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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 Burbank Child Development Center

**Ask of the Board** Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Burbank Child Development Center.

**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 Burbank Child Development Center





**2026-27 SPSA ENGAGEMENT TIMELINE**

**School Site:** Burbank Child Development Center    **Site Number:** 104

*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
11/20/2025	SSC	#REF!
12/3/2025	Faculty	
2/26/2026	SSC	
3/26/2026	SSC	
4/22/2026	Faculty	Review of data in professional development

## 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	\$26,320.00
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	\$200,809.00

### 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	\$25,850
Title I Parent & Family Engagement Resource 3010	\$470
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$26,320</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$200,809.00</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$7,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$17,189
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$174,489</b>

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

**1A: ABOUT THE SCHOOL**

<b>School Name: Burbank Child Development Center</b>		<b>School ID: 104</b>
<b>CDS Code: 612590164814</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**School Mission and Vision**

Burbank is a public school that serves young children, infants to age 5, in Oakland Unified. We are dedicated to providing access to high quality, relationship and research-based education to all students. Our specialized programs aim to promote effective communication, academic, social, and self-help development in order to prepare our students for success as life-long learners. We are also dedicated to establishing and maintaining an effective and supportive partnership with our families - as they are the most important teachers of our students throughout their lives.

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

In past years, Burbank has served 100% students with IEPs. This is our second year of having general education programs on site - and we are expanding to having two TK programs on site and one California State Public Preschool. Given our reputation of serving children with a unique developmental trajectory, families often seek out our site for placement for students with higher than average needs. In addition, we will have all new staff for two of the general education programs next year.

**School Demographics, 2024-25**

<b>% Male</b>	<b>% Black/African American</b>	<b>% Latino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Students with Disabilities</b>	<b>% Unduplicated Pupil Percentage</b>	<b>% English Learners</b>	<b>% LTEL</b>
72.2%	27.8%	55.6%	0.0%	2.8%	100.0%	88.9%	0.0%	0.0%
<b>% Female</b>	<b>% Multiracial</b>	<b>% Asian</b>	<b>% Filipino</b>	<b>% American Indian/ Alaskan Native</b>	<b>% Foster Youth</b>	<b>% Socioeconomically Disadvantaged</b>	<b>% Newcomers</b>	<b>School Stability Rate</b>
27.8%	2.8%	5.6%	0.0%	0.0%	2.8%	88.9%	0.0%	79.1%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, all students will demonstrate mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 5% increase in students rated "Integrating Earlier" in the following domains on the DRDP after a full year of school: -Comprehension of grade appropriate text (LLD 6) -Concepts About Print (LLD 7) -Phonological Awareness (LLD 8) -Letter and Word Knowledge (LLD 9)
<b>Identified School Need:</b>	-Students: kindergarten readiness/foundational literacy skills -Teachers: receive training and support to create developmentally appropriate learning experiences -Teachers: utilize DRDP or other tool to analyze student progress over course of the year -Tutor/Para: support to set-up developmentally appropriate interest areas and lead small group activities

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Comprehension of Grade appropriate text (LLD 6/FLD 3.2 and 3.3)	All Students	N/A	N/A	N/A	75% Building middle or higher	75% Building middle or higher
Concepts About Print (LLD 7/FLD 2.6)	All Students	N/A	N/A	N/A	85% Building middle or higher	85% Building middle or higher
Phonological Awareness (LLD 8)	All Students	N/A	N/A	N/A	75% Building middle or higher	75% Building middle or higher
Letter and Word Knowledge (LLD 9)	All Students	N/A	N/A	N/A	75% Building middle or higher	80% Building middle or higher

