of the following:</p>	<p>The school provides learning environments that show substantial evidence of the following:</p>	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Students and parents trust staff. Students and their families are “known” by school staff. Procedures and practices support new students and their families to quickly feel like members of the school community. Procedures and practices support students to resolve and heal conflicts and “restore justice” to the school community. Staff, students, and their families demonstrate care for each other through recognition, encouragement, and efforts to build relationships across different individual/ cultural “lines.” Student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication and by responsiveness to individual/cultural differences. 	<p>The school provides learning environments that show strong and consistent evidence of the following:</p> <p>The school has implemented systems, including student input, to review evidence of these conditions to ensure that students and their families experience an inclusive, welcoming, and caring community.</p>

Burckhalter Elementary is rated **developing** in this standard.

Strengths

- The team found strong and consistent evidence that Burckhalter has created an inclusive, welcoming, and caring school community.
 - In interviews and focus groups, students and parents consistently expressed strong feelings of trust for the principal, teachers, and Ujima staff at Burckhalter. Parents particularly reported that they like the school because it is intimate and everyone knows everyone, because teachers are accessible and care about the students. One parent who is new to the school expressed her great satisfaction with how her child, who had a very negative experience at her previous school, was welcomed into Burckhalter and supported to “catch up quickly.”
 - The team observed and heard repeated reports that the principal knows all the students, their parents, and is active in her efforts to provide support to them.

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- The team observed the Ujima after-school program as a powerful, culturally-responsive resource that focuses its work on the whole child and builds a positive community.
- Ujima works closely with the principal to provide effective conflict resolution and restorative justice through the BUILD component.
- In observing activities in the main office, at the school's main entrance, in the hallways, and on the playground, the team found strong and consistent evidence that student-staff interactions, student-student interactions, and family-staff interactions are characterized by caring communication at Burckhalter.

Challenges

1. As reported in the School Self-Reflection and heard in interviews and focus groups, the staff at Burckhalter are exhausting their capacity to provide social-emotional supports to students and their families. In the absence of additional resources, these efforts which help build a community of caring may begin to erode.
2. Some English Learner students say that they have experienced bullying or teasing about their home language or level of English (although teachers have addressed the teasing).
3. The SQR Team gathered limited evidence of school-wide activities focused on recognition, encouragement, and efforts to build relationships across different individual/cultural "lines."

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Burckhalter Elementary School

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The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that thriving schools consistently endeavor to develop as robust learning communities.

A “Learning Community Focused on Continuous Improvement” describes a school that consistently and collaboratively works to improve the school and to produce higher and more equitable outcomes by students. The school staff – in collaboration with students, families and the broader community – study, reflect, and learn together to strengthen their individual and collective efforts. They consistently look at data, plan, monitor, and evaluate their work. Through these efforts, they share decision-making, responsibility, and accountability.

OUSD’s approach to learning communities is rooted in the literature on Professional Learning Communities (PLCs) developed by Richard DuFour, Rebecca DuFour, and Robert Eaker. They define a PLC as “characterized by a set of core beliefs and practices: a commitment to the learning of each student and structures that support teachers’ focus on student learning. When a school functions as a PLC, adults within the school embrace high levels of learning for each student as both the reason the school exists and the fundamental responsibility of those who work within it.”

This Learning Communities rubric focuses on the members of the community whose primary responsibility is student learning: teachers and those that support teachers. This group of individuals is not *de facto* a learning community; however, they develop into a learning community as they collaborate, build trust, challenge one another, and support one another – in service of student learning.

This rubric enables schools to self-assess against the quality school learning community standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals or teams within the school.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
Standard 1: Collaboration <i>A quality school makes sure that teachers work together in professional learning communities focused on student progress.</i>	Teachers do not collaborate.	The school staff has developed a plan for teacher collaboration and a few teachers have begun to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Some teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	Most teachers collaborate to jointly develop lessons, administer common assessments, and build a shared understanding of students' progress.	The school staff regularly reflects on their approach to collaboration, and processes have been adjusted based on these reflections.

Burckhalter Elementary is rated **sustaining** in this standard.

Strengths

5. The SQR Team found substantial evidence that teachers at Burckhalter work in professional learning communities focused on student progress. The team collected evidence that there are two types of learning communities in which teachers formally collaborate.
 - One learning community is the group of Burckhalter teachers. They meet on alternating Wednesdays, usually focused on the analysis of student data and effective ELA practices.
 - The other is the grade level team formed when Burckhalter teachers meet with teachers from Lakeview ES. The principal notes that collaboration on grade-level content is difficult when there is only one teacher per grade, as is typically the case at Burckhalter. Last year Burckhalter began a partnership with Lakeview where teachers meet on alternating Wednesdays with a grade level colleague. This year they are focused on writing instruction for different genres.

6. The team also collected evidence of considerable informal collaboration as well. As noted in Key Condition 2, Standard 8, the principal and teachers collaborate often outside of formal structures and times to identify student needs and design supports. The principal appears to facilitate conversations between teachers to ensure that teacher expertise on standards-based instruction or differentiation is shared where it is needed. In some cases, this is a teacher who has taught a certain grade level before helping another teacher who is newly teaching a grade level, or it is a veteran teacher supporting a younger teacher.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Challenges

2. The team collected no evidence of challenges on this standard regarding professional collaboration.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
Standard 2: Data Collection and Analysis <i>A quality school ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.</i>	Teachers do not analyze data on students' performance or learning experiences.	The school staff has developed a plan for the analysis and use of data on students' performance and learning experiences.	Some teachers regularly analyze multiple types of data on students' performance and learning experiences.	Most teachers regularly analyze multiple types of data on students' performance and learning experiences.	The school staff regularly reflects on how they collect and analyze data, and processes have been adjusted based on these reflections.

Burckhalter Elementary is rated **developing** in this standard.

Strengths

6. Burckhalter teachers do collect and analyze many types of data on student performance and learning experiences.
 - The team gathered strong and consistent evidence of a school culture of data collection and analysis to identify students' needs. This culture begins with the Principal, who organizes, uses, and presents to her teachers various kinds of data that speak to the specific ELA/math skill strengths and challenges of grade levels, of intervention groups, and even of individual students. The principal and most teachers referred regularly to CST and OUSD Benchmark performance as they discussed what the students' needs were. Teachers also described their use of classroom formative assessments and certain checks for understanding to understand students. Several times, teachers referred to their reliance on the principal to help them understand individual students because she "knows all the kids."
 - The principal, the computer lab coordinator, and individual teachers also use data about student performance from the computer-based "SuccessMaker" (Pearson Digital Learning) program. Essentially every student in the school uses this program on a daily basis. The Lab Coordinator monitors student progress, prints reports of that progress, and communicates that to the teachers. The Coordinator identifies low performers and the reports provide data on the specific items the students are struggling with. This data informs further work with students on the SuccessMaker program, as well as back in the classroom.

Challenges

1. Teachers analyze actual student work as part of their own reflection on their students' progress, but there does not yet appear to be a substantial or habitual collection and analysis of student work as a key kind of data to drive collaboration and broader grade level or school-wide improvement planning.
 - The team gathered some evidence of this data collection and analysis when teachers described their collaboration with Lakeview teachers on student writing, but the team found no evidence of this with respect to other kinds of student work in ELA, math, science or social studies.

Quality Indicator 3: Learning Communities Focused on Continuous Improvement
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 4:</p> <p>Professional Learning Activities</p> <p><i>A quality school has professional learning activities that are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</i></p>	<p>Professional learning activities are not embedded in practice, do not promote teacher leadership, and do not support teachers to evaluate and revise their classroom practices.</p>	<p>The school staff has developed a plan to embed professional learning activities in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices, and this has been applied to a few activities.</p>	<p>Some professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</p>	<p>Most professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</p>	<p>The school staff regularly reflects on their professional learning activities, and processes have been adjusted based on these reflections.</p>

Burckhalter Elementary is rated **sustaining** in this standard.

Strengths

1. Most of Burckhalter’s professional learning activities are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.
 - The team gathered evidence that the content of Burckhalter’s professional learning activities are well-focused on specific areas of teacher practice, whether it is the teaching of writing, or effective strategies for struggling readers, or methods of differentiated instruction.
 - The focus on this content appears to be teacher-driven, as much as it is principal-driven, and the actual activities (both formal and informal) are often led/facilitated by the teachers themselves.
 - In interviews, Burckhalter teachers expressed a sense of responsibility for their professional learning and expressed conviction about its efficacy that conveyed a sense of shared leadership for it. They were consistently positive about the professional learning activities conducted by the school, expressing the view that their professional learning supported teachers to strengthen their classroom practices. They also described their participation in various District and other external professional learning activities as would critical consumers, identifying both effective and ineffective learning experiences primarily because they did or did not contribute to their classroom practice.
 - Additional data on the quality of the professional learning activities at Burckhalter was also captured in the 2011 TELL OUSD teacher survey. Consider the following indicators of teacher satisfaction:

Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Burckhalter Elementary School

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- An appropriate amount of time is provided for professional development: 86% of Burckhalter staff polled agreed with that, compared to 69% of elementary teachers across the district.
- Professional development is differentiated to meet the needs of individual teachers: 71% of Burckhalter staff polled agreed with that, compared to 45% of elementary teachers across the district.
- Professional development enhances teachers' ability to implement instructional strategies that meet the diverse student learning needs: 86% of Burckhalter staff polled agreed with that, compared to 70% of elementary teachers across the district.

