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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

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

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Burckhalter Elementary School.

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

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

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

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

Attachment(s)

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

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Burckhalter Elementary School **Site Number:** 105

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

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

Date(s) plan was approved: 4/16/2026

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

- Flyers in students' home languages
- Announcement at a public meeting
- Other (notices, ParentSquare blasts, etc.)

Signatures:

Carin Geathers	<i>Dr. Carin Geathers</i>	4/17/2026
<i>Principal</i>	Signature	Date
Erich Butler	<i>Erich Butler</i>	4/17/26
<i>SSC Chairperson</i>	Signature	Date
<i>SELLS Representative (optional)</i>		Date
Monica Thomas	<i>Monica Thomas</i>	04/17/2026
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	4/17/26
<i>Director, Strategic Resource Planning</i>	Signature	Date

2026-27 SPSA ENGAGEMENT TIMELINE

School Site: Burckhalter Elementary School

Site Number:

105

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/28/2025	Other	Reviewed SPSA goals and strategies, Reviewed data and identified school needs, Reflected on progress and challenges, Discussed proposed expenditures and priorities
9/24/2025	SSC	Reviewed data and identified school needs, Reflected on progress and challenges, Reflected on instructional
10/14/2025	Faculty	Reflected on progress and challenges, Reflected on instructional practices and supports
12/18/2025	Faculty, SSC	Reflected on progress and challenges, Reviewed SPSA goals and strategies, Facilitated group feedback on
1/15/2026	SSC	Reflected on progress and challenges, Collected input for next year's SPSA draft, Reviewed data and identifi
2/19/2026	SSC	Reviewed SPSA goals and strategies, Collected input for next year's SPSA draft, Discussed proposed expe
4/16/2026	SSC	

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

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

Early Literacy Program

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

Summer Learning Program

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

Credit Recovery Program

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

Transitional Students and Families Unit

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

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

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$100,800
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$681,516

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$99,000
Title I Parent & Family Engagement Resource 3010	\$1,800
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$100,800

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$681,516

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$18,800
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$238,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$38,948
SUBTOTAL OF STATE & LOCAL FUNDING:	\$580,716

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Burckhalter Elementary School		School ID: 105
CDS Code: 1612596001689	SSC Approval Date:	Board Approval Date: 6/24/2026

School Mission and Vision

Mission

The mission of the Burckhalter Elementary School community is to create and maintain a learning environment that supports ALL students' needs and promotes their intellectual, interpersonal, and social growth. When we are successful, we equip our children to succeed in the dynamic, ever-changing world they live in. Our mission is to ensure that every student develops strong literacy skills so they can read, write, speak, and think critically across all content areas. Through explicit, evidence-based instruction, ongoing assessment, and responsive intervention, we commit to building literacy proficiency for all learners.

Further, we envision a school where early literacy is the shared responsibility of every adult, every classroom, and every day. In this vision:

All students master foundational reading skills in the early grades and read at or above grade level by third grade.

Instruction is systematic, data-driven, and inclusive, meeting the needs of multilingual learners, students with disabilities, and historically underserved groups.

Teachers are experts in early literacy instruction and intervention, using ongoing assessment to respond quickly to student needs.

Families are partners in building literacy-rich environments at home and at school.

As a result, students leave our elementary school equipped with the literacy skills necessary for lifelong learning, critical thinking, and leadership.

Vision

At Burckhalter we envision a PK–5 school where:

Early literacy instruction in PK–2 is explicit, systematic, and aligned

Students meet or exceed grade-level reading expectations by third grade and continue to grow through fifth grade

Teachers use ongoing assessment to drive instruction and close opportunity gaps

Literacy instruction reflects students' cultures, languages, and lived experiences

Our goal is to ensure that Burckhalter Elementary School students leave our school as independent readers and writers prepared for the demands of middle school and beyond.

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

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

School Demographics, 2024-25								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
55.4%	46.1%	27.5%	2.6%	6.7%	31.6%	90.7%	13.5%	0.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
44.6%	7.3%	2.6%	0.5%	0.0%	0.0%	89.6%	5.7%	80.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	30.4%	11.1%	18.2%	60%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	65.6%	60.0%	61.9%	80%	80%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	68.8%	56.5%	55.6%	80%	80%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-55.9	-43.8	-41.4	-33.00	-23.0

SBAC ELA Participation	All Students	95.5%	96.3%	94.7%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.4%	72.4%	59.4%	52.8%	60.0%
Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-80.9	-88.5	-54.8	-50.0	-40.0
SBAC Math Participation	All Students	92.9%	92.9%	94.7%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	18.2%	9.1%	27.6%	25.0%	20.0%
California Science Test (CAST) Participation	All Students	95.7%	94.3%	96.7%	95.0%	95.0%

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

School Goal:	By May of 2027 <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-73.6	-55.9	-82.0	-33.0	-23.0
SBAC ELA Distance from Standard Met	Latino/a Students	-39.1	-40.3	-28.4	-33.0	-23.0

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	75.0%	42.9%	64.7%	70.4%	80.0%
SBAC Math Distance from Standard Met	Special Education Students	-122.6	-84.4	-64.6	-50.0	-50.0
SBAC Math Distance from Standard Met	Latino/a Students	-90.6	-82.2	-36.1	-50.0	-40.0

Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	5.0%	4.8%	15.8%	25.0%	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%		100.0%	25.0%	50.0%

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	79.2%	77.8%	64.4%	85.0%	80.0%
Out-of-School Suspensions	All Students	0.5%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	72.0%	50.7%	44.7%	50.0%	50.0%
Chronic Absenteeism	African American Students	69.8%	48.6%	43.3%	50.0%	50.0%