Emergent Writing (LLD 10)	All Students	N/A	N/A	N/A	N/A	80% Building middle or higher
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**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May 2027, MM SCP and TK students will demonstrate greater mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 25% increase in students rated "Building Earlier" (or higher) in the following domains on the DRDP after a full year of school: -Comprehension of grade appropriate text (LLD 6) -Phonological Awareness (LLD 8)
<b>Identified School Need:</b>	-Students: kindergarten readiness/foundational literacy skills -Teachers: receive training and support to create developmentall appropriate learning experiences -Teachers: utilize assessment tool to analyze student progress over course of the year -Tutor/Para: support to set-up developmentall appropriate interest areas and lead small group activities

**Academic Measures & Annual 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
Comprehension of grade appropriate text (LLD 6)	MM SCP enrolled	N/A	N/A	N/A	MM TK SCP: 90% Building Eariler or higher by Spring rating on LLD6.	K and MM SCP: 90% Building Earlier or higher by Spring rating of DRDP (on LLD 6)for students receiving a full year of intervention.

Comprehension of grade appropriate text (LLD 6)	Special Education Students	N/A	N/A	N/A	ESN TK SCP:90% Exploring later or higher by Spring rating; MM TK SCP: 90% Building middle or higher by the spring rating on LLD7.	ESN SCP: 75% Exploring later or higher by Spring rating of DRDP for students receiving a full year of intervention on LLD6.
Phonological Awareness (LLD 8)	Special Education Students	N/A	N/A	N/A	MM TK SCP: 90% Building Eariler or higher by Spring rating on LLD8.	TK and MM SCP: 80% Building Earlier or higher by Spring rating of DRDP for students receiving a full year of intervention on LLD8.
Understanding of receptive language (LLD1)	Special Education Students	N/A	N/A	N/A	MM TK SCP: 90% Building middle or higher by Spring rating on LLD9	ESN SCP: 75% Exploring later or higher by Spring rating of DRDP for students receiving a full year of intervention on LLD1.

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

**School Goal:** By May 2027, increase positive attendance by 1%, and reduce chronic absenteeism by 3%

**Identified School Need:**  
 -Site Administrator: Develop a highly effective COST and Attendance Team that meet regularly and are data driven  
 -Site Administrator: Develop highly effective quality driven culture plans and develop the capacity and skill to implement MTSS whole child supports  
 -Teacher: Conduct calls and outreach for absent students to seek possible barriers to attendance and seek counsel with COST/Attendance Team

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Outcome	2026-27 New Target
Chronic Absenteeism	All Students	90.9%	73.7%	68.4%	0%	0.0%
Chronic Absenteeism	African American Students	100.0%	70.0%	75.0%	22.8	18.0%

**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:** 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.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Outcome	2026-27 New Target
		#N/A	N/A	N/A	Teacher turnover was 2 staff out of 13. (85% retention)	90% teacher retention rate