Challenges

1. The principal acknowledged that, as a kind of professional learning activity, she wants to improve her efforts to sit down with teams of teachers in a more formal way and give feedback that moves their practice.
 - The principal notes that “we talk informally all the time, but my goal is to formalize and be more specific about my feedback to them. ... Where instruction is strong, we need to tease out what exactly is it that works, and then I need to be able to support teachers to do it. ... I need to be a good listener, focus on specifics, and then prod on the things I'm not hearing from the teacher or seeing in the classroom.”

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Burckhalter Elementary School

SQR Review: November 14-16, 2011

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is meaningfully engaging students, families, and communities as key partners in this work.

“Meaningful Student, Family, and Community Engagement/Partnerships” result when the school staff ensures that students, families and the community are partners in creating quality learning experiences for all students and a “full-service” school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table”—giving voice to their concerns and perspectives; looking at data; planning, monitoring, evaluating the quality of the school; and participating in key decisions.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Meaningful Student, Family and Community Engagement/Partnerships” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
Standard 2: Shared Decision-making <i>A quality school shares decision-making with its students, their families, and the community, as part of working together in partnership.</i>	There is little evidence of the following:	There is some evidence of the following:	There is substantial evidence of the following:	There is strong and consistent evidence of the following: <ul style="list-style-type: none"> ▪ Students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. ▪ The school has high-quality activities and strategies which build the capacity of students, families, and community to share in decision-making. 	There is strong and consistent evidence of the following: To ensure that decision-making is shared , the school has implemented systems to monitor the effectiveness of these practices.

Burckhalter Elementary is rated **beginning** in this standard.

Strengths

7. The SQR Team found evidence that Burckhalter shares decision-making, through the School Site Council, with a small group of active parents and community people. The SSC does monitor the school results and creates/revises its improvement plans.
8. The team gathered evidence that Burckhalter’s principal manages decisions in a highly collaborative way. As such, there is a considerable amount of shared decision-making that occurs with various school partners about the issues that fall within the scope of work of these partners.
 - For example, the principal works closely with the Ujimaa after school program to make shared decisions about programming and students together and to challenge the program to provide the best possible services. The Faith Network volunteers and the American Association of University Women volunteers both describe a similar relationship and similar approach to decision-making.

Challenges

1. The team gathered little evidence, beyond the instance of the SSC, where students, family, and community contribute substantially to major decisions regarding the school or are involved in monitoring results of school programs and creating/revising improvement plans.
 - In its School Self Reflection, Burckhalter acknowledged this as an area of growth for the school.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Burckhalter Elementary School

SQR Review: November 14-16, 2011

- It is noteworthy that in numerous 1:1 and other informal moments, the principal involves a broader spectrum of students, families, and community in important decisions, but these do not rise to the level of true shared decision-making. Given that the goal of shared decision-making is to build the conditions where quality is sustained, even when individuals change, Burckhalter faces a potential challenge in being able to sustain its quality if key individuals, like the principal were to leave.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5:</p> <p>Student/Family Engagement on Student Progress</p> <p><i>A quality school works with students, their families, and the community, so they know well how the student is progressing and participating in the life of the school. The school uses strategies that help these groups overcome the language, cultural, economic, and physical barriers that can frustrate their full participation.</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ The school has multiple high-quality activities and strategies which engage each student and their family in knowing how the student is progressing and participating in the life of the school. ▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full participation. 	<p>There is strong and consistent evidence of the following:</p> <p>To ensure effective student/family engagement on student progress, the school has implemented systems to review evidence of the effectiveness of these practices.</p>

Burckhalter Elementary is rated **beginning** in this standard.

Strengths

1. The SQR Team found evidence that Burckhalter has communication and consultation strategies for engaging students and their families in knowing how a student is progressing and participating in the life of the school.
 - Teachers and parents report that communication between them is good. As a whole, teachers contact parents regularly, especially if there are concerns about a student’s progress. There are regular conferences, particularly at report card time, and a strong Student Study Team process when needed.
 - Parents also consistently describe the principal as a good communicator who regularly contacts and meets with them, often in follow-up to teacher communications. She is variously described by parents as “proactive” and “hands-on” and “very involved with the kids.”
 - The Ujimaa after school program has established a routine of student showcases, every 8-10 weeks, at which parents can see demonstrations of their child’s learning in the enrichment program.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

Burckhalter Elementary School

SQR Review: November 14-16, 2011

- Burckhalter uses office and hallway lobby postings and a regular parent newsletter to keep parents informed on more general information about students and the school.

Challenges

1. The team found some evidence of attempts (e.g., Saturday program) to establish other high quality strategies to engage parents, but these strategies were not sustained. The school has no PTA or PTO.
2. While the school staff is committed to effective communication and consultation, parent engagement on student progress, by their own reports, is still limited. It does not appear that their efforts are helping families overcome the language, cultural, economic, and physical barriers to full participation, especially for a school where most of its families live outside the immediate neighborhood.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6:</p> <p>Family Engagement on Student Learning</p> <p><i>A quality school provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ The school has multiple high-quality activities and strategies which engage families in knowing what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them. ▪ These strategies help each student and their family overcome the language, cultural, economic, and physical barriers that can frustrate their full understanding 	<p>There is strong and consistent evidence of the following: ...</p> <p>To ensure effective family engagement on student learning, the school has implemented systems to review evidence of these practices.</p>

Burckhalter Elementary is rated **undeveloped** in this standard.

Challenges

1. The SQR Team found little evidence that Burckhalter currently provides systematic opportunities for families to understand what their child is learning; why they're learning it; what it looks like to know, perform, and interact "well" (i.e. with quality); and what potential career/college pathways are before them.
 - As noted in the previous standard, teachers and parents communicate and consult about student progress, but not in a wide-spread way. There is evidence that this communication/consultation touches upon what students are learning, but little evidence about why and what "good" looks like.
 - That said, it is noteworthy that Burckhalter is aware of this challenge and is in the process of planning with parents how they can help their child beyond just reading to them. The plan is that, once a month, starting in February, the school will implement a strategy of having parents working in classrooms, trying to understand what key standards they have covered and where they are headed, so that parents can support their students more effectively.

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 7:</p> <p>Standards of Meaningful Engagement</p> <p><i>A quality school builds effective student, family, and community partnerships by implementing standards of meaningful student and family/ community engagement, which are developed and approved by these local key stakeholders</i></p>	<p>There is little evidence of the following:</p>	<p>There is some evidence of the following:</p>	<p>There is substantial evidence of the following:</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> ▪ The school uses standards of meaningful student, family, and community engagement to build and assess the quality of its communications, meetings, and activities. ▪ These standards are developed and approved by the school’s key stakeholders. 	<p>There is strong and consistent evidence of the following: ...</p> <p>The school has implemented systems to review evidence of these practices.</p>

Burckhalter Elementary is rated **undeveloped** in this standard.

Challenges

1. Currently, Burckhalter does not utilize standards of meaningful student and family/ community engagement.

Quality Indicator 5: Effective School Leadership and Resource Management

Burckhalter Elementary School

SQR Review: November 14-16, 2011

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that the leaders of a school play a critical role in this success: supporting students, nurturing and guiding teachers, and empowering families and the community – thriving together as a full service community school.

“Effective School Leadership & Resource Management” happens when school leaders work together to build a vision of quality and equity, guiding the efforts of the school community to make this vision a reality. Leaders focus the school community on instruction, enabling positive academic and social-emotional outcomes for every student. Leaders guide the professional development of teachers and create the conditions within which teachers and the rest of the community engage in ongoing learning. These leaders manage people, funding, time, technology, and other materials effectively to promote thriving students and build robust, sustainable community schools.

This rubric enables schools to self-assess against the quality school leadership standards, based on evidence from a range of sources. In addition, the Quality Community School Development office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals within the school. A separate tool guides the development of individual leaders, based upon OUSD’s Leadership Dimensions. This rubric will not be used for the evaluation of school leaders.

Undeveloped	The school has not yet begun to implement the practice(s) and/or build the conditions.
Beginning	The school is beginning to implement the practice(s) and/or build the conditions, though inconsistently, and changes remain fragile.
Developing	The school implements elements of the practice(s) and/or conditions consistently; evidence of effectiveness is beginning to emerge in some areas.
Sustaining	The school consistently implements the practice(s) and/or builds the conditions. It has (they have) become an important factor in collective efforts to improve the school.
Refining	The practice(s) and/or conditions are deeply embedded in the school’s routines, and the school regularly reviews and refines their implementation.

Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

Quality Indicator 5: Effective School Leadership and Resource Management
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5:</p> <p>Focus on Equity</p> <p><i>A quality school has leadership that creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.</i></p>	<p>The school staff is not focused on addressing historical inequities.</p>	<p>The school staff understands the importance of addressing historical inequities, and has developed a plan to address these inequities.</p>	<p>The school staff has instituted some practices designed to address historical inequities.</p>	<p>The school staff consistently engages in practices that interrupt historical patterns of inequity</p>	<p>The school staff regularly reflects on their approach to addressing inequities, and processes have been adjusted based on these reflections.</p>

Burckhalter Elementary is rated **developing** in this standard.

