

Board Office Use: Legislative File Info.	
File ID Number	24-1797
Introduction Date	8/14/24
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

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

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

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

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

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

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

Attachment(s)

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



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

2024-25 School Plan for Student Achievement (SPSA)

School: Burckhalter Elementary School
CDS Code: 1612596001689
Principal: Carin Geathers
Date of this revision: 5/11/2024

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Carin Geathers	Position: Principal
Address: 3994 Burckhalter Avenue Oakland, CA 94605	Telephone: 510-729-7700 Email: carin.geathers@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/11/2024
The District Governing Board approved this revision of the SPSA on: 8/14/2024

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

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:



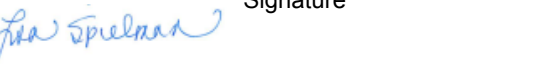
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/11/2024

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

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

Signatures:

Carin Geathers <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/11/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Erich Butler <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/11/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Monica Thomas <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	Monica Thomas <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/21/24 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/21/24 <hr style="border: 0; border-top: 1px solid black;"/> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/22/2023	Parent Community	Shared 23-24 SPSA at Title I/Back to School Meeting. Discussed priorities and recruited parents for SSC and SELLS
9/25/2023	SSC	SSC Established, 23-24 SPSA shared, reviewed and discussed
11/8/2022	Burckhalter Staff	Conducted staff work sessions, post pandemic, to review, revise and update teacher, leadership, and organization practices aligned to school goals (SPSA).
1/25/2023	SSC Elected Representatives	22-23 SPSA shared, Title I budget reviewed, decided how Title I and Title I parent monies would be used to support students and programs for the remainder of the school year.
3/15/2023	SSC Elected Representatives	SSC members reviewed and analyzed student level academic data (i.e. iReady math, iReady ELA, SIPPS mastery tests) and discussed midyear progress at each grade level. This data will be used to complete priorities and needs assessments for the 22-23 SPSA.
5/10/2023	SSC Elected Representatives	Conducted final walkthrough of SSC documentation
5/11/2023	SSC Chairperson	SSC Chairperson signed and submitted SSC Assurance page

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,125.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$379,927.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$63,000	LCFF Discretionary (General Purpose Discretionary #0000)	\$10,800
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,750	LCFF Supplemental (LCFF Supplemental #0002)	\$132,975
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$4,375	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$34,544
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$69,125		\$310,802

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$379,927.00
--	---------------------

2024-25 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: 5/11/2024

Board Approval: 8/14/2024

School Mission and Vision

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. Based upon this mission and our continuous inquiry of our school's strengths and needs, we have developed the following THREE strategies that will guide Burckhalter Elementary School's site plan:

STRATEGY 1: Burckhalter Elementary School will become an urban full service community school where EVERY CHILD, EVERY DAY gains the confidence to become a positive 'can do' learner and THRIVE while in residence.

STRATEGY 2: Burckhalter Elementary School, in partnership with its children, families, community and Oakland Unified School District, guarantees each child an academically enriched education by providing rigorous instruction, integrating technology and the ARTS and challenging learning experiences.

STRATEGY 3: Burckhalter Elementary School will strive to build and maintain a cooperative link between home, school, and community. Additionally, we will provide on site mental health services, exceptional before and after school child care and other support services for children and families to build an environment that values children.

Purpose of this Plan

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

- Additional Targeted Support & Improvement for the following groups: Latino Students, Students with Disabilities

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

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 implementation of rigorous, standards-based instruction as well as in 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, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.5%	50.0%	17.9%	3.8%	7.1%	20.7%	90.2%	14.1%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.5%	5.4%	3.3%	0.5%	1.1%	0.0%	89.1%	4.9%	77.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Goal: Data-Driven Instruction to improve Teaching and Learning-Engaging in cycles of Acquisition, Analysis, and Action by engaging in continually repeated cycles of gathering student information, performing data analysis to identify weak spots, and making the necessary adjustments we can create a cycle of improved teaching and learning that constantly builds upon itself.
Identified School Need:	Ensure African American, Latino, and Students with Disabilities have access to grade level core curriculum; strong and consistent Tier I instruction, and demonstrate understanding orally and in writing grade level fiction and nonfiction, mathematics and science ideas and knowledge.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	30.4%	not available until fall 2024	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	65.6%	not available until fall 2024	not available until fall 2025	80.0%