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 2:</i></p>	<p>By May 2027, all students will demonstrate mastery in Language and Literacy by the following metrics:                      -BOY to EOY by a minimum of 5% increase in students rated "Integrating Earlier" in the following domains on the DRDP after a full year of school:                      -Comprehension of grade appropriate text (LLD 6)                      -Concepts About Print (LLD 7)                      -Phonological Awareness (LLD 8)                      -Letter and Word Knowledge (LLD 9)</p>	<p><b>Strengths:</b> In looking at the DRDP data for our TK and MM SCP programming, our strengths are in strong letter and word knowledge and concepts about print as measured by the DRDP.</p>
<p><i>LCAP Goal 3:</i></p>	<p>By May 2027, AA/Black students will demonstrate mastery in Language and Literacy by the following metrics:                      -BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains:                      -Comprehension of grade appropriate text (LLD 6)                      -Concepts About Print (LLD 7)                      -Phonological Awareness (LLD 8)                      -Letter and Word Knowledge (LLD 9)                      as measured by DRDP.</p>	<p><b>Strengths:</b> In looking at the DRDP data for our TK and MM SCP programming, our strengths are in strong letter and word knowledge and concepts about print as measured by the DRDP.</p>
<p><i>LCAP Goal 4:</i></p>	<p>-Site Administrator: Develop a highly effective COST and Attendance Team that meet regularly and are data driven                      -Site Administrator: Develop highly effective quality driven culture plans and develop the capacity and skill to implement MTSS whole child supports                      -Teacher: Conduct calls and outreach for absent students to seek possible barriers to attendance and seek counsel with COST/Attendance Team</p>	<p><b>Strengths:</b> We have a strong attendance and COST system at Burbank that makes sure that families are routinely called and supported in returning to school after missing 1-2 days. Children assigned to self-contained special education programming also have access to our OUSD transportation system, which supports attendance.</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.	<b>Strengths:</b> In ECE, there is a coaching system that continues to be funded through Measure C dollars, so that intern teachers receive support, and more experienced teachers that are interested in coaching also can receive monthly check ins. At Burbank, we also have a cohort of more experienced special education teachers that can support newer teachers on the campus which can support stress management in the moment and linking newer teachers to resources that have been successful for others.
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 2:</i>	By May 2027, all students will demonstrate mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 5% increase in students rated "Integrating Earlier" in the following domains on the DRDP after a full year of school: -Comprehension of grade appropriate text (LLD 6) -Concepts About Print (LLD 7) -Phonological Awareness (LLD 8) -Letter and Word Knowledge (LLD 9)	Challenges: Our school has six (soon to be expanded to 7) extensive support needs programs on our site and these students have significant language impacts from their disabilities that are reflected in their DRDP scores. Our four Mild-moderate self-contained program students and our DHH students also have language development impacts that can show up on their DRDP scores. In addition, the DRDP itself is an observational measure whose ratings can vary by the rater and their fidelity to the scoring rubric.
<i>LCAP Goal 3:</i>	By May 2027, AA/Black students will demonstrate mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 5% increase in "Responding Earlier" to "Integrating Earlier" in the following domains: -Comprehension of grade appropriate text (LLD 6) -Concepts About Print (LLD 7) -Phonological Awareness (LLD 8) -Letter and Word Knowledge (LLD 9) as measured by DRDP.	Challenges: Our school has six (soon to be expanded to 7) extensive support needs programs on our site and these students have significant language impacts from their disabilities that are reflected in their DRDP scores. Our four Mild-moderate self-contained program students and our DHH students also have language development impacts that can show up on their DRDP scores. In addition, the DRDP itself is an observational measure whose ratings can vary by the rater and their fidelity to the scoring rubric. Also, the DRDP data cannot be disaggregated by race unless data analysis is done by hand as SCP classrooms do not have access to Learning Genie (unlike our general education counterparts).

<p><i>LCAP Goal 4:</i></p>	<ul style="list-style-type: none"> <li>-Site Administrator: Develop a highly effective COST and Attendance Team that meet regularly and are data driven</li> <li>-Site Administrator: Develop highly effective quality driven culture plans and develop the capacity and skill to implement MTSS whole child supports</li> <li>-Teacher: Conduct calls and outreach for absent students to seek possible barriers to attendance and seek counsel with COST/Attendance Team</li> </ul>	<p>Challenges: Some children with a disability have co-current health issues that may lead to missing school more frequently than their non-disabled peers.</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>Challenges: Special education is a tremendously challenging career path. Special education teacher turnover is a critical issue in California, with roughly 15% of these educators leaving their schools annually. Over a quarter of California's special education teachers from 2014 were projected to retire by 2024, with some counties facing up to 86.5% turnover. National data mirrors this, showing roughly 50% of new special education teachers leave the field within 5 years.</p>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Burbank Child Development Center

**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.

Materials were purchased; meetings with MM SCP teachers on read aloud strategies and needs in the classroom; Read In books for parents were selected; DRDP data was gathered and shared to examine patterns and trends.

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

Growth across all DRDP literacy domains for MM SCP classrooms especially in concepts about print and letter word recognition.

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.