Strengths

1. The SQR Team gathered evidence that the principal has established a practice of collecting and analyzing data on the performances of different student sub-groups, according to language status, gender, and ethnicity—as part of her efforts to lead improvement at Burckhalter. She consciously attempts to create equitable conditions for learning.
2. The principal and teachers are well focused on strengthening instructional practices that improve the performance of specific student sub-groups. However it should be noted that most teachers did not articulate this as a focus on equity, but rather a focus on high quality practices that benefit all students.

Challenges

1. The SQR Team gathered less evidence that the teachers have established a practice of collecting and analyzing data on the performances of different student sub-groups, according to language status, gender, and ethnicity. The evidence suggests that some teachers are attentive to this, but that it is not a practice shared by all.

Quality Indicator 5: Effective School Leadership and Resource Management
Burckhalter Elementary School
SQR Review: November 14-16, 2011

Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standards 6a and 9:</p> <p>Accountability for Student and Staff Outcomes</p> <p><i>A quality school has leadership that:</i></p> <p><i>6) guides and supports the development of quality instruction across the school to ensure student learning;</i></p> <p><i>9) collaboratively develops outcomes, monitors progress, and fosters a culture of mutual accountability.</i></p>	<p>The school staff has not developed student and staff outcomes, nor a system to monitor progress, and individuals do not assume mutual accountability.</p>	<p>The school staff has developed student and staff outcomes and a system to monitor progress, but they are utilized sporadically, and most individuals do not assume accountability.</p>	<p>The school staff has developed student and staff outcomes, monitor their progress occasionally, and have developed systems to foster a sense of mutual accountability.</p>	<p>The school staff has developed student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability.</p>	<p>The school staff regularly reflects on their approach to accountability, and processes have been adjusted based on these reflections.</p>

Burckhalter Elementary is rated **sustaining** in this standard.

Strengths

- The SQR Team gathered evidence that Burckhalter’s school staff has developed broad student and staff outcomes, consistently monitor their progress, and exhibit mutual accountability. These conditions begin with the principal who, in her “organic,” hands-on style has focused on a clear, broad set of outcomes (e.g., improved reading performance and writing proficiency), is present in classrooms monitoring student progress and teacher work, and builds a culture of support and accountability.
 - One teacher reports that the principal “offers a lot of support when she walks into the classroom. She gets materials that I need; she supports me on discipline matters. She and I meet with parents as necessary to talk about student progress and ways to support the student.” Another teacher observes that the principal has created an open door policy. “Her door and mind are open.” This teacher sees the principal constantly touching bases and communicating with teachers, noting the advantage of a small school and staff to operating this way: “Today, I talked to her at least 15 times.” The same teacher notes that the principal calls meetings to give teachers data: “We’re always reviewing data.”

Quality Indicator 5: Effective School Leadership and Resource Management

Burckhalter Elementary School

SQR Review: November 14-16, 2011

- Additional data on this standard of leadership at Burckhalter was also captured in the 2011 TELL OUSD teacher survey. Teachers indicated satisfaction with school leadership at Burckhalter, a satisfaction that generally matched or exceeded the satisfaction of elementary teachers across the district. Consider the following indicators:
 - The faculty and leadership have a shared vision: 86% of Burckhalter Staff polled agreed with that, compared to 69% of elementary teachers across the district.
 - Teacher performance is assessed objectively: 83% of Burckhalter Staff polled agreed with that, compared to 71% of elementary teachers across the district.
 - Teachers receive feedback that can help them improve teaching: 100% of Burckhalter Staff polled agreed with that, compared to 71% of elementary teachers across the district.
 - Teachers are trusted to make sound professional decisions about instruction: 100% of Burckhalter Staff polled agreed with that, compared to 73% of elementary teachers across the district.
 - The faculty is recognized for accomplishments: 86% of Burckhalter Staff polled agreed with that, compared to 69% of elementary teachers across the district.
 - One specific example of this standard of leadership was described by several different staff members at Burckhalter. When the issue of having split grade-level classes was raised at the 11th hour this year, teachers were given an opportunity to analyze the enrollment numbers to see if split classes could be avoided. The week before school started, the teachers worked together on the master schedule to see how it could be done. When they discovered there was no other way to do, these teachers communicated to the rest of the staff that they had to do split classes. At that point the principal offered teachers the opportunity to switch assignments, if they wanted. Reportedly, the teachers pulled together to provide support for each other. One teacher led a professional development on the key standards to focus on at each grade level. The principal reports that “we keep watching benchmark data to see what needs to happen and to determine any adjustments that need to be made.”
 - School partners made similar reports on this standard of leadership. The AAUW volunteers report that the principal is very involved in their work and that she is constantly checking in with the volunteers and monitoring their activities. The Ujimaa after school program staff say the same thing. The Ujimaa coordinator reports that, in his capacity as the ASP Site coordinator, he is on the SSC, goes to Faculty meetings, and plans with staff during summer prep meeting. ASP staff reports that “Mama Geathers has her hands in everything. She challenges us to step our game up.”
2. The SQR Team gathered evidence that teachers sometimes struggle with being accountable for student outcomes because they see many of the obstacles to student learning as arising from conditions outside the classroom. They are concerned about how students arrive to school not ready to learn. But their response has been to advocate for the expansion of social-emotional resources at the school to support students. There has also been explicit discussions that, despite the challenges students bring to the class, these are “still our kids” and “we have to figure out how to teach them.” As noted in Key Condition 4, teachers focus on student performance data and talk together about effective instructional strategies. The team sees all this as evidence of a staff that exhibits mutual accountability.

Challenges

2. While the SQR Team gathered evidence that Burckhalter’s school staff has developed broad student and staff outcomes, the team did not see consistent development of narrower, classroom learning goals. There was a relative lack of evidence of how students were progressing on narrower instructional goals, which seemed to make a finer monitoring of student progress more difficult. The team recognized that there were 2 context factors that probably undermined the consistent development of such goals: the fact that teachers were still learning how to define goals for split grade-level classes and the fact that they did not have another colleague who shared the same

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instructional assignment to plan with. Nonetheless, the team believed that, exactly because of these context factors, the development of these more specific instructional goals was important.

3. As noted in Key Condition 2, one challenge of this standard of leadership at Burckhalter is the seeming lack of formal moments when teachers can reflect on and monitor how their instruction is impacting specific students. The team observed and heard teachers describe their awareness of specific students with identified needs. The team observed and heard teachers describe the classroom differentiated strategies and other interventions they were using to address student needs. The team did not consistently observe or hear teachers describe their knowledge of the impact of their efforts, except in mostly general ways
4. Related to this (as noted in Key Condition 4), the principal acknowledged that, as a kind of professional learning activity, she wanted to improve her efforts to sit down with teams of teachers in a more formal way and give feedback that moves their practice. The principal noted that “we talk informally all the time, but my goal is to formalize and be more specific about my feedback to them. ... Where instruction is strong, we need to tease out what exactly is it that works, and then I need to be able to support teachers to do it. ... I need to be a good listener, focus on specifics, and then prod on the things I'm not hearing from the teacher or seeing in the classroom.”

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standards 1, 2, 3, 11:</p> <p>Shared Responsibility</p> <p><i>A quality school has leadership that</i></p> <p><i>1) builds the capacity of adults and students to share responsibility for leadership and to create a common vision;</i></p> <p><i>2) shares school improvement and decision-making with students and their families;</i></p> <p><i>3) provides student leaders access to adult decision-makers and supports them to be strong representatives of students;</i></p> <p><i>11) Leadership is distributed through PLCs, collaborative planning teams, and select individuals</i></p>	<p>We believe that every member of a school community is responsible for the education of the students that it serves. Students, families, and other community members join with the school staff to design, develop, and support strategies that are in the best interest of every student.</p>				
	<p>Staff, students and families participate only in mandated decision-making bodies (e.g., School Site Council, English Language Advisory Council), and that participation is primarily “signing off” on the plans of school leaders.</p>	<p>Staff, students and families participate on mandated decision-making bodies, and that participation shows some evidence of meaningful input on decisions made.</p> <p>They also occasionally participate in additional activities to inform school decisions, such as data analysis sessions and teacher hiring.</p>	<p>Staff, students and families participate on mandated decision-making bodies, in robust and meaningful discussions, and that participation shows strong evidence of meaningful input on decisions made.</p> <p>Through various leadership structures, they participate in additional activities that have a substantive impact on some school decisions.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans. The school has high-quality activities and strategies which build the capacity of staff, students, families, and community to assume leadership roles.</p>	<p>Staff, students, families, and community contribute substantially to all major decisions regarding the school. They are an integral part of the decision-making and involved, through various leadership structures, in monitoring results of school programs and creating/revising improvement plans.</p> <p>To ensure shared responsibility, the school has implemented systems to monitor the effectiveness of these practices.</p>

Burckhalter Elementary is rated **developing** in this standard.