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	68.8%	not available until fall 2024	not available until fall 2025	80.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-55.9	not available until fall 2024	not available until fall 2025	-33.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	52.4%	not available until fall 2024	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-80.9	not available until fall 2024	not available until fall 2025	-50.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	8.6%	not available until fall 2024	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	18.2%	not available until fall 2024	not available until fall 2025	25.0%

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

School Goal:	Goal: All students, including Latino students, have access to core curriculum and instruction and they are provided access to this content through strong, differentiated core instruction that is Grade Level, Affirming, Engaging, and Meaningful (GLEAM). As a result, students feel LOVED and AFFIRMED, experience JOY and THRIVE.
Identified School Need:	Use of focal student (Latino) data (ELPAC, iReady diagnostic, Eureka math CEA's and EL Ed. Math CEA's) to ensure students have access to core curriculum and engage daily in rigorous tasks, oral discourse and productive struggle to build capacity to meet grade level standards.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-73.6	not available until fall 2024	not available until fall 2025	-50.0
SBAC ELA Distance from Standard Met	Latino/a Students	-39.1	not available until fall 2024	not available until fall 2025	-33.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	75.0%	not available until fall 2024	not available until fall 2025	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-122.6	not available until fall 2024	not available until fall 2025	-100.0
SBAC Math Distance from Standard Met	Latino/a Students	-90.6	not available until fall 2024	not available until fall 2025	-50.0

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.0%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	25.0%

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

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

Identified School Need: Create multiple opportunities for families including families of students with special needs to build systems of support for their children's unique needs; use opportunities like Back to School night and during IEP meetings to talk about how things are going and find out if families have questions, concerns, or suggestions.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	79.2%	not available until fall 2024	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	0.5%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	72.0%	not available until fall 2024	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	69.8%	not available until fall 2024	not available until fall 2025	50.0%