Smallest growth seen in phonemic awareness and would like to provide further training on supporting this skill with students with language delays.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Elevate assemblies	DRDP Data	Supports parent and teacher engagement with pre-literacy goals.	Growth was seen across all literacy domains on the DRDP by students who had attended a full year of intervention. Largest area of growth was in LLD7 (Concepts about print) and the smallest area of growth was in LLD 8 (phonemic awareness).	Recommend multiple visits in the upcoming year with follow up activities to develop comprehension strategies.

Books for classrooms and hands on materials to use with read alouds	DRDP Data	Supports teacher engagement with students with complex learning needs	Growth was seen across all literacy domains on the DRDP by students who had attended a full year of intervention. Largest area of growth was in LLD7 (Concepts about print) and the smallest area of growth was in LLD 8 (phonemic awareness).	Will continue developing shared books and materials to support reading comprehension in the upcoming year but add trainings on phonemic awareness strategies for teachers.
Interactive materials for working with students on letter and word recognition in small groups	DRDP Data	Supports teacher engagement with students with complex learning needs	Growth was seen across all literacy domains on the DRDP by students who had attended a full year of intervention. Largest area of growth was in LLD7 (Concepts about print) and the smallest area of growth was in LLD 8 (phonemic awareness).	Will continue developing shared books and materials to support reading comprehension in the upcoming year but add trainings on phonemic awareness strategies for teachers.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES					
<b>School:</b> Burbank Child Development Center		<b>SCHOOL ID:</b> 104			
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>					
<b>School Goal:</b>		By May 2027, all students will demonstrate mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 5% increase in students rated "Integrating Earlier" in the following domains on the DRDP after a full year of school: -Comprehension of grade appropriate text (LLD 6) -Concepts About Print (LLD 7) -Phonological Awareness (LLD 8) -Letter and Word Knowledge (LLD 9)			
<b>Identified Need:</b>		-Students: kindergarten readiness/foundational literacy skills -Teachers: receive training and support to create developmentally appropriate learning experiences for ELL students and students who have a language based disability -Teachers: utilize DRDP or other tool to analyze student progress over course of the year			
#	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]	Suggested Investments to support Strategy/Activity implementation
1-1	Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times.	All Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.
1-2	A child makes letter-like marks on paper and the teacher asks what child has written, then teacher scribes story.	All Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.
1-3	Students enage in songs and rhymes to build understanding of sounds. Students can make sound of some letters.	All Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.

1-4	Match some letter names to their printed form. These will commonly be letters in the child's first name. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match some (about three to eight) uppercase letter names to their printed form.	All Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.

**Academic Measures & Annual Targets for Focal Student Groups**

<b>School Goal:</b>	By May 2027, Mild to Moderate students in a self-contained special education program (SCP) will demonstrate greater mastery in Language and Literacy by the following metrics: -BOY to EOY by a minimum of 25% increase in students rated "Building Earlier" (or higher) in the following domains on the DRDP after a full year of school: -Comprehension of grade appropriate text (LLD 6) -Phonological Awareness (LLD 8)
<b>Identified Need:</b>	-Students: kindergarten readiness/foundational literacy skills -Teachers: receive training and support to create developmentally appropriate learning experiences that support language development -Teachers: utilize assessment tool to analyze student progress over course of the year -Paraeducators: receive training in language strengthening learning experiences and support with developing engaging small group centers/activities

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?	Suggested Investments to support Strategy/Activity implementation
2-1	Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times.	Special Education Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.
2-2	Makes comments or asks questions about books with visual supports and repeated read alouds.	Special Education Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.

2-3	Students engage in songs and rhymes to build understanding of sounds.	Special Education Students	Academic	Tier 1 - Universal	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.
2-4	Students clap the syllables of familiar words like classroom names or days of the week with adults and peers.	Special Education Students	Academic	Tier 2 - Supplementa	Coaching and professional development about expanding strategies. Materials (blocks, letter manipulatives, etc.) for hands-on use and play-based identification.