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Strengths

9. The SQR Team found evidence that staff and families participate on the School Site Council, in robust and meaningful discussions, and that participation shows strong evidence of significant input on decisions.
 - As noted in Key Condition 5, family and community participation is limited to a small few, but the quality of this distributed leadership appears high nonetheless.
10. As noted in Key Condition 4, the team gathered substantial evidence that Burckhalter’s principal manages decisions in a highly collaborative way, albeit without formal, leadership structures. As such, there is substantial distributed leadership among key staff.
 - As noted in Key Condition 2 and 4, the principal and teachers collaborate often outside of formal structures and times to identify student needs, design supports, and to make key decisions. The principal generally initiates and facilitates these conversations, and in this respect has the most control over the “agenda.” However her collaborative style of tapping teacher perspective and expertise and her openness to feedback (as reported by several staff) ensures that this approach does promote distributed, shared leadership.
 - Additional data on the quality of shared responsibility and leadership at Burckhalter was also captured in the 2011 TELL OUSD teacher survey. Teachers indicated satisfaction with teacher leadership at Burckhalter, a satisfaction that generally matched or exceeded the satisfaction of elementary teachers across the district. Consider the following indicators:
 - Teachers are trusted to make sound professional decisions about instruction: 100% of Burckhalter Staff polled agreed with that, compared to 73% of elementary teachers across the district.
 - Teachers have an appropriate level of influence on decision making in this school: 100% of Burckhalter Staff polled agreed with that, compared to 57% of elementary teachers across the district.

Challenges

2. The team gathered no evidence that students contribute to school decisions or are involved in providing feedback on the effectiveness of school programs.
 - In its School Self Reflection, Burckhalter notes however that there is a culture of students taking responsibility for their behavior and school. They identify the Wednesday RAP sessions with students as an example: “During the Wednesday RAP sessions, students bring up issues. Students brainstorm what they can do even before adults intervene.” As a structure, the RAP sessions offer opportunities for students to contribute to decisions or provide feedback. However in the RAP session observed by the team, the activity was a staff-driven input about proper behavior, and therefore did not provide evidence of students assuming leadership by taking responsibility for their school.
3. While the absence of formal teacher leadership structures and roles supports a broader shared responsibility, it is also true, as reported in Key Condition 5, that these conditions leave Burckhalter with the challenge of sustaining improvements over time. Given that the goal of formal shared decision-making structures and roles is to build the conditions where quality can be sustained, even when individuals change, Burckhalter faces a potential challenge in being able to sustain its quality if key individuals, like the principal were to leave.

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The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens.

In Quality Outcomes “Ensuring Thriving Students and Healthy Communities,” the district establishes the performance standards that define in what areas “high levels of learning” are expected and what “high” performance in these areas would look like.

- The first several performance standards (2-4) are “familiar”, in that they describe the progress, attainment, and equity of academic outcomes that have traditionally been expected in Oakland schools. While typical measures of academic achievement, such as the California Standards Test (CST), provide performance evidence for these standards, the standards do not exclude and ideally they invite other more authentic measures of academic achievement to be used and developed to understand more fully what our students know and can do.
- Standards 4-11 are less typical, primarily because they stake ground in important areas of learning that are much more difficult to measure. Typically, districts do not create performance standards regarding physical and emotional health or the skills, knowledge and dispositions of engaged citizens because this kind of learning is so difficult to define and to measure. However, every educator knows these areas of learning are incredibly important. To challenge itself to, in fact, define and measure this learning, the District has adopted these performance standards. But, to be clear, it does not yet have effective measures for them.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.

- Student learning objectives from the Burckhalter Single Plan for Student Achievement (SPSA):
 - In the Burckhalter SPSA for 2011-2012, written in the spring of 2011, the school set 2010-2011 targets of 67.6% of their students being proficient/advanced in English Language Arts and 68.5% proficient/advanced in Mathematics. (Note these targets were driven by state AYP requirements.) Burckhalter did not meet its ELA target: 53% of its students were proficient/advanced in ELA. Burckhalter did meet its Math target: 73% of its students were proficient/advanced in math.
 - In the Burckhalter SPSA for 2011-2012, written in the spring of 2011, the school set a 2010-2011 API Target of 710, based on the state AYP targets. However, the school had already achieved an API of 821 in 2009-2010. While the Burckhalter API target strictly speaking satisfied state requirements, it is not evidence of good program goal setting to set a target that is significantly lower than what the school has already achieved.
 - Despite this issue surrounding the setting of API targets, there is no issue that Burckhalter is making large API gains each year. In 2010-2011, the school achieved an API of 842. Over the last 3 years, Burckhalter has averaged 50 point gains per year.

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- Additional student learning objectives set by the state as part of NCLB requirements:
 - Over the last 3 years, Burckhalter has met 100% of its AYP criteria.

- For the 2011-2012 school year, the Burckhalter principal and staff have also defined several improvement initiatives, which function in effect as program goals for the year. These can be summarized as
 1. Focus on 3rd and 4th graders who showed mixed progress on the CST in 2010-2011.
 2. Provide students 1:1 academic support in the areas the school has identified as key academic weaknesses.
 3. Strengthen social-emotional supports for students. One strand is to improve parent engagement; another is to improve student sense of safety.
 4. Build the rigor of ELA instruction to so-called “struggling readers”, English-only students who perform poorly.
 5. Continue professional development in differentiated instruction through their partnership with Lakeview and their internal strategies (e.g., pairing experienced and new teachers together).

The SQR Team did not gather any evidence that the school has defined specific, measurable goals for these initiatives. Given this, it may be difficult as a school to evaluate how effectively they have implemented these improvement initiatives.

2. All students demonstrate progress on academic and social goals each year and across years.
 - The rates of student proficiency on the CST in ELA and Math have climbed steadily at Burckhalter over the last 5 years.
 - Over the last 5 years, the percent of students proficient/advanced in ELA has grown from 26% to 53%. The percent of students proficient/advanced in Mathematics has climbed from 37% to 73%.
 - Over the last 5 years, the percent of students below basic/far below basic in ELA has decreased from 34% to 17%. The percent of students below basic/far below basic in Mathematics has shrunk from 36% to 6%.

 - The rates of student proficiency on the CST in ELA and Math also climb steadily across grade levels at Burckhalter.
 - Generally speaking, the proficiency rates for the same set of students, moving across grade levels, goes up each year in both ELA and Math.
 - These rates peak in 5th grade. In 2009-10, the percent of 5th graders proficient/advanced in ELA was 80% and in mathematics was 90%. In 2010-2011, the rates went even higher: the percent of 5th graders proficient/advanced in ELA was 89% and in mathematics was 94%.

 - The rates of student proficiency on the CST in 5th grade Science have climbed dramatically over the last 3 years, moving from 40% proficient/advanced in 2009, to 70% in 2010, to 95% in 2011.

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- In an analysis of two-year matched cohort data, using the 2009-2010 and the 2010-2011 CST data, Burckhalter students usually improved their performance level from the first year to the second.
 - In Mathematics, 61% of Burckhalter students improved by one or more performance levels from 2009-2010 to 2010-2011. 16% stayed the same, and only 23% slid back one or more performance levels.
 - In ELA, 56% of Burckhalter students improved by one or more performance levels from 2009-2010 to 2010-2011. 31% stayed the same, and only 13% slid back one or more performance levels.

 - In 2010-2011, Burckhalter's attendance rate was 92.6%, and its chronic absence rate was 22%. These rates are generally poor, compared to other elementary schools in Region 3. However, this comparison has improved this year. As of January 2012, for the 2011-12 year to date, Burckhalter's attendance rate is 95.3%, and its chronic absence rate is 16%. These rates are roughly at the medians for elementary schools in Region 3.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
- Over the last 3 years, while Burckhalter has averaged 50 point gains per year on their overall API, it has averaged 56 point gains per year on their API for African American students. This indicates a narrowing of the gap in achievement for African American students compared to the school overall.

 - In an analysis of two-year matched cohort data, using the 2009-2010 and the 2010-2011 CST data, Burckhalter student performance varied somewhat depending on ethnic background.
 - In Mathematics, 63% of Burckhalter African American students improved by one or more performance levels from 2009-2010 to 2010-2011, a rate higher than the school overall. 56% of Burckhalter Latino students improved by one or more performance levels, a rate lower than African American students and lower than the school overall.
 - In ELA, 47% of Burckhalter African American students improved by one or more performance levels from 2009-2010 to 2010-2011, a rate lower than Latino students and the school overall. 67% of Burckhalter Latino students improved by one or more performance levels, a rate substantially higher than African American students and higher than the school overall.

 - For African American male students, their two-year matched performance is good, but not similar to the overall rates.
 - In Mathematics, 56% of African American males improved by one or more performance levels, only 5 percentage points less than the school overall. However, 33% slid back one or more performance levels, 10 percentage points higher than the school overall.
 - In ELA, only 33% of African American males improved by one or more performance levels, 23 percentage points lower than the school overall. 22% slid back one or more performance levels, 9 percentage points higher than the school overall.