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	87.2%	88.2%	88.8%	90.0%	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>Priority Strengths</p> <p>100% of teachers, teachers on special assignment (TSA), and early literacy tutors have completed the required professional development and training aligned to both the adopted curriculum (UFLI, DIBELS, and SIPPS) and evidence-based instructional practices aligned to EL Education.</p> <p>100% of students are consistently screened using DIBELS two to three times per year, with frequency informed by Fall benchmark results. Those students not meeting grade level mastery are progressed monitored monthly until they meet mastery.</p> <p>Tier 1 literacy instruction is continuously strengthened through ongoing and consistent data analysis, early literacy coaching, and instructional refinement.</p> <p>100% of students identified as below benchmark in the Fall receive Tier 2 or Tier 3 literacy intervention informed by Fall benchmark assessment results.</p> <p>Students receiving Tier 2 or Tier 3 interventions receive regular, scheduled progress monitoring aligned to their instructional focus. Progress reports are sent to parents before the 1st trimester report card period.</p> <p>Observation and feedback cycles for all teachers, teachers on special assignment (TSA), and early literacy tutors are implemented on a structured, ongoing cadence, with a focus on curriculum fidelity and data-driven instructional decision-making.</p> <p>Computers and other instructional technology used in classrooms are a necessity as they support access for all students, especially English Language Learners, African American, and students with IEP's.</p> <p>Students use Chromebooks to access software used daily (e.g. iReady reading and math, Starfall (TK), EL Education, and NewsELA) as well as Google Docs to respond to teacher assignments.</p> <p>Finally, Chromebooks facilitate access to class and homework assignments via Google Classroom. Teachers can implement differentiated instruction strategies and assessments (Curriculum Embedded Assessments) in both mathematics and Reading/Writing) more effectively, addressing the diverse learning needs.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>100% of all teachers, teachers on social assignment and math tutors receive ongoing professional development and coaching in districted adopted math curriculum Eureka Math 2.0 math curriculum;</p> <p>African American students' academic growth is in alignment with overall student growth.</p> <p>AA iReady =37% Met 100% of Typical Growth (Midyear); 42% Showed Improved Placement (Between Bands)</p> <p>Students with IEPs = Met 100% of Typical Growth (Midyear); 41% Showed Improved Placement (Between Bands)</p> <p>Per IReady Reading Growth Non Special Ed 77.5% Grew at least 1 year</p> <p>Per IReady Reading Growth, Special Ed 67.7% Grew at least 1 year</p> <p>Per IReady Reading Growth-36% of Early On Grade Level Met Typical Growth; 64% Showed Improved Placement (Between Bands)</p> <p>Per IReady Reading Growth-70% of students 3 or more years below grade level Met Typical Growth; 60% Showed Improved Placement (Between Bands)</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>100% of all teaching staff receive ongoing professional development in Socioemotional learning (CREW-EL Ed)</p> <p>“Sown to Grow Wednesdays” provides feedback on the SocioEmotional needs of all students.</p> <p>Family Literacy Nights support family engagement and Parent education in the core curriculum (EI Ed and Eureka Math 2.0)</p> <p>More than 70% of all TK-5th graders use Sown to Grow weekly to share personal reflections and seek advice from teachers</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>New teachers participate in professional learning (OUSD, school site) focused on high-leverage instructional practices aligned to walkthrough data</p> <p>New teachers participate in research-based Professional Development aligned to staff needs (e.g. UnboundEd Summer Institute-June 22)</p> <p>Weekly PLCs with a rotating focus between ELA, Math, and CREW (SocioEmotional Learning)</p> <p>Weekly coaching for K-2 teachers with a focus on early literacy instructional strategies and UFLI implementation</p> <p>During the day, Collaborative Lesson Planning with TSA/Coach</p> <p>Instructional Leadership Team (ILT) and CREW Leadership Team (CLT)</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<p>Priority Challenges include but are not limited to: Aligned and differentiated professional development in ELA and Math best practices Heavy focus on "Intervention" rather than "Acceleration" of students skills Not utilizing skills students bring into the classroom Misalignment issues between curriculum, instruction, and assessments Not balancing intervention, enrichment, and core instruction</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>Priority Challenges include but are not limited to: Chronic absenteeism and mobility rates Gaps in early literacy exposure and school readiness (Students) Inconsistent implementation of culturally responsive teaching practices (Teachers) Language barriers impacting comprehension and assessment performance Heavy focus on "Intervention" rather than "Acceleration" of students skills Not utilizing skills students bring into the classroom Misalignment issues between curriculum, instruction, and assessments Not balancing intervention, enrichment, and core instruction</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Priority Challenges include but are not limited to: Chronic absenteeism is high across all student groups. Lack of understanding from families of the instruction and learning that happens in the classroom that cannot be replicated through packets and independent work. The inability to interrupt and decrease chronic absenteeism for targeted students, especially Latino/a Students and Students with Disabilities; severely impacts students' academic progress and social skills Lack of targeted outreach and support for families around attendance.</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	Priority Challenges include but are not limited to: <ul style="list-style-type: none">- Increase in number of teachers on Intern credentials- Decrease in number of onsite coaches for new teachers and staff- New teachers are often not in attendance for site-based professional development and coaching- Number of new teachers not receiving consistent feedback from observations
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Burckhalter Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

The following strategies and actions continue to be implemented:

- UFLI, DIBELS, SIPPS, and EL Education curriculum aligned Professional Learning for educators
- Observation and feedback cycles for teachers, teachers on special assignment, and early literacy tutors are based on early literacy data
- Monthly learning walks to measure Tier 1 instruction are aligned to specific measures
- Tiered interventions for all K-2 students below benchmark using iReady and DIBELS
- Routine progress monitoring for all K-2 grade students receiving interventions
- Routine progress monitoring for all 3-5 grade students receiving interventions
- Monthly re-evaluations for all students receiving interventions to ensure dosage is resulting in sufficient progress.
- Students who make sufficient progress are exited out of Tier 2 or Tier 3 interventions

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

The school's literacy strategies are effective because they establish a coherent, data-driven system that strengthens core instruction, ensures early identification of student needs, and provides timely, targeted intervention. Required K-2 early literacy professional learning builds staff capacity and consistency in evidence-based instruction, while universal DIBELS screening enables early and accurate identification of students at risk. Continuous improvement of Tier 1 instruction reduces the need for intervention and raises overall achievement. Timely access to Tier 2 and Tier 3 supports, paired with regular progress monitoring and data-based adjustments to intervention dosage, ensures instructional intensity matches student need. Structured observation and feedback cycles focused on curriculum implementation and data use support ongoing instructional improvement. Together, these strategies increase literacy proficiency and support sustained student growth. Consistent use of exit tickets after professional learning should inform future learnings.

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

Effective implementation of district adopted literacy curricula must deepen, as measured by walkthrough, observation and feedback data. The dosage of observation and feedback is not yet consistent or aligned with the need as indicated by the percentage of K-2 students who are below benchmark. Peer observation must be ongoing and consistent to strengthen instructional strategies across classrooms.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Pay for costs of fingerprinting for parents to increase Parent Involvement (e.g. classroom room parents, overnight field trips)</p>	<p>Student Connectedness to School</p>	<p>Parents are cleared through partnership with Oakland Education Fund to provide financial support for parents' fingerprinting costs to increase school-based family engagement and connectedness. Goal: Increase parent attendance at parent/teacher/student conferences, literacy nights, Saturday School Math Awareness sessions, and Girls, Inc., afterschool program showcases</p>	<p>Working, Increase: Goal is for all students TK-5th graders all participate in at least (1) fieldtrip every year. There are 69/211 or 33% of all parents who are fingerprinted and cleared to be volunteers.</p>	<p>Working, Continue, Increased family involvement and engagement activities. Hosted 5 family activities including grade level meetings; math and reading literacy nights, monthly Coffee and Conversation hosted by PTO. This is an increase of 50% from 24-25-25-26.</p>
<p>Teacher on Special Assignment</p>	<p>Student Connectedness to School</p>	<p>Facilitate interventions for struggling readers in 3rd– 5th grade for both English Only speakers and English Language Learners (ELLs). (Daily) Set goals for students and meet with them to provide progress on goals.</p>	<p>Working: Additional teacher support helped improve reclassification of English Language Learners (ELL's) significantly more students 5% vs 0% the previous year.</p>	<p>Will Continue-TSA will conduct observation and feedback cycles based on DIBELS and UFLI data, adjusting dosage aligned to student progress. TSA will also continue monthly data-based planning and decision-making sessions.</p>

Teacher on Special Assignment	LCAP Goal 1-Early Literacy	Provides bi-weekly observation and feedback and one-on-one coaching to teachers based upon DIBELS and UFLI data. Also leads Early Literacy monthly K-2 PLC professional learning.	Working-Far too many students qualify for Tier 2 or 3 intervention, indicating a need for stronger Tier 1 instruction, as well as data based planning and decision-making.	Continue-TSA will conduct observation and feedback cycles based on DIBELS and UFLI data, adjusting dosage aligned to student progress. TSA will also continue monthly data-based planning and decision-making sessions.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Burckhalter Elementary School	SCHOOL ID:	105
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal:	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Instructional Goal: All students have access to effective and culturally responsive Tier 1 instruction, as measured by walkthrough rubric criteria. Teachers will provide effective Tier 1 instruction by completing minimum of 25-40 hours of professional learning, ongoing observation and feedback cycles on literacy screening and progress monitoring data, and monthly data-based planning and decision-making. All new teachers attend foundational curriculum training and yearlong New Teacher PD offerings. Tenured teachers participate in training to refresh and update instructional practices (as needed or recommended).	All Students	Academic	Tier 1 - Universal
1-2	Leaders provide weekly protected time for backwards planning; Leaders and Instructional Leadership Team (ILT) will support the implementation of core curriculum and monitor curriculum pacing through weekly lesson planning, site based coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-3	Leader provides weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Foundational Skill, Core Literacy, and D-ELD strands; Leader and teachers analyze student work/assessments/SIPPS data, and reflect on instruction as part of Plan-Do-Study-Act (PDSA) cycle.	African American Students	SEL / Mental Health	Tier 1 - Universal
1-4	Intervention Goal: At least 75% of students scoring below benchmark in the Fall on the iReady diagnostic receive the tiered intervention and progress monitoring dosage recommended by screening data.	All Students	Academic	Tier 1 - Universal

1-5	After Beginning of Year (BoY) assessment data is analyzed, students multiple years below, receive tiered supports (e.g. Early Literacy tutoring, 1:1 tutoring, accelerated small group instruction) and set and monitor progress towards i-Ready STRETCH Goals of at least 3-4 lessons per week as a 80% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. Progress Monitoring Goal: All students' intervention plans will be re-evaluated monthly to ensure they are receiving the dosage needed to meet end-of-the-year-benchmarks.	All Students	Academic	Tier 2 - Supplemental
1-6	Staff will ensure that students learn about themselves and each other through sharing their narratives, experiences and ideas in a supportive and inclusive classroom environment that honors all students' home languages, cultures, and ancestries. This time is designated daily as CREW.	All Students	Behavioral	Tier 1 - Universal
1-7	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic/Behavioral	Tier 1 - Universal
1-8	All students participate in field work and enrichment activities to provide all TK-5th grade students with hands-on, real-world learning experiences to boost academic performance, and foster social-emotional development.	All Students	Academic/Behavioral	Tier 1 - Universal
1-9	Supplies to support ALL students are purchased and aligned to student need.	All Students	Academic	Tier 1-Universal