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

<b>School Goal:</b>	By May 2027, increase positive attendance by 1%, and reduce chronic absenteeism by 3%
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>-Site Administrator: Develop a highly effective COST and Attendance Team that meet regularly and are data driven</li> <li>-Site Administrator: Develop highly effective quality driven culture plans and develop the capacity and skill to implement MTSS whole child supports</li> <li>-Teacher: Conduct calls and outreach for absent students to seek possible barriers to attendance and seek counsel with COST/Attendance Team</li> </ul>

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?	Suggested Investments to support Strategy/Activity implementatio
3-1	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to Teaching Pyramid). Leaders direct new teachers to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 - Universal	ECE Professional Development focused on Teaching Pyramid
3-2	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning/connection to Teaching Pyramid.	All Students	SEL / Mental Health	Tier 1 - Universal	

3-3	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/students with low attendance trends	Academic	Tier 2 - Supplemental	childcare for family workshops. Extended contracts for teachers/staff
3-4	Partner with district Newcomer Wellness Initiative and Safe Passages to hire mental health interns to provide direct 1:1 mental health supports as well as group therapy.	All Students	Behavioral	Tier 3 - Intensified	

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

<b>School Goal:</b>	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.
<b>Identified Need:</b>	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.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?	Suggested Investments to support Strategy/Activity implementation
4-1	Identify a leader and coach whose role it will be to support new(er) teachers. This person will coordinate with Director of Quality Enhancement and Professional Development for candence of check-ins/support.	All Students	SEL / Mental Health	Tier 1 - Universal	Develop an on-site new teacher support group to help them learn site and district systems & expectations, check in on credentialing needs/progress, differentiate support as needed, and build community. Consider using Educator Effectiveness dollars to pay new teachers for attending and pay a teacher leader for leading the group.

4-2	Direct all 1st year teachers to attend the summer New Teacher Institute and ongoing new teacher PD offerings on Wednesdays throughout the year. Monitor their attendance.	All Students	Academic	Tier 1 - Universal	ECE Coaches at New Teacher Institute will provide PD such as ECE Classrooms 101 to ensure that new teachers receive foundational information on which they can use to build and expand their skills and understanding of the ECE teacher role.
4-3	Conduct regular observation and feedback, particularly in the first 6 weeks of the school year with a focus on classroom culture building. Integrate a focus on new teachers into your learning walks.	All Students	Academic	Tier 1 - Universal	Identify everyone on site who can provide regular, bite-sized feedback for new teachers during the first 6 weeks of school. Create an observation schedule and share with all leaders/coaches and new teachers. Use the Focal Five walk through tool.

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number:** 104

**School:** Burbank Child Development Center

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
This will fund a .1 music teacher who will support our TK learners and provide contract mandated prep period for our TK teachers. Music supports social emotional development as well as early literacy and math skills.	\$12,458	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10513	Teacher Education Enhancement	0.10			Students enage in songs and rhymses to build understanding of sounds. Students can make sound of some letters.	104-1
This will support making sure there are materials for hands-on learning during music and support other art projects in our TK classrooms. Art is essential in working with young students in developing their pre-reading and pre-writing abilities.	\$4,731	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			A child makes letter-like marks on paper and the teacher asks what child has written, then teacher scribes story.	104-2
Funds our free afterschool program that supports our TK aged learners at Burbank working collaboratively with EBAC. This is a 10 month program that supports continued learning experiences from the end of school (2:30) to 6 pm daily.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Match some letter names to their printed form. These will commonly be letters in the child's first name. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match some (about three to eight) uppercase letter names to their printed form.	104-3
Time for training with SLPs and teachers to support comprehension and phonemic awareness strategies in the classroom setting.	\$1,500	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Students enage in songs and rhymses to build understanding of sounds. Students can make sound of some letters.	104-4
Time for training between SLPs, teachers and paraeducators to support language development strategies in the classroom environment.	\$1,000	LCFF Supplemental	2120	Classified Instructional Aide Salaries: Stipends			0.00			Makes comments or asks questions about books with visual supports and repeated read alouds.	104-5
Supplies to support using visuals and realia in comprehension strategies	\$2,500	LCFF Supplemental	4300	Materials & Supplies			0.00			Makes comments or asks questions about books with visual supports and repeated read alouds.	104-6
Supplies to support using visuals and realia in comprehension strategies	\$2,300	LCFF Supplemental	4310	School Office Supplies			0.00			Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times.	104-7
This will fund a .1 music teacher who will support our TK learners and provide contract mandated prep period for our TK teachers. Music supports social emotional development as well as early literacy and math skills.	\$12,458	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	10513	Teacher Education Enhancement	0.10			Students engage in songs and rhymses to build understanding of sounds.	104-9