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- The rates of African American male student proficiency on the CST in ELA and Math have also climbed at Burckhalter over the last 5 years.
 - Over the last 5 years, the percent of African American male students proficient/advanced in ELA has grown from 29% to 36% (17 percentage points worse than the school overall). The percent of African male students proficient/advanced in Mathematics has climbed from 44% to 68% (5 percentage points worse than (BELOW?) the school overall).
 - Over the last 5 years, the percent of African American male students below basic/far below basic in ELA has decreased from 32% to 26% (9 percentage points worse than the school overall). The percent of African American students below basic/far below basic in Mathematics has shrunk from 29% to 4% (2 percentage points better than (ABOVE?) the school overall).

 - The SQR Team learned in the course of its review that, because of the progress Burckhalter has made with African American and socioeconomically disadvantaged students, the school received the 2011 Title I Academic Achievement Award from the federal government.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
- In 2010-2011, the percent of Burckhalter students proficient /advanced in ELA essentially matched the percent for California overall. The percent of Burckhalter African American students proficient /advanced in ELA exceeded the California percent by 12 percentage points. The percent of Burckhalter Hispanic students proficient /advanced in ELA exceeded the California percent by 9 percentage points. (<http://stars11.sccoe.org/schoolcharts.org>)

 - In 2010-2011, the percent of Burckhalter students proficient /advanced in Mathematics exceeded the California percent by 16 percentage points. The percent of Burckhalter African American students proficient /advanced in ELA exceeded the California percent by 31 percentage points. The percent of Burckhalter Hispanic students proficient /advanced in ELA exceeded the California percent by 32 percentage points. (<http://stars11.sccoe.org/schoolcharts.org>)

 - In 2010-2011, Burckhalter's API of 842 exceeded the median California school API by 64 points. (<http://stars11.sccoe.org/schoolcharts.org>)

Currently OUSD does not have a reliable and valid way to measure the following Quality Outcomes:

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5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

Summary of Rubric Ratings

Quality Indicator	Focus Standard	Focus Standard	Rubric Placement	Undeveloped	Beginning	Developing	Sustaining	Refining
1	1.1	1.1 Meaningful & Challenging Curriculum	Developing			<input checked="" type="checkbox"/>		
1	1.2	1.2 Safe & Nurturing Learning Experiences	Developing			<input checked="" type="checkbox"/>		
1	1.4	1.4 Active & Different Ways of Learning	Developing			<input checked="" type="checkbox"/>		
1	1.7	1.7 Students Know What They are Learning, Why, and How it can be Applied	Sustaining				<input checked="" type="checkbox"/>	
1	1.8	1.8 Academic Intervention & Enrichment Supports	Sustaining				<input checked="" type="checkbox"/>	
1	1.10	1.10 Equitable Access to Curriculum	Refining					<input checked="" type="checkbox"/>
1	1.11	1.11 College-going Culture & Resources	Beginning		<input checked="" type="checkbox"/>			
2	2.1	2.1 Safe & Healthy Center of Community	Developing			<input checked="" type="checkbox"/>		
2	2.2	2.2 Coordinated & Integrated System of Academic & Learning Support Services	Developing			<input checked="" type="checkbox"/>		
2	2.5	2.5 Identifies At-Risk Students & Intervenes	Developing			<input checked="" type="checkbox"/>		
2	2.6	2.6 Inclusive, Welcoming & Caring Community	Developing			<input checked="" type="checkbox"/>		
3	3.1	3.1 Collaboration	Developing			<input checked="" type="checkbox"/>		
3	3.2	3.2 Data Collection & Analysis	Developing			<input checked="" type="checkbox"/>		
3	3.4	3.4 Professional Learning Activities	Sustaining				<input checked="" type="checkbox"/>	
4	4.2	4.2 Shared Decision-making	Beginning		<input checked="" type="checkbox"/>			
4	4.5	4.5 Student/Family Engagement on Student Progress	Beginning		<input checked="" type="checkbox"/>			
4	4.6	4.6 Family Engagement on Student Learning	Undeveloped	<input checked="" type="checkbox"/>				
4	4.7	4.7 Standards of Meaningful Engagement	Undeveloped	<input checked="" type="checkbox"/>				
5	5.5	5.5 Focus on Equity	Developing			<input checked="" type="checkbox"/>		
5	5.6a & 5.9	5.6a & 5.9 Accountability for Student & Staff Outcomes	Sustaining				<input checked="" type="checkbox"/>	
5	5.1, 5.2, 5.3, & 5.11	5.1, 5.2, 5.3, & 5.11 Shared Responsibility	Developing			<input checked="" type="checkbox"/>		

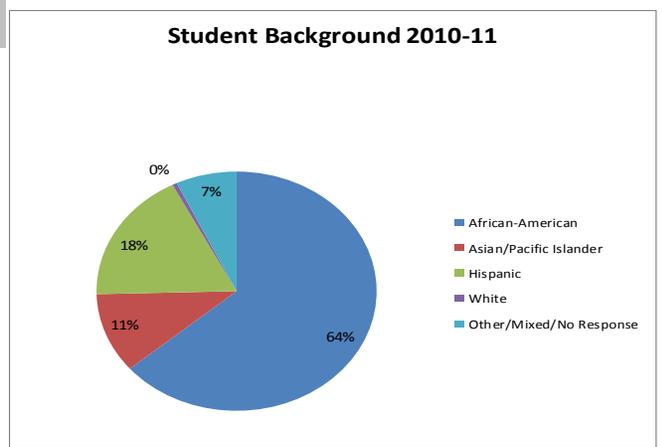
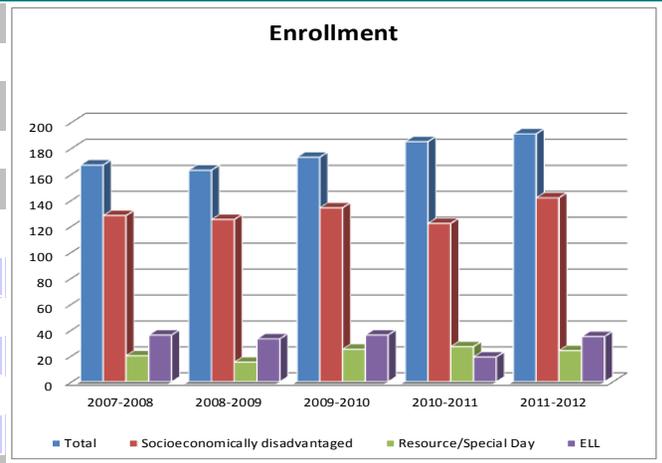
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Name of School:	Burckhalter Elementary	Name of School Leader:	Carin Geathers	PI (Program Improvement) Status:	Not in PI
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Live-Go Data						
# Live in Neighborhood	# Live-Go w/in School	# No Live Go	# Live No-Go	% Neighborhood Live-Go	% No Live Go	% Live No-Go
328	54	128	274	16.5%	39.0%	83.5%

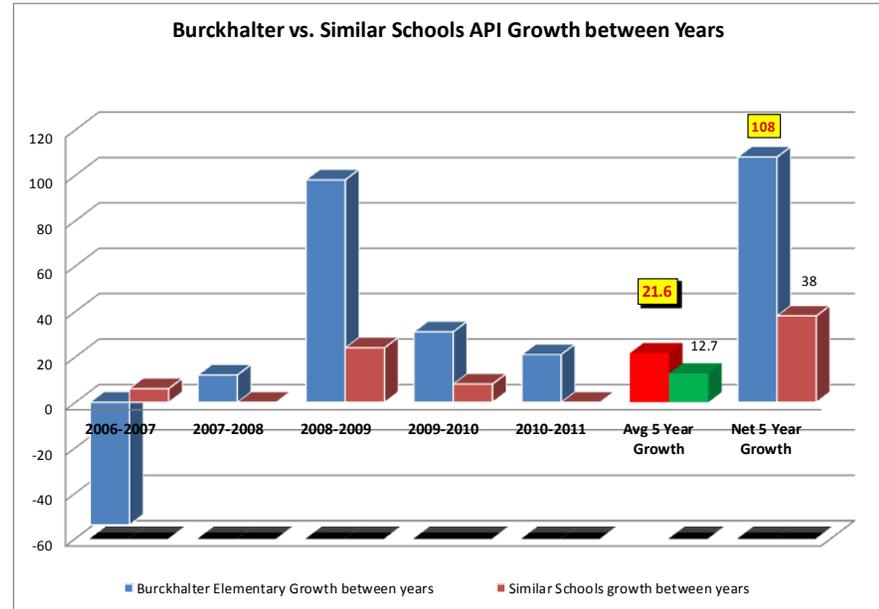
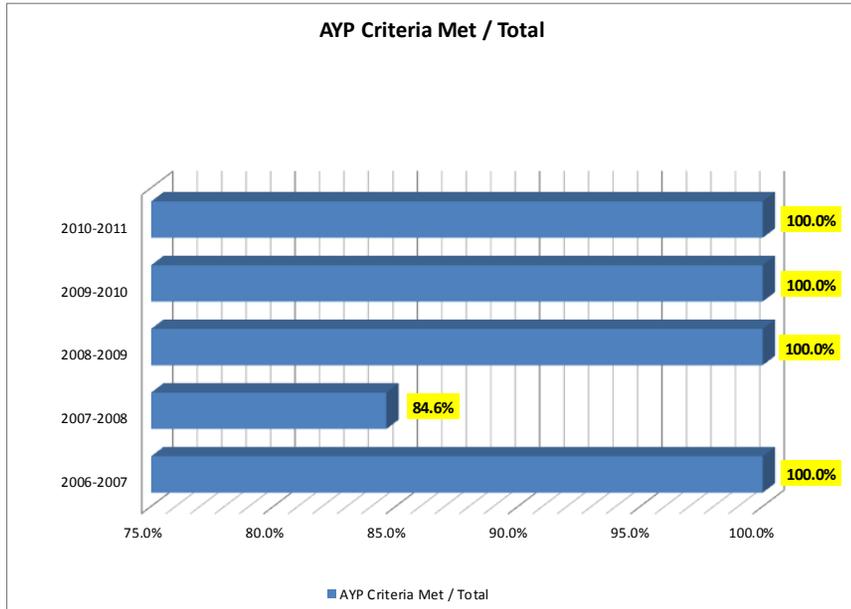
Enrollment, Attendance, Background, & Discipline in School