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

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY			
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in reading and discussing grade level texts of interest and writing tasks are meaningful	All Students	Academic	Tier 2 - Supplemental

2-2	Teachers will collect, analyze and utilize multiple measures to assess student progress, including IEPs, standardized assessments, curriculum-embedded assessments, informal assessments (checks for understanding, performance tasks, exit tickets, observational data), and culturally responsive measurements that focus on student wellness	All Students	Academic	Tier 1 - Universal
2-3	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	All Students	Academic	Tier 1 - Universal
2-4	Leadership ensure Special Education staff utilize appropriate, evidence-based interventions at the dosage and intensity necessary to accelerate student growth, and that progress data toward established IEP goals are developed, shared, and analyzed at least trimesterly to inform educational decision-making.	All Students	Academic	Tier 1 - Universal
2-5	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	Black Students	Behavioral	Tier 1 - Universal
2-6	Develop explicit Culturally Resonsive instructional strategies for Black students to ensure they have access to grade level texts, develop academic skills in small intervention groups, and have MULTIPLE opportunities to develop oral language fluency by participating in academic discourse.	Black Students	Academic	Tier 1 - Universal
2-7	Develop explicit strategies for ELLs using ELPAC, SIPPS, DIBELS, and SBAC assessment data; ELLs have MULTIPLE opportunities to develop oral language fluency by participating in academic discourse	English Language Learners (ELLs)	Academic	Tier 1 - Universal
2-8	Hire a Program Manager, Community School, which is a strategic leadership role designed to integrate student supports and community resources. The Community School Manager (CSM) works to remove the "out-of-classroom" barriers that prevent students from attending school and learning effectively. Improved student outcomes include: Increased and improved attendance; Improved Mental Health; Expanded Learning Opportunities: The CSM ensures afterschool and summer programs are high-quality and aligned with the school's academic goals; and Crisis Intervention: Provides a stable point of contact for families in transition, ensuring that a student's education isn't interrupted by external family stressors. Students, Families, the Entire School Community, and the larger community.	All Students	SEL/Mental Health	Tier 1-Universal

2-9	Purchase supplies and materials to ensure every student is "ready to learn". When students have access to the right tools, they become active creators. Supplies directly addressing closing the equity gap.	All Students	Academic	Tier 1-Universal
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Staff will engage in CREW (EL Education's SocioEmotional Learning program) to their deepen knowledge of CREW's structure and culture; learning spaces are designed and organized focused on the needs of the students and are equipped with "Calming Corners" to ensure all students have a nurturing, empowering, positive and aligned school experience	All Students	Behavioral	Tier 1 - Universal
3-2	Hire a Program Manager, Community School, which is a strategic leadership role designed to integrate student supports and community resources. The Community School Manager (CSM) works to remove the "out-of-classroom" barriers that prevent students from attending school and learning effectively. Improved student outcomes include: Increased and improved attendance; Improved Mental Health; Expanded Learning Opportunities: The CSM ensures afterschool and summer programs are high-quality and aligned with the school's academic goals; and Crisis Intervention: Provides a stable point of contact for families in transition, ensuring that a student's education isn't interrupted by external family stressors. Students, Families, the Entire School Community, and the larger community.	All Students	Behavioral	Tier 1 - Universal
3-3	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly, address "Alerts" as soon as possible to ensure students feel safe and "heard", cared for, and stay connected to school.	All Students	Behavioral	Tier 1 - Universal

3-4	Girls, Inc. Afterschool Program provides a safe, extended day space for all enrolled students; students engage in enrichment opportunities that are self-selected; ASP staff provide accelerated literacy and daily homework support.	All Students	Behavioral	Tier 1 - Universal
3-5	Leadership will organize and provide support for interventions to address chronic absenteeism for students identified in our Special Education program.	Special Education Students	SEL / Mental Health	Tier 2 - Supplemental
3-6	Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	Special Education Students	SEL / Mental Health	Tier 2 - Supplemental
3-7	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	SEL / Mental Health	Tier 1 - Universal
3-8	Leadership ensure all students have multiple opportunities to participate in enrichment activities to keep them engaged and connected to school, increase daily attendance and minimize behavioral referrals and suspensions.	All Students	SEL / Mental Health	Tier 1 - Universal
3-9	Visual and Performing Arts (VAPA) and Physical Education foster emotional expression, reduce stress, and build community through collaborative, hands-on learning. Arts education boosts empathy, creativity, and academic engagement, while PE develops grit, improves motor skills, and provides essential, fun movement breaks	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need:

- Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	All 1st year teachers to attend the summer New Teacher Institute and ongoing new teacher PD offerings on Wednesdays throughout the year. Monitor attendance.	All Students	Academic	Tier 1 - Universal
4-2	Administrative Leadership Team (ALT) conducts regular observation and gives timely feedback, particularly during the first 6 weeks of the school year with a focus on classroom organization (classrooms are neat, tidy all have "Calming Corner"), classroom culture and the implementation of CREW. ALT focuses on new teachers during learning walks. The ALT will prioritize PLC time which will lead into continued focused collaboration on Wednesdays to maximize adult learning and planning.	All Students	Academic	Tier 1 - Universal
4-3	All staff will engage in grade level and circuit level PLCs with clear outcomes, norms, and goals focused on staff development and student learning and growth.	All Students	Academic	Tier 1 - Universal
4-4	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 - Universal
4-5	Teachers participate in relevant professional development, conferences and/or retreats.	All Students	Academic	Tier 1 - Universal