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

School Goal:	Goal: Student-centered Professional Learning Communities-We create Professional Learning Communities, focused on learning rather than teaching, work collaboratively, and hold ourselves accountable for results.				
Identified School Need:	Formation of Instructional Leadership Team (ILT), training in protocols and norms for ILT and engaging in collaborative and distributive teacher leadership in monthly PLC's that will engage in PDSA cycles of inquiry				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	87.2%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>Goal: Data-Driven Instruction to improve Teaching and Learning-Engaging in cycles of Acquisition, Analysis, and Action by engaging in continually repeated cycles of gathering student information, performing data analysis to identify weak spots, and making the necessary adjustments we can create a cycle of improved teaching and learning that constantly builds upon itself.</i></p>	<p><i>Priority Strengths</i></p> <p><i>Strong student growth on iReady diagnostic assessments:</i></p> <p><i>iReady Reading Growth Overall:</i></p> <p><i>Increased Mid to Early on Grade Level</i></p> <p><i>9% Overall (BoY-MoY)</i></p> <p><i>Decreased 2 Grade Levels Below</i></p> <p><i>11% Overall (BoY-MoY)</i></p> <p><i>TK=80% Meeting Letter Names (IGDI)</i></p> <p><i>Differentiated SIPPS literacy groups increased student reading mastery at each grade level</i></p> <p><i>Kinder Letter Identification: Lower Case 65.2% Mastered; Upper Case 87.0%</i></p> <p><i>% of students Mastery Test Passed:</i></p> <p><i>K=45%; 1st=45.6%; 2nd=75%.</i></p> <p><i>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. Students use Chromebooks to access software used daily (e.g. iReady reading and math, Starfall, Epic reading books, and NewsELA) as well as Google Docs to respond to teacher assignments. In addition, Chromebooks facilitate access to class and homework assignments via Google classroom. Finally, the technology helps facilitate personalized learning experiences, allowing students to access a wide range of educational resources tailored to their individual needs and learning styles. Teachers can implement differentiated instruction strategies and assessments (Curriculum Embedded Assessments) in both mathematics and Reading/Writing) more effectively, addressing the diverse learning needs.</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>Goal: All students, including Latino students, have access to core curriculum and instruction and they are provided access to this content through strong, differentiated core instruction that is Grade Level, Affirming, Engaging, and Meaningful (GLEAM). As a result, students feel LOVED and AFFIRMED, experience JOY and THRIVE.</i></p>	<p><i>Full implementation of Eureka Math 2.0 math curriculum; Administration of Curriculum Embedded Assessments (CEAs)</i></p> <p><i>African American students' academic growth in alignment with overall student growth. AA iReady =30.8% Achieved 100% of Typical Growth (Midyear)</i> <i>Students with IEP academic growth in alignment with overall student growth.</i> <i>Per IReady Reading Growth Non Special Ed 77.5% Grew at least 1 year</i> <i>Per IReady Reading Growth Special Ed 67.7% Grew at least 1 year</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Goal: Family Engagement and Connectedness-Increase family engagement by removing barriers to school, improving access and opportunities, and improving knowledge and skills so that all families can be partners in the education of their children. We believe all families have hopes and dreams for their children and want the best for them.</i></p>	<p><i>Support all staff to create responsive classrooms and school settings for students "Sown to Grow Wednesdays" provides feedback on the SocioEmotional needs of all students.</i> <i>Family Literacy Nights support family engagement and Parent education in the core curriculum (El Ed and Eureka Math 2.0)</i></p> <p><i>More than 90% of all TK-5th graders use Sown to Grow weekly to share personal reflections and seek advice from teachers</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Goal: Student-centered Professional Learning Communities-We create Professional Learning Communities, focused on learning rather than teaching, work collaboratively, and hold ourselves accountable for results.</i></p>	<p><i>Weekly PLCs with a rotating focus between ELA, Math, SPIRE (TeachTown), and differentiated instruction</i> <i>During the day Collaborative Lesson Planning with TSA/Coach</i> <i>Instructional Leadership Team (ILT) formation</i> <i>Consistent professional learning (OUSD, school site) around instructional practices aligned to walkthrough data</i> <i>Staff participate in research-based Professional Development aligned to staff needs (e.g. UnboundEd Summer Institute-June 22)</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>Goal: Data-Driven Instruction to improve Teaching and Learning-Engaging in cycles of Acquisition, Analysis, and Action by engaging in continually repeated cycles of gathering student information, performing data analysis to identify weak spots, and making the necessary adjustments we can create a cycle of improved teaching and learning that constantly builds upon itself.</i></p>	<p><i>Lack of consistency across all classrooms. Instructional modifications are not always aligned to grade-level standards, no focus on Science; English Language Learners rank among a small and persistent group of 1st-3rd grade students consistently below grade level in reading</i></p>
LCAP Goal 2:	<p><i>Goal: All students, including Latino students, have access to core curriculum and instruction and they are provided access to this content through strong, differentiated core instruction that is Grade Level, Affirming, Engaging, and Meaningful (GLEAM). As a result, students feel LOVED and AFFIRMED, experience JOY and THRIVE.</i></p>	<p><i>Students significantly below grade level are not making accelerated progress towards grade level mastery (Reading) Lack of understanding on how to scaffold instructions that allow students to engage in the rigor of the work.</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>Goal: Family Engagement and Connectedness-Increase family engagement by removing barriers to school, improving access and opportunities, and improving knowledge and skills so that all families can be partners in the education of their children. We believe all families have hopes and dreams for their children and want the best for them.</i></p>	<p><i>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.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Goal: Student-centered Professional Learning Communities-We create Professional Learning Communities, focused on learning rather than teaching, work collaboratively, and hold ourselves accountable for results.</i></p>	<p><i>Staff that support students with IEP's are not receiving weekly or job-embedded PD; misalignment with TK and K-5 grades SPED PD is misaligned with general education teachers Instructional Leadership Team (ILT) in its infancy in development</i></p>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Latino/a Students	88.9%	not available until fall 2024	not available until fall 2025	53.6%
Chronic Absenteeism	Special Education Students	74.5%	not available until fall 2024	not available until fall 2025	59.6%

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

School: Burckhalter Elementary School

SPSA Year Reviewed: 2023-24

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

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Conditions for Student Learning (Connected and Engaged Families and Students): We were able to create strong systems and structures that supported families including consistent communication, relationships with community partners, and resources for families. We were also able to increase student engagement through student leadership structures and aligned classroom support systems. We have a thriving Parent Teacher Organization as well as a School Site Council (SSC) that meets and is well informed about ALL students and their needs.

Standards-Based Instruction (Rigorous Tasks Aligned to Focus Standards): We were able to implement consistent administration of pre and post assessments (EL Ed and Eureka Math 2.0) to identify focal standards and students. We were able to support teacher implementation of newly adopted core curriculum.