Total	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	167	163	173	185	191
Attendance & Absence Rates	Truancy Rate		Attended > 95% school days	10-11 ADA	Chronic Absence Rate 10-11
	51.9%		44.9%	92.6%	25.0%
Special Populations	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Socioeconomically disadvantaged	128	125	134	122	142
% of total enrolled	76.6%	76.7%	77.5%	65.9%	74.2%
ELL	36	33	36	19	35
% of total enrolled	21.6%	20.2%	20.8%	10.3%	18.2%
Resource/Special Day	20	15	25	27	24
% of total enrolled	12.0%	9.2%	14.5%	14.6%	12.6%
Background of students 2010-2011	Number of students	% of Total Students	Discipline - prior school year (10-11)	Suspension # of students	% of total students suspended
African-American	118	64%	African-American	1	54.6%
Asian/Pacific Islander	20	11%	Asian/Pacific Islander	0	
Hispanic	33	18%	Hispanic	0	
White	1	1%	White	0	
Other/Mixed/No Response	13	7%	Mixed/No Response	0	
ELL	19	10%	Male	1	100%
SPED	27	15%	Female	0	
Male	103	56%	Total	1	
Female	82	44%			

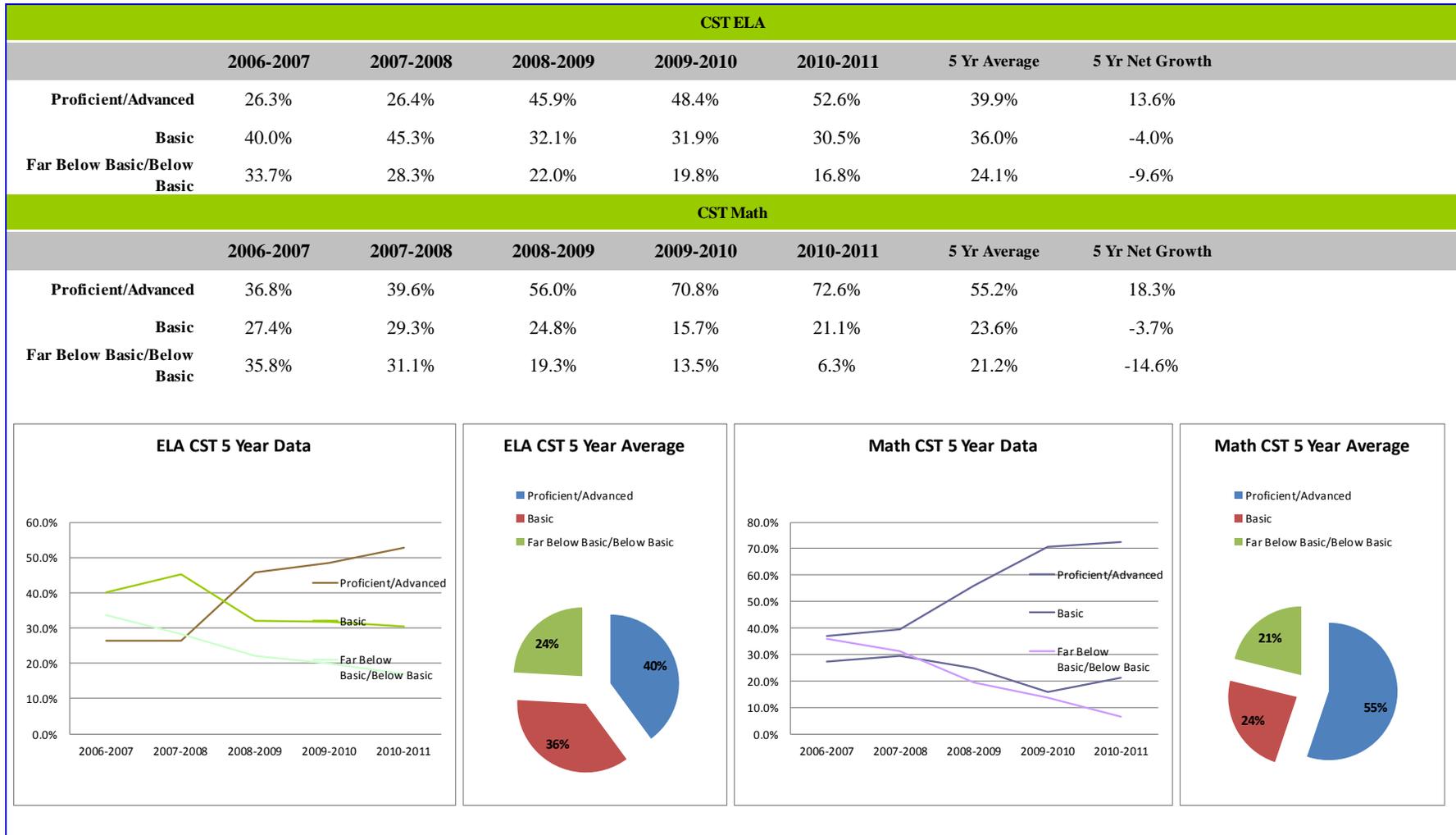


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Overall School Academic Data							
	AYP	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	
	AYP Met?	Yes	No	Yes	Yes	Yes	
	AYP Criteria Met / Total	100.0%	84.6%	100.0%	100.0%	100.0%	
	API	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Avg 5 Year Growth
	Growth API	686	696	790	821	842	
	Burckhalter Elementary Growth between years	-54	12	98	31	21	21.6
	Growth Target Met?	No	Yes	Yes	Yes	Yes	
	Similar Schools Growth API	715	N/A	774	739	N/A	
	Similar Schools growth between years	6	N/A	24	8	N/A	12.7



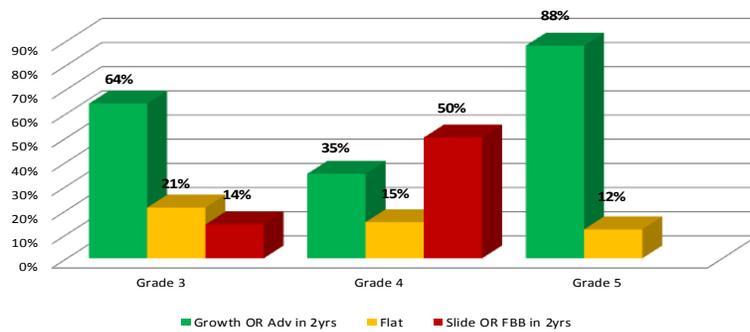
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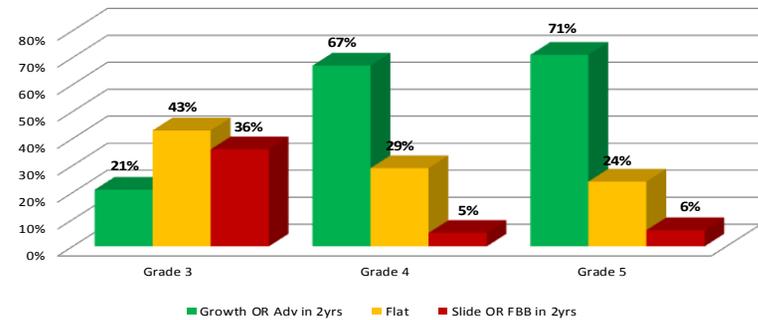
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2 Yr Cohort Academic Data				
Growth OR Adv in 2 yrs	Student improved one or more performance levels or remained at Adv in both years	Flat	Slide OR FBB in 2 yrs	Student slid back one or more performance levels or remained at FBB in both years
Burckhalter (09-10 to 10-11)	# Students	% Growth	% Flat	% Slide
Math	51	60.8%	15.7%	23.5%
ELA	52	55.8%	30.8%	13.5%