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number:** 104

**School:** Burbank Child Development Center

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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
This will fund a .1 music teacher who will support our TK learners and provide contract mandated prep period for our TK teachers. Music supports social emotional development as well as early literacy and math skills.	\$12,458	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10513	Teacher Education Enhancement	0.10			Students engage in songs and rhymes to build understanding of sounds.	104-10
This will fund food for parent engagement meetings (SSC meetings) and parent trainings around read-aloud strategies. This will support a greater home-school connection around our literacy goals and greater success for all students (Prek and TK)	\$470	Title I, Part A Parent & Family Engagement	4399	Unallocated			0.00		Chronic Absenteeism	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.	104-11
To be allocated in fall 2026	\$25,850	Title I, Part A Schoolwide Program	4399	Unallocated			0.00		n/a	n/a	104-12
	\$22,066	Preschool Support Budget	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	9791	CDC Site Administrator	0.10				104-13



## **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.

### **Burbank Early Learning Center**

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:

- Bi-monthly family newsletter to disseminate information about how to support achievement and development.
- PAC night monthly meetings through the early childhood department (ECE) to support achievement and development.
- Access to DRDP family reports once a year to read about student progress and access to progress reports as determined by district standards- as well as conferences twice a year.

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:

- Scheduling two family engagement weeks a year to focus on parent-teacher partnerships.
- Whole school information nights including Back to School and Kindergarten Transition Night.
- Bi-monthly family newsletter to disseminate information about whole school events and ways to participate in the community.

## **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 on August 28th 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.
- Translating and disseminating the policy before the end of the September through Parent Square and having physical copies in the office.

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

- Convening an annual meeting on August 28th 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.
- Holding regularly established SSC meetings (School Site Council) with families to communicate about and develop Title 1, Part A programs and plans.

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:

- Hosting information evenings like Back to School and monthly PAC meetings with the ECE department.
- Parent-teacher conferences and annual IEP meetings.

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:

- Translation of key documents are provided in Spanish for all newsletters, notes, and school communication.
- Parent Square allows for families to translate school communications into five languages.
- Interpretation is available in Spanish for all school-wide meetings and is available for any other meeting, in any language, if requested in advance.

### **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:

- Bi-monthly family newsletter to disseminate information about whole school events and ways to participate in the community and regular communications via backpack notes and Parent Square.
- Have opportunities to volunteer in school wide events like Sticker Treat and the Valentine's Day Dance.

### **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:

- Hosting informative meetings with teachers and other staff to support play based, interactional learning in the home setting.

### **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:

- Providing training on home visiting strategies and the importance of home-school communication - and time to connect with families twice a year during minimum day weeks, as well as after school has ended.

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:

- Teachers and staff provide alternative ways of participating in their child's education, including via home visits, newsletters/progress reports, Zoom meetings, email, and in person (at school) conferences.

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:

- Hosting a Title I introductory meeting on August 28th.
- Holding SSC meetings to review Title 1 funding and programming.

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:

- Burbank provides alternative ways of participating in their child’s education, including via home visits, newsletters/progress reports, Zoom meetings, and in person (at school) conferences/all school meetings.
- Burbank provides interpretation services and translation services as