4-6	Teacher on Special Assignment (TSA) improves student achievement by improving instructional quality across multiple classrooms, leading to stronger Tier 1 instruction and reduced need for intervention; building teacher capacity, strengthening instructional systems, and ensuring alignment between standards, instruction, and assessment.	All Students	Academic	Tier 1 - Universal
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CONDITIONS FOR BLACK STUDENTS

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers are knowledgeable of the opportunity gap and have high expectations for Black students. Teachers progress monitor the learning of Black students towards meeting the learning target.	African American	Behavioral	Tier 1 - Universal
5-2	Teachers ensure Black students are engaging with rigorous math tasks and are deepening their understanding of mathematics through developing conceptual mathematics and reasoning skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-3	Classroom teachers, TSAs, Early Literacy Tutors and Volunteers use Culturally Resonsive instructional practices with Black students and actively incorporate their cultural experiences, perspectives, and knowledge into the learning process by: (1) leveraging their prior knowledge, (2) connecting learning to their communities, (3) utilizing relevant historical figures and narratives,(4) fostering a safe space for open dialogue, and(5) ensuring representation in curriculum materials while building strong relationships with students to create a sense of belonging in the classroom.	African American	Academic/Behavioral	Tier 1 - Universal
5-4	All staff will fully implement and utilize technology (software and hardware) to administer assessments, differentiate instruction, progress monitor grade level proficiency, and accelerate student achievement in literacy (e.g. iReady Reading and Math, curriculum embedded assessments (CEAs) for targeted student groups.	African American	Academic/Behavioral	Tier 1 - Universal
5-5	"Books Other Than Textbooks," or "low-floor, high-ceiling" supplemental texts, hands-on manipulatives, and digital tools specifically target students currently in the "Yellow" or "Orange" categories of the CA Dashboard toward "Green" by meeting them at their specific reading level. In mathematics Computational Thinking practice, moves students from rote memorization to conceptual understanding.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		ELL Progress Data		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers ensure ELLs, including Newcomers, build their capacity to speak, read, and write in English and are provided protected time every day to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	English Learner Students	Academic	Tier 1 - Universal
6-2	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 - Universal
6-3	Staff utilize high leverage Integrated ELD strategy focus: Visuals, academic discussion, Read-Think-Talk-Write Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 - Universal
6-4	All staff will fully implement and utilize technology (software and hardware) to administer assessments, differentiate instruction, progress monitor grade level proficiency, and accelerate student achievement in literacy (e.g. iReady Reading and Math, curriculum embedded assessments (CEAs) for targeted student groups.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
ASES funds will be used for: Staffing & Professional Development; Enrichment Materials and Nutrition. After-school programs provide a safe space that allows students to engage in both academic support and enrichment activities aligned to areas of interest. Students, Working parents, teachers who will have students more engaged in learning and /or who support students afterschool.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00		Student Connectedness to School	Girls, Inc. Afterschool Program provides a safe, extended day space for all enrolled students; students engage in enrichment opportunities that are self-selected; ASP staff provide accelerated literacy and daily homework support.	105-1
These funds will pay for Music education. Integrating music into the school day provides ALL students with access to the arts that potentially will awaken and inspire students creativity. Music education is one of the most effective ways to engage the "whole child" because it simultaneously stimulates cognitive, emotional, and physical development.	\$31,989	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10592	Teacher Education Enhancement	0.20		Student Connectedness to School	Visual and Performing Arts (VAPA) and Physical Education foster emotional expression, reduce stress, and build community through collaborative, hands-on learning. Arts education boosts empathy, creativity, and academic engagement, while PE develops grit, improves motor skills, and provides essential, fun movement breaks	105-2
These funds will pay for the Music teacher and classroom teachers to collaborate on grade-level units of study (paid after school hours). Integrating music into the school day provides ALL students with access to the arts that potentially will awaken and inspire students creativity. Music education is one of the most effective ways to engage the "whole child" because it simultaneously stimulates cognitive, emotional, and physical development.	\$5,000	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00		Student Connectedness to School	Visual and Performing Arts (VAPA) and Physical Education foster emotional expression, reduce stress, and build community through collaborative, hands-on learning. Arts education boosts empathy, creativity, and academic engagement, while PE develops grit, improves motor skills, and provides essential, fun movement breaks	105-3
These funds will pay for transportation to arts events like School Time Performances at Zellerbach Hall for students (e.g. Alvin Ailey Dance)	\$1,959	Arts & Music in Schools (Proposition 28)	5826	External Work Order Services			0.00		Student Connectedness to School	All students participate in field work and enrichment activities to provide all TK-5th grade students with hands-on, real-world learning experiences to boost academic performance, and foster social-emotional development.	105-4