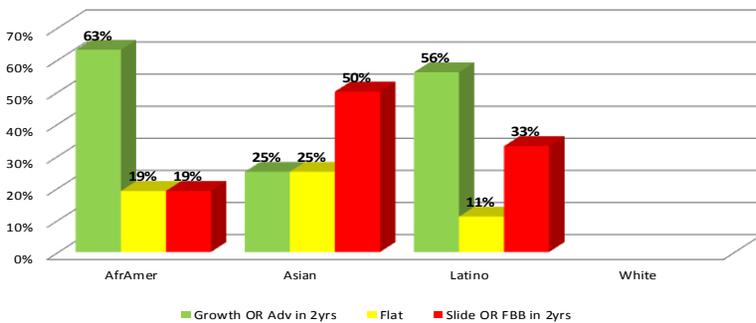
Math CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Grade



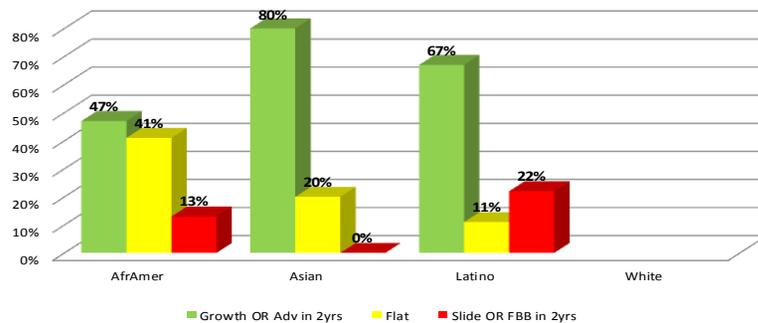
ELA CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Grade



Math CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Ethnicity



ELA CST/CMA 2 Yr Cohort Data 09-10 to 10-11 - By Ethnicity



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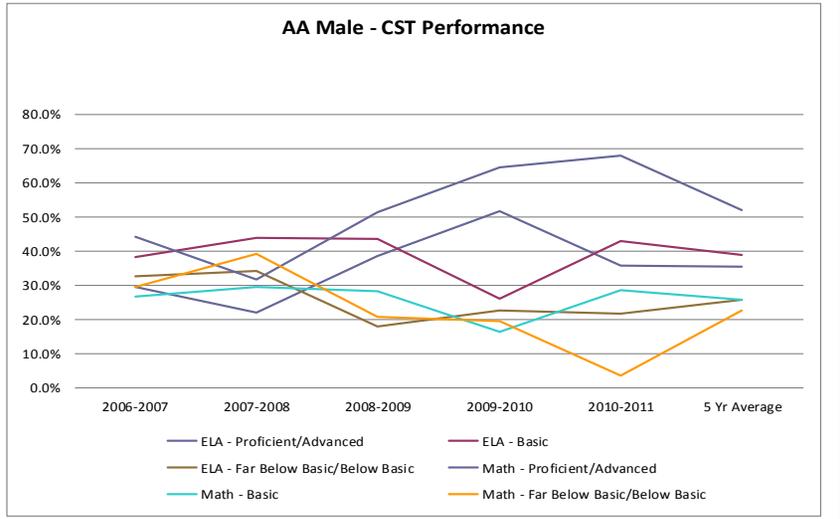
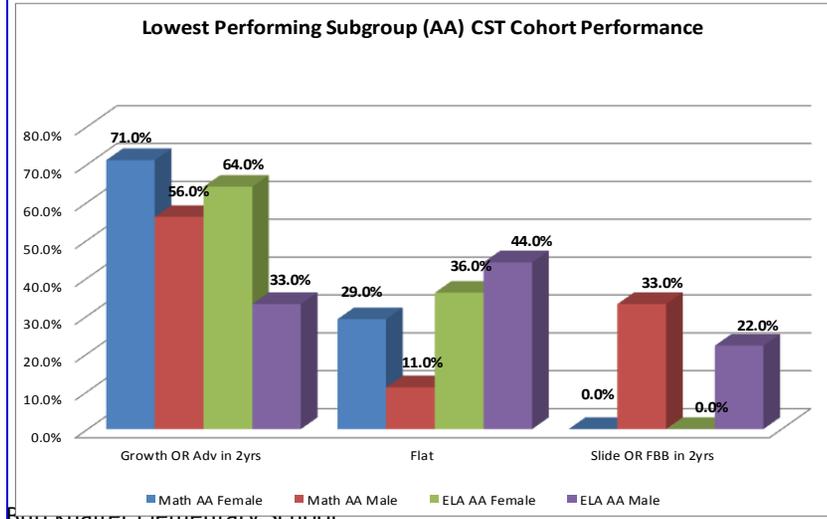
CST Math						
Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	52.9%	35.3%	11.8%			17
Proficient	52.9%	29.4%	17.6%			17
Basic	9.1%	54.5%	27.3%	9.1%		11
Below Basic	16.7%	16.7%	66.7%			6
Far Below Basic						

ELA						
Perf Level 2009-10	Performance Level 2010-11					# tested both years
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	
Advanced	90.9%	9.1%				11
Proficient	20.0%	60.0%	20.0%			10
Basic	13.6%	45.5%	31.8%	9.1%		22
Below Basic		12.5%	37.5%	37.5%	12.5%	8
Far Below Basic					100.0%	1

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Lowest Performing Subgroup - African American (AA) Students							
	School	AA		CST Math		CST ELA	
				Math AA Female	Math AA Male	ELA AA Female	ELA AA Male
2010 Growth API	821	835					
2011 Growth API	842	838	Growth OR Adv in 2yrs	71.0%	56.0%	64.0%	33.0%
2010 API Change	31	45	Flat	29.0%	11.0%	36.0%	44.0%
2011 API Change	21	3	Slide OR FBB in 2yrs	0.0%	33.0%	0.0%	22.0%
Total Students				14	18	14	18

African-American Male Students							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Yr Average	5 Yr Net Growth
ELA - Proficient/Advanced	29.4%	22.0%	38.5%	51.6%	35.7%	35.4%	6.3%
ELA - Basic	38.2%	43.9%	43.6%	25.8%	42.9%	38.9%	4.6%
ELA - Far Below Basic/Below Basic	32.4%	34.1%	17.9%	22.6%	21.4%	25.7%	-10.9%
Math - Proficient/Advanced	44.1%	31.7%	51.3%	64.5%	67.9%	51.9%	23.7%
Math - Basic	26.5%	29.3%	28.2%	16.1%	28.6%	25.7%	2.1%
Math - Far Below Basic/Below Basic	29.4%	39.0%	20.5%	19.4%	3.6%	22.4%	-25.8%





APPENDIX

School Self-Reflection

Burckhalter Elementary School

APPENDIX: Burckhalter ES School Self Reflection

1 What are 3 things that are distinctive about your school?
<p>Burckhalter has a diverse student population:</p> <ul style="list-style-type: none"> • Pre-K SDC • K-5 Autism Spectrum classes • K-5 Growing Yemeni and South East Asian population <p>Burckhalter over the past 3 years has doubled the academic achievement of African American & socioeconomically disadvantaged students and received the 2011 Title I Academic Achievement Award.</p> <p>Burckhalter integrates science, math and technology for all students. There is a full functioning computer lab. Burkhalter has the highest science proficiency for 5th graders (CST) and Math achievement, 71% proficient/advanced overall grades 2-5 (CST).</p>

2 How effective is your school overall?					
	4	3	2	1	
Evaluation:	Excellent		X		Unsatisfactory
How do you know?					
<p>Note the academic data & achievements above. Looking at the CST data, we're always seeing the growth of individual students.</p> <p>Recipients of the Title 1 Award: over past 3 years, have doubled the academic achievement of these sub-groups. Very rigorous standards that have to be achieved to receive this award.</p> <p>Experiences with a professional culture of shared accountability for students. For example, one family has 3 children at the school. Every year the staff provides back packs, clothes. People just decide that's what they're going to do. We anticipate what kids/families need. No child goes without.</p>					
What are its notable strengths?					
<p>The professional culture of shared accountability: Each kid is everybody's kids. Staff openly shares information about the needs of each student. Teachers push each other to share responsibility for student learning. Even when they are frustrated about the lack of supports for students, they take responsibility for figuring out how to get students what they need.</p> <ul style="list-style-type: none"> ▪ This culture goes down to the children. They have shared accountability for each other. See it in playground and in cafeteria. During the Wednesday RAP sessions, students bring up issues. Students brainstorm what they can do even before adults intervene. ▪ The principal sees many fewer "frequent flyers" in the office now. If see students in the office now, it is a glaring thing, unusual. Students and other adults usually intervene before a child ever gets to the office. 					

APPENDIX: Burckhalter ES School Self Reflection

The “Caught Being Good” system: before and after school as well.

The academic progress noted above.

What are the main priorities for improvement?

Focusing on the academic progress of the current 3rd and 4th graders. They showed mixed progress last year.

Develop a student council.

Parent outreach, beyond what the teacher does with parents: trying to figure out what we can do.

- Did a Saturday school campaign that brought a lot of parents in, but stretched teacher resources
- Need parent ed component

Start PTO, so parents can help parents. Be knowledgeable about the many resources parents have. Parents to parents.

Build on math science strengths.