Language and Literacy (Complex Text-Based Writing & Discussion): We were able to implement EL Education in all classrooms and provide students access to complex text-based writing and discussion. In addition, we were able to increase student's access to culturally responsive texts and activities.

Conditions for Adult Professional Learning (Student-Centered Professional Learning Communities): We were able to implement weekly PLCs facilitated by teacher leaders.

Conditions for English Language Learners (Targeted Language Development for all Students): We implemented integrated ELD in some classrooms, including language dives, and Designated ELD for our newcomer students.

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

Conditions for Student Learning (Connected and Engaged Families and Students): We will continue our work to increase family engagement and connectedness to respond to the diverse student population. We have expanded the work to develop student engagement and connectedness through PSIS implementation and the implementation of Habits

****TSA joined Burckhalter staff to SPECIFICALLY target Black/African American student and family needs****

Standards-Based Instruction (Rigorous Tasks Aligned to Focus Standards): We will continue our work around ensuring all students have access to data-driven rigorous tasks and continue progress monitoring through consistent curriculum-embedded assessments. We will expand and continue the focus on systematizing Total Participation Protocols (TPT) and ensure these practices encompass all content areas including science and foundational skills.

Language and Literacy (Complex Text-Based Writing & Discussion): We will continue access to complex text writing and discussion in classrooms.

Conditions for Adult Professional Learning (Student-Centered Professional Learning Communities): We will focus on learning by building a collaborative culture, engaging in cycles of inquiry and learning by doing. We will continue to commit to continuous improvement.

Conditions for Black Students: We will focus on the academic and socioemotional needs of Black students and their families. TSA-Black Thriving Schools Initiative will create and implement programs and inform policies that ensure students THRIVE.

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.

Changes that will be made will be data informed.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Supplies for family engagement	Student Connectedness to School	Support school-based family engagement focused on key activities, events, and communication tools to increase family connectedness to schools.	Increased family involvement and engagement activities. Hosted 5 family activities including grade level meetings; math and reading literacy nights meet and greet focused on increased Arabic and Latino families. This is an increase of 50% from 22-23 to 23-24.	We will continue engagement activities and include a focus on Black families (TSA-Black Thriving Schools Initiative)
Books for family engagement	Student Connectedness to School	Support school-based family engagement focused on key activities, events, and communication tools to increase family connectedness to schools.	Increased family involvement and engagement activities. Hosted 5 family activities including grade level meetings; math and reading literacy nights meet and greet focused on increased Arabic and Latino families. This is an increase of 50% from 22-23 to 23-24.	We will continue engagement activities and include a focus on Black families (TSA-Black Thriving Schools Initiative)
10-Month Teacher on Special Assignment (TSA)	Student Connectedness to School	Supported full implementation of EL Ed. curriculum Supported implementation of Designated English Language Development Release teachers for collaborative lesson planning, peer observation, and feedback. Provided ongoing professional development and differentiated teacher coaching.	Additional teacher support helped improve ELL reclassification significantly more students 5% vs 0% the previous year.	Based on this evaluation we will continue to fund a TSA to support focal students and teachers.
Instructional/Classroom Supplies	i-Ready Reading at or above Mid-Grade	Purchased materials and supplies for all classrooms to safe, nurturing classroom environments.	100% of all classrooms, including 4 SDC classrooms, have materials and supplies for all classrooms to safe, nurturing classroom environments.	Based on this evaluation we will continue to purchase materials and supplies equitably to support student needs.

Teaching New/Expanded Art, Music, Program	Student Connectedness to School	All TK-5 both general and special education students have access to current music program.	100% of all classrooms, including 4 SDC classrooms, have access to music program.	Based on this evaluation we will continue music for all students. In addition, we will seek a visual arts or dance teacher with newly acquired arts funds.
---	---------------------------------	--	---	--

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

School: Burckhalter Elementary School

SCHOOL ID: 105

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Goal:

Goal: Data-Driven Instruction to improve Teaching and Learning-Engaging in cycles of Acquisition, Analysis, and Action by engaging in continually repeated cycles of gathering student information, performing data analysis to identify weak spots, and making the necessary adjustments we can create a cycle of improved teaching and learning that constantly builds upon itself.