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
These funds will pay for the additional physical education and acceleration activities to further engage students and accelerate learning for identified students. Additional physical education activities especially for students who are not involved in site-based afterschool programs, that potentially will awaken and inspire students creativity. Physical education is one of the most effective ways to engage the "whole child" because it simultaneously stimulates cognitive, emotional, and physical development.	\$29,957	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	0205	Teacher Education Enhancement	0.20		College/Career Readiness	Visual and Performing Arts (VAPA) and Physical Education foster emotional expression, reduce stress, and build community through collaborative, hands-on learning. Arts education boosts empathy, creativity, and academic engagement, while PE develops grit, improves motor skills, and provides essential, fun movement breaks	105-5
These funds will pay for a Literacy Tutor. A literacy tutor is a foundational investment in early childhood success. A literacy tutor provides the "high-dosage" interaction necessary to move the needle on school-wide reading proficiency, helping to close the achievement gap, align data-driven interventions, and boost student confidence. All students, especially TK-2nd-grade students, will benefit from early and consistent acceleration. Teachers and parents also benefit.	\$41,265	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	10589	Early Literacy Reading Tutor	0.80		i-Ready Reading at or above Mid-Grade	Intervention Goal: At least 75% of students scoring below benchmark in the Fall on the iReady diagnostic receive the tiered intervention and progress monitoring dosage recommended by screening data.	105-6

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
These funds will pay for a Program Manager, Community School, which is a strategic leadership role designed to integrate student supports and community resources. The Community School Manager (CSM) works to remove the "out-of-classroom" barriers that prevent students from attending school and learning effectively. Improved student outcomes include: Increased and improved attendance; Improved Mental Health; Expanded Learning Opportunities: The CSM ensures afterschool and summer programs are high-quality and aligned with the school's academic goals; and Crisis Intervention: Provides a stable point of contact for families in transition, ensuring that a student's education isn't interrupted by external family stressors. Students, Families, the Entire School Community, and the larger community.	\$86,521	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9314	Program Mgr Community School	0.50		Student Connectedness to School	Hire a Program Manager, Community School, which is a strategic leadership role designed to integrate student supports and community resources. The Community School Manager (CSM) works to remove the "out-of-classroom" barriers that prevent students from attending school and learning effectively. Improved student outcomes include: Increased and improved attendance; Improved Mental Health; Expanded Learning Opportunities: The CSM ensures afterschool and summer programs are high-quality and aligned with the school's academic goals; and Crisis Intervention: Provides a stable point of contact for families in transition, ensuring that a student's education isn't interrupted by external family stressors. Students, Families, the Entire School Community, and the larger community.	105-7
Purchase supplies and materials to ensure every student is "ready to learn". When students have access to the right tools, they become active creators. Supplies directly addressing closing the equity gap.	\$11,008	California Community Schools Partnership Program	4310	School Office Supplies			0.00		SBAC ELA Distance from Standard Met	Supplies to support ALL students are purchased and aligned to student need	105-8
These funds will pay for a Literacy Tutor. A literacy tutor is a foundational investment in early childhood success. A literacy tutor provides the "high-dosage" interaction necessary to move the needle on school-wide reading proficiency, helping to close the achievement gap, align data-driven interventions, and boost student confidence. All students, especially TK-2nd-grade students, will benefit from early and consistent acceleration. Teachers and parents also benefit.	\$46,032	California Community Schools Partnership Program Carryover	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80		i-Ready Reading at or above Mid-Grade	Classroom teachers, TSAs, Early Literacy Tutors and Volunteers use Culturally Resonsive instructional practices with Black students and actively incorporate their cultural experiences, perspectives, and knowledge into the learning process by: (1) leveraging their prior knowledge, (2) connecting learning to their communities, (3) utilizing relevant historical figures and narratives,(4) fostering a safe space for open dialogue, and(5) ensuring representation in curriculum materials while building strong relationships with students to create a sense of belonging in the classroom.	105-9

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
These funds will pay for Classified Support Salaries: Overtime to support family engagement, especially during parent conferences and home visits.	\$23,968	California Community Schools Partnership Program Carryover	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	105-10
These funds will be used for: Staffing & Professional Development; Enrichment Materials and Nutrition. After-school programs provide a safe space that allows students to engage in both academic support and enrichment activities aligned to areas of interest. Students, Working parents, teachers who will have students more engaged in learning and /or who support students afterschool.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00		Student Connectedness to School	Girls, Inc. Afterschool Program provides a safe, extended day space for all enrolled students; students engage in enrichment opportunities that are self-selected; ASP staff provide accelerated literacy and daily homework support.	105-11
These funds will pay for certificated teacher stipends during the day teacher planning, coaching, and teacher collaboration.	\$5,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00		Staff Participation in Foundational Professional Learning	Leaders provide weekly protected time for backwards planning; Leaders and Instructional Leadership Team (ILT) will support the implementation of core curriculum and monitor curriculum pacing through weekly lesson planning, site based coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	105-12
These funds will pay for certificated teacher substitutes during the day teacher planning, coaching, and teacher collaboration.	\$3,800	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00		Staff Satisfaction with Professional Development	Leaders provide weekly protected time for backwards planning; Leaders and Instructional Leadership Team (ILT) will support the implementation of core curriculum and monitor curriculum pacing through weekly lesson planning, site based coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	105-13

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
These funds will purchase supplemental literacy materials (e.g. "Books Other Than Textbooks") to provide high-dosage, differentiated support for students.	\$5,000	LCFF Supplemental	4200	Books other than Textbooks			0.00		SBAC ELA Distance from Standard Met	"Books Other Than Textbooks," or "low-floor, high-ceiling" supplemental texts, hands-on manipulatives, and digital tools specifically target students currently in the "Yellow" or "Orange" categories of the CA Dashboard toward "Green" by meeting them at their specific reading level. In mathematics Computational Thinking practice, moves students from rote memorization to conceptual understanding.	105-14
Purchase supplies and materials to ensure every student is "ready to learn". When students have access to the right tools, they become active creators. Supplies directly addressing closing the equity gap.	\$5,000	LCFF Supplemental	4310	School Office Supplies			0.00		SBAC Math Distance from Standard Met	Supplies to support ALL students are purchased and aligned to student need	105-15
The funds will pay for a Teacher on Special Assignment (TSA) to support student achievement and improve instructional quality across multiple classrooms. This leads to stronger Tier 1 instruction and reduced need for intervention.	\$105,411	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10588	TSA 11Mon 12Pay	0.60		Staff Participation in Foundational Professional Learning	Teacher on Special Assignment (TSA) improves student achievement by improving instructional quality across multiple classrooms, leading to stronger Tier 1 instruction and reduced need for intervention; building teacher capacity, strengthening instructional systems, and ensuring alignment between standards, instruction, and assessment.	105-16