Focus on ELA: vocabulary development, writing, and reading comprehension

- Starting year with SS and Science reading—build rigor; make more technical—figure out what vocabulary techniques work with ELL and EO (perhaps AA kids specifically)—build reading comprehension and vocabulary
- Feel ELL strategies are solid. EO kids that we’re looking for the growth.

3 How well is the school regarded by its students and parents?

4	3	2	1
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APPENDIX: Burckhalter ES School Self Reflection

Evaluation:

Excellent

		X	
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Unsatisfactory

How do you know?

In between 2 & 3

Feedback, both informal (conversations with stakeholders, students, parents, and community, Formal feedback, (Use Your Voice Survey) suggests that there is room for improvement.

Majority report feeling safe. But pockets of kids who feel bullied, sometimes in the tone and expectations of teachers.

Adults working on how do we address this.

- Mr. Smith is the only male teacher. How do we change some of the gender dynamic?

What do (a) students and (b) parents most like about the school?

- They like that the school is intimate and everyone knows everyone.
- The teachers are accessible and available.
- The school is safe. Students mostly feel cared for and included.
- Most parents report satisfaction: good with kids. They are asking what can be done for families (counseling, etc.)

What do they feel needs improvement, and what action is being taken?

- We must continue to make the school safer for all students: there is a group of kids who don't want to go outside for recess. Not necessarily afraid; just don't want to go outside. School has compromised: set up these reading nooks in hallways.
- We want the library open every day, not just when volunteers are there. Comes back to student responsibility: can they be there without direct adult monitoring?
- Eliminate bullying
- Become more accessible to parents

4 How well do students achieve academically?

Evaluation:

Excellent

4	3	2	1
	X		

Unsatisfactory

How do you know?

APPENDIX: Burckhalter ES School Self Reflection

2009-2010 CST scores

2010-2011 CST scores (Math and Science)

In which subjects and grades do students do best, and why?

5th grade: The teacher utilizes Differentiated Instruction strategies very effectively. She assesses students to meet needs their needs. She emphasizes critical thinking, vocabulary. Science, math.

3rd grade: We have targeted resources (Reading clinic); Project SEED (Math); Asilomar PD (math) for teachers; differentiated PLC support in ELA

In which subjects and grades is improvement needed, and what action is being taken?

Last year, our 1st grade and 3rd grades showed the weakest performance. We are providing targeted support and professional development to those teachers.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

Our “struggling readers” (our EO students who are trying to develop their skills).

African American males: saw gap this year, after we had stopped focusing on this last year. May not be academic, as much as social emotional.

5 How effective is the quality of the curriculum & instruction?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
				X		
How do you know?						
Not consistent academic achievement across all grade levels						
Which are the strongest features of teaching and learning, and why?						
Full implementation of core curriculum, “Best Instructional Practices” (what is effective in ELA and varies for Math and Science).						
Experienced teacher partners with less experienced teacher. Seeing the development of the younger teacher.						

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Shorten emphasis on Open Court. Shift in January to SS and Science text—expository text.

One teacher has strong DI routines. PD focus on DI: What does it really mean to do DI? Deconstructing.

- In her class, students always working in groups.
- Want teachers to develop structures, and protocols to start next year

What aspects of teaching and learning most need improvement, and what action is being taken?

All staff not well versed in DI instructional materials

We are limited by a lack of on-site support services/resources to better meet students needs (especially socio-emotional).

Our capacity is maxed out. If had 10 more high needs kids, would be overwhelmed.

Looking for one more adult volunteer to provide 1:1 support to students.

6 How effective is the system of assessment of student learning?

Evaluation:	Excellent	4	3	2	1	Unsatisfactory
			x			

How do you know?

We examine, analyze and utilize data to plan instruction and set groups to accommodate student needs.

We implement beginning of year school wide assessments:

- K-1 DIBELS, writing
- 2-5 Placement tests (Math), Fluency, writing, grade level assessments linked to 1st benchmark

We do this well. Sometimes we can't address the needs, but we know what the needs are. Frustration around lack of resources.

What are the strongest features of assessment?

Data is accessible and utilized by all staff members to align instruction and meet student needs.

All staff is trained in accessing data via Edusoft (benchmark and Open Court assessments).

- Anybody who pushes in gets the data and knows exactly what to work on.

Staff uses both formal, informal assessments to Differentiate Instruction

A lot of informal assessment that they do on their own.

Share the data with the students. Have data talks. Principal does this. Targets individual students: problem solving.

- Students chomping at the bit to see how they did on the tests.

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What aspects need improvement, and what action is being taken?

Resources: identify adults who can provide 1:1 support to specific kids.

7 Identify at least one student group on which you have a strategic focus. How effective is the school right now in diagnosing and addressing the learning needs of this group?

	4	3	2	1	
Evaluation:	Excellent	X			Unsatisfactory
How do you know?					
3 rd and 4 th graders: Data analysis described above					
Which are the school's strongest features, and why?					
We know what they need.					
Now it's lasering in on the specific skill or strategy.					
What most needs improvement, and what action is being taken?					
We need access to other resources to better address students needs (especially socio-emotional)					

8 How effective are the strategies and services that you have put in place to support the physical, emotional, and social needs of your diverse students?

	4	3	2	1	
Evaluation:	Excellent		X		Unsatisfactory
How do you know?					
We have reduced negative behavioral referrals by 90%. Students receive PE once weekly. 75% are enrolled in Ujimaa after-school enrichment program.					
What are the strongest features of support structures for a diverse student population?					
1:1, 2:1 interventions					
Very infrequent that we have students who must stay in the office. Usually these are <u>new</u> , upper grade students. When					

APPENDIX: Burckhalter ES School Self Reflection

we talk with them, we discover they were the ones that were usually put out. They are struggling academically and are trying to get out of class because it's hard for them. They figure out what will get them sent to the office.

We tell them that we understand the challenges, and that they are going to be successful. Break the pattern. We go to their parent and ask, "What works at home?" The it's about Individual problem solving.

What aspects need improvement, and what action is being taken?

PE once a week isn't enough. ASP coordinator comes in earlier.

Teachers are taking students out a bit more.

When rain starts, try to get one more section of activity in (dance, ...)

9 How effective are the professional development opportunities provided to teachers?

	4	3	2	1	
Evaluation:	Excellent	x			Unsatisfactory

How do you know?

Teachers learn together in PLC's – overall goal of PD is improved, consistent academic achievement for all. Partner with Lakeview ES.

Which are the strongest features of professional development, and why?

- PD is aligned with OUSD instructional goals
- PD narrowed (2-3) focus areas/year (–based upon teacher identified needs)
- PD co-constructed with teachers
- Sister school of Lakeview: When you have only one teacher per grade, you have to go find others who teacher your grade level. The teachers of the 2 schools are starting to meet/communicate outside of regularly scheduled Wednesday PD.
 - Meet as whole group.
 - Meet with Lakeview twice a month, focus on writing, in both whole group and then grade-level meetings. Will score district writing genre together.
 - In November, on Fridays, will have additional team meetings with Lakeview. Writing and vocabulary focus.

Meet in circuits: K-2 & 3-5—on the other Wednesdays.

What aspects of teaching and learning most need improvement, and what action is being taken?

- Deepening vocabulary development

APPENDIX: Burckhalter ES School Self Reflection

- Differentiated Instruction
- Integrated instruction across curricular areas
- Full implementation of Best Practices

10 How effective is the leadership and management of the school?						
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
				X		
How do you know?						
Staff and volunteer reports, Academic success, Management effectiveness						
What happens when principal is not there: only communicate if something big is going on. When everybody know what the issues are, they are capable of handling things when the principal is away.						
Which are the strongest features of leadership and management, and why?						
<ul style="list-style-type: none"> • We have a collective sense of responsibility • Opportunity to collaborate in 2 schools PLC (Lakeview) as well as in circuits (K-1) (2-5) • Classified and Custodial who step up round management issues 						
What aspects of leadership and management most need improvement, and what action is being taken?						
<ul style="list-style-type: none"> • Need to secure resources (outside – human – socio-emotional counseling) 						

11 How effectively does the school meaningfully engage with parents & students?						
Evaluation:	Excellent	4	3	2	1	Unsatisfactory
				X		
How do you know?						
1:1 we do a good job. Need to build systems & resources so not so dependent on individuals.						
Which are the strongest features, and why?						
SSC, Parent conferences, SST's, effective in-class student engagement strategies, Back-To-School Night.						
What most needs improvement, and what action is being taken?						
PTO, more opportunities for parent engagement, and parent education, e.g. Saturday school for students/families, Literacy Nights, create an maintain positive home/school relationship						

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Make home visits a regular practice.

12 What are the school's future plans?

Discuss the key challenges or risks that you see for your school going forward.

- Maintaining consistent academic growth for all students overtime
- Sustained effective teaching to meet changing student needs
- Expansion of resources (especially socio-emotional)—counseling resources. The big gaping hole.

Expansion of school: Merge with sister school of Lakeview. Good working relationship. Know their capacity. Good to combine resources. Make one school that is really strong for all our populations. Their philosophy is like ours.

Keep richness of diverse teachers working together (new to experienced; special ed to mainstream)

Describe what you are doing or plan to do to address each of the major challenges that you have identified. If applicable: Describe any recent major revisions to your school plan and rationale.

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