Identified Need:

Ensure African American, Latino, and Students with Disabilities have access to grade level core curriculum; strong and consistent Tier I instruction, and demonstrate understanding orally and in writing grade level fiction and nonfiction, mathematics and science ideas and knowledge.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers will backwards plan to internalize grade level content to make strategic decisions about student discourse opportunities that are high-level, collaborative, culturally and community responsive and allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	All Students	Academic	Tier 1 - Universal
1-2	Teachers will ensure students engage in daily academic discourse aligned to schoolwide protocols and expectations across all content areas.	All Students	Academic	Tier 1 - Universal
1-3	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.	African American Students	SEL / Mental Health	Tier 1 - Universal

1-4	The leadership team, in collaboration with teachers, will develop school-wide aligned expectations and structures that create the conditions for student discourse. The leadership team will focus on continuous cycles of inquiry for strategies that facilitate opportunities for student discourse in all content areas.	All Students	Academic	Tier 1 - Universal
-----	--	--------------	----------	--------------------

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

School Goal:	Goal: All students, including Latino students, have access to core curriculum and instruction and they are provided access to this content through strong, differentiated core instruction that is Grade Level, Affirming, Engaging, and Meaningful (GLEAM). As a result, students feel LOVED and AFFIRMED, experience JOY and THRIVE.			
Identified Need:	Use of focal student (Latino) data (ELPAC, iReady diagnostic, Eureka math CEA's and EL Ed. Math CEA's) to ensure students have access to core curriculum and engage daily in rigorous tasks, oral discourse and productive struggle to build capacity to meet grade level standards.			
#	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	Teachers will collect and utilize multiple measures to assess student progress, including 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	Latino/a Students	Academic	Tier 2 - Supplemental
2-2	The leadership team will create a site assessment calendar, including formal and informal assessments. The leadership team will collaborate with teachers to create meaningful informal data collection structures aligned to OUSD scope and sequence	All Students	Academic	Tier 1 - Universal
2-3	The leadership team will PD and PLC structures to develop teacher understanding of assessment and data to increase teacher efficacy.	All Students	Academic	Tier 1 - Universal

2-4	Leadership will provide regular observation and feedback focused on high quality implementation of SIPPS and student ownership Leadership will meet with teachers and tutors to do data analysis of Mastery Tests and student development of instructional routines to determine instructional shifts.	All Students	Academic	Tier 1 - Universal
-----	---	--------------	----------	--------------------

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

School Goal:	Goal: Family Engagement and Connectedness-Increase family engagement by removing barriers to school, improving access and opportunities, and improving knowledge and skills so that all families can be partners in the education of their children. We believe all families have hopes and dreams for their children and want the best for them.
Identified Need:	Create multiple opportunities for families including families of students with special needs to build systems of support for their children's unique needs; use opportunities like Back to School night and during IEP meetings to talk about how things are going and find out if families have questions, concerns, or suggestions.

#	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 implement consistent PBIS practices in all learning spaces to ensure all students have a empowering, positive and aligned school experience	All Students	Behavioral	Tier 1 - Universal
3-2	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	All Students	Behavioral	Tier 1 - Universal
3-3	Leadership will organize and provide professional development for staff to develop relationship-building practices that empower families to be active advocates in their children's learning. The leadership team provide professional development and feedback around PBIS practices	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
-----	---	----------------------------	---------------------	-----------------------

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

School Goal:	Goal: Student-centered Professional Learning Communities-We create Professional Learning Communities, focused on learning rather than teaching, work collaboratively, and hold ourselves accountable for results.			
Identified Need:	Formation of Instructional Leadership Team (ILT), training in protocols and norms for ILT and engaging in collaborative and distributive teacher leadership in monthly PLC's that will engage in PDSA cycles of inquiry			
#	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 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
4-2	The leadership team 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