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
These funds will pay for a Program Manager, Community School, which is a strategic leadership role designed to integrate student supports and community resources. The Community School Manager (CSM) works to remove the "out-of-classroom" barriers that prevent students from attending school and learning effectively. Improved student outcomes include: Increased and improved attendance; Improved Mental Health; Expanded Learning Opportunities: The CSM ensures afterschool and summer programs are high-quality and aligned with the school's academic goals; and Crisis Intervention: Provides a stable point of contact for families in transition, ensuring that a student's education isn't interrupted by external family stressors. Students, Families, the Entire School Community, and the larger community.	\$86,521	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9314	Program Mgr Community School	0.50		Student Connectedness to School	Hire a Program Manager, Community School, which is a strategic leadership role designed to integrate student supports and community resources. The Community School Manager (CSM) works to remove the "out-of-classroom" barriers that prevent students from attending school and learning effectively. Improved student outcomes include: Increased and improved attendance; Improved Mental Health; Expanded Learning Opportunities: The CSM ensures afterschool and summer programs are high-quality and aligned with the school's academic goals; and Crisis Intervention: Provides a stable point of contact for families in transition, ensuring that a student's education isn't interrupted by external family stressors. Students, Families, the Entire School Community, and the larger community.	105-17
These funds will pay for a Literacy Tutor. A literacy tutor is a foundational investment in early childhood success. A literacy tutor provides the "high-dosage" interaction necessary to move the needle on school-wide reading proficiency, helping to close the achievement gap, align data-driven interventions, and boost student confidence. All students, especially TK-2nd-grade students, will benefit from early and consistent acceleration. Teachers and parents also benefit.	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	10590	Early Literacy Reading Tutor	0.80		SBAC ELA Distance from Standard Met	Leadership will organize and provide support for interventions to address chronic absenteeism for students identified in our Special Education program.	105-18

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 105

School: Burckhalter Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
These funds will pay for a music teacher for music education. Integrating music into the school day provides ALL students with access to the arts that potentially will awaken and inspire students creativity. Music education is one of the most effective ways to engage the "whole child" because it simultaneously stimulates cognitive, emotional, and physical development.	\$74,893	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	0205	Teacher Education Enhancement	0.50		Student Connectedness to School	Visual and Performing Arts (VAPA) and Physical Education foster emotional expression, reduce stress, and build community through collaborative, hands-on learning. Arts education boosts empathy, creativity, and academic engagement, while PE develops grit, improves motor skills, and provides essential, fun movement breaks	105-19
These funds will purchase supplemental literacy materials (e.g. "Books Other Than Textbooks") to provide high-dosage, differentiated support for students.	\$15,000	Measure G, Library Support	4200	Books other than Textbooks			0.00		SBAC ELA Distance from Standard Met	Supplies to support ALL students are purchased and aligned to student need.	105-20
These funds will pay for technology (software and hardware) needed to ensure students can access curriculum; technology will be used to administer assessments, differentiate instruction, progress monitor grade level proficiency, and accelerate student achievement in literacy (e.g. iReady Reading and Math, curriculum embedded assessments (CEAs) for targeted	\$15,000	Measure G, Library Support	6410	Equipment >= \$5,000			0.00		i-Ready Math at or above Mid-Grade	All staff will fully implement and utilize technology (software and hardware) to administer assessments, differentiate instruction, progress monitor grade level proficiency, and accelerate student achievement in literacy (e.g. iReady Reading and Math, curriculum embedded assessments (CEAs) for targeted student groups.	105-21
These funds will pay for a music teacher for music education. Integrating music into the school day provides ALL students with access to the arts that potentially will awaken and inspire students creativity. Music education is one of the most effective ways to engage the "whole child" because it simultaneously stimulates cognitive, emotional, and physical development.	\$55,314	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10045	Teacher Education Enhancement	0.50		Student Connectedness to School	Visual and Performing Arts (VAPA) and Physical Education foster emotional expression, reduce stress, and build community through collaborative, hands-on learning. Arts education boosts empathy, creativity, and academic engagement, while PE develops grit, improves motor skills, and provides essential, fun movement breaks	105-22
These funds will be used to pay for fingerprinting expenses for parents to increase family connectedness and engagement. This will increase the number of parents who can volunteer in classrooms, on field trips, and at the school site.	\$1,800	Title I, Part A Parent & Family Engagement	5838	Fingerprinting			0.00		Chronic Absenteeism	All students participate in field work and enrichment activities to provide all TK-5th grade students with hands-on, real-world learning experiences to boost academic performance, and foster social-emotional development.	105-23



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Burckhalter Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Offering parent education and support, asking parents how to be more inclusive of all families and developing and implementing successful strategies for improvement
Progress is monitored and resources are adjusted as needed

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

- Offering a parent education curriculum that prepares them to partner with the school
Convening regular COST Meeting and Case Management to monitor the progress of underperforming students whose parents have been involved in parent education programming

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips; Teachers and administrators regularly use email and/or the school website to communicate with parents; Principal is present at PTA/ELAC/SSC meetings information about student achievement and to encourage partnership between home and school; Consistent messaging to parents that

they are welcomed in the classroom. Include procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.