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color. Teachers progress monitor the learning of AA students towards meeting the learning target.	African American	Behavioral	Tier 1 - Universal
5-2	Teachers ensure AA 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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	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	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 2024-25 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
4310 - Materials and Supplies	\$2,300	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Stude	College/Career Readiness	Staff will implement consistent PBIS practices in all learning spaces to ensure all students have a empowering, positive and aligned school experience	105-1
5610 - Equip Maintenance & Repairs	\$8,500	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Stude	College/Career Readiness	Teachers will ensure students engage in daily academic discourse aligned to schoolwide protocols and expectations across all content areas.	105-2
4200 - Books-other Than Textbooks	\$1,628	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All stu	i-Ready Reading at or above Mid-Grade	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.	105-3
TSA 10Pay	\$48,558	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7895	10-Month Teacher on Special Assignment (TSA)	0.4	Goal 1: All stu	Staff Participation in Foundational Professional Learning	The leadership team will PD and PLC structures to develop teacher understanding of assessment and data to increase teacher efficacy.	105-4
Teacher Education Enhancement	\$82,789	LCFF Supplemental	1105	Certificated Teachers' Salaries	205	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.55	Goal 1: All stu	SBAC Math Distance from Standard Met	Teachers will backwards plan to internalize grade level content to make strategic decisions about student discourse opportunities that are high-level, collaborative, culturally and community responsive and allow students to engage in rigorous reading and writing tasks that develop students' critical thinking skills.	105-5
6420 - Computers >\$5k	\$13,000	Title I, Part A Schoolwide Program	6420	Computers >=\$5,000	n/a	n/a	n/a	Goal 1: All stu	CAST (Science) at or above Standard	Teachers will collect and utilize multiple measures to assess student progress, including 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	105-6

PROPOSED 2024-25 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
4399 - Unallocated	\$20,000	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	ELL Reclassification	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.)	105-7
4420 - Computeres <\$5k	\$30,000	Title I, Part A Schoolwide Program	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All stu	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.	105-8
4310 - Materials and Supplies	\$750	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All stu	SBAC ELA Distance from Standard Met	Staff will implement consistent PBIS practices in all learning spaces to ensure all students have a empowering, positive and aligned school experience	105-9
5838 - Fingerprinting for parent volunteers	\$1,000	Title I, Part A Parent & Family Engagement	5838	Fingerprinting for parent volunteers	n/a	n/a	n/a	Goal 3: Stude	Chronic Absenteeism	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	105-10
5826 - Professional/Contracted Services	\$4,375	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All stu	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

PROPOSED 2024-25 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
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Stude	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.	105-12
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Stude	Staff Participation in Foundational Professional Learning	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.	105-13
5200 - Travel And Conferences	\$15,000	Educator Effectiveness Grant	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our st	Student Connectedness to School	The leadership team will PD and PLC structures to develop teacher understanding of assessment and data to increase teacher efficacy.	105-14
5825 - Consultants	\$85,699	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Stude	Chronic Absenteeism	Staff will develop meaningful and trusting relationships and ensure that students and families feel seen and heard through morning greetings, phone calls, texts, home visits, emails.	105-15
Program Mgr Community School	\$164,301	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9314	12-Month Community School Manager	1	Goal 3: Stude	Student Connectedness to School	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.	105-16
1120 - Stipends	\$34,544	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Stude	i-Ready Math at or above Mid-Grade	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.	105-17

PROPOSED 2024-25 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
4200 - Books-other Than Textbooks	\$30,000	Measure G, Library Support	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will ensure students engage in daily academic discourse aligned to schoolwide protocols and expectations across all content areas.	105-18



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 SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was updated and will be distributed to Burckhalter families via ParentSquare School in the September Fall 2023 Parent Newsletter and will be in effect for the period August 7, 2023 through May 25, 2024.

Name of Principal
Carin Geathers

Signature of Principal
Carin Geathers

Date
August 22, 2023

Please attach the School-Parent Compact to this document.



School-Parent Compact Burckhalter Elementary School 2023-2024

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

This School-Parent Compact is in effect for the 2023-24 school year.

School Responsibilities

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

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

*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 School Messenger 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 through our School Messenger Connect Service.

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)*

Parent Signature _____

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)*

Student Name _____

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 September 3rd, 2023.

Signature of Principal

Carin Geathers

Tuesday, August 28, 2023



BURCKHALTER Elementary
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Erich Butler
Vice Chairperson:	Patricia Franklin
Secretary:	Carin Geathers

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"/>	
Patricia Franklin*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Heidi Stickever*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Aleta Williams*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Erich Butler	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Breanna Wright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Lindsay Schiender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Brienna Mohamad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Brandy Bendy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Vivian Padilla	<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"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Wednesday @ 5:30
--	-----------------------------

SSC Legal Requirements (EC Sections 65000-65001):

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

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