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

- School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips; Teachers and administrators regularly use email and/or the school website to communicate with parents; Principal is present at PTA/ELAC/SSC meetings information about student achievement and to encourage partnership between home and school

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Convening midtrimester, trimester and semester parent meetings to discuss student progress; teachers distribute progress reports and develop and monitor individualized student plans.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips in student's home language

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Consistently messaging parents that they are welcomed in the classroom; parents understand procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.
- Our full-time Parent Liaison coordinates all outreach, communication, and engagement efforts.
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary).
- We build our parents' capacity around the academic standards and results through workshops and community events such as Parent Literacy Nights, Family Reading Night and Academic Awards Ceremonies.
- We promote parents-teacher partnership by holding academic conferences after the first two trimesters.
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school-wide Wellness program and through health education by our Nurse.
- Finally, we provide our parents many ways to get support for our school through our Parent Volunteer program.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Folders with student work are sent home weekly for parent review and comment. Parents are regularly informed of how to support learning at home.
- School staff and teachers build the capacity of families to support what their students are learning at home through modeling instruction strategies and inviting their participation in classroom learning. Teachers regularly suggest activities that parents can do at home to support their student's learning that are tailored to the student's specific needs and goals. There is follow-up and feedback.
- Parents receive academic progress reports weekly. Parents are regularly informed of how to support learning at home.
- Regular written and face-to-face communication with families of students having academic or behavior problems. Parents are personally connected to supports available. There is follow-up to evaluate growth.
- Formal conferences with every parent/caregiver at least twice a year. Meetings include the support staff that provides services for the child.
- For middle and high schools, programs and/or information are proactively available to and are used by families to help them make good decisions about their child's academic and career paths.
- Parents/families are trained to identify their children's academic improvement areas based on CCSS/SBAC scores, benchmark assessments, tests, report card grades, etc. Parents are given strategies to support their student's academic performance at home.
- Parents/families are informed regarding English, Math, Social Studies, and Science grade level curriculum to support their children. School offers specific strategies needed to improve reading success.
- School provides opportunities for parents/families to learn about college, careers, and post-secondary plans available to their children

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Refers to Single Plan for Student Achievement (SPSA) plan throughout the year to ensure that all family engagement activities are tied to its implementation.
- Parent representatives, that represent the school and community, are on the school site council, improvement team, or other committees with decision-making power and/or influence. The decisions made by these bodies represent the views and needs of all families.
- Maintains trained parent leaders for committees from diverse racial, ethnic, socio-economic, and other groups in the school.
- Sets clear and measurable goals for the FRC that are aligned with the school wide vision and goals and evaluates the family engagement program on a regular basis to inform program improvement.
- School has a diverse family engagement and leadership team that leads family engagement strategies at the school site.
- Involves parents in organized, ongoing, and timely ways in the planning and improvement of school programs
- Has an active, parent organization that represents diverse racial, ethnic, socio-economic, and other groups in the school, that monitors parent rights and responsibilities

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)
- Our full-time Parent Liaison coordinates all outreach, communication, and engagement efforts
- We build our parents' capacity around the academic standards and results through workshops and community events such as Parent Literacy Nights, Family Reading Night and Academic Awards Ceremonies
- We promote parents-teacher partnership by holding academic conferences after the first two trimesters
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school-wide Wellness program and through health education by our Nurse.
- Finally, we provide our parents many ways to get support for our school through our Parent Volunteer program

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)

- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- School provides a “one-stop shop” at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families’ needs and preferences for additional programs or services they need to support their children’s achievement from data collected from at least 50% of the school’s families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school’s goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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

- School provides a “one-stop shop” at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families’ needs and preferences for additional programs or services they need to support their children’s achievement from data collected from at least 50% of the school’s families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school’s goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- School provides a “one-stop shop” at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families’ needs and preferences for additional programs or services they need to support their children’s achievement from data collected from at least 50% of the school’s families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school’s goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy will be adopted at the September 2025 School Site Council Establishment meeting and will be in effect for the period September 2025 through May 2026.

The school will distribute this policy to all parents on or before Friday, August 29, 2025, of the current school year.

**Name of Principal
Carin Geathers**

**Signature of Principal
*Carin Geathers***

**Date
September 30, 2022**



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

School-Parent Compact Burckhalter Elementary School 2025-2026

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2025-26 school year.

School Responsibilities

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

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

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

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

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

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

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

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

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

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

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

- *Get to school on time every day.*
- *Follow all Burckhalter rules and norms;*
- *Respect my school, classmates, staff, community members, and family at all times;*
- *Do my homework every day;*
- *Ask for help when I need it;*
- *Read for at least 15 minutes every day, outside of school (Kindergarten, 1st and 2nd grade students)*
- *Read for at least 20 minutes every day, outside of school (3rd, 4th and 5th grade students)*

The school will distribute the School-Parent Compact to all parents and family members of students participating in the Title I, Part A program on or before Friday, August 29, 2025.

Signature of Principal

Dr. Carin Geathers

Thursday, August 28, 2025



Burckhalter ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Lindsay Schneider
Vice Chairperson:	Erich Butler
Secretary:	Lisa Gedigian

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Carin Geathers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lillie Manning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Fatou Seek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Erich Butler	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Lindsay Schneider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Te'Hara Wade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Lisa Gedigian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Julie Rumsey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	4th Tuesday @ 6:00 pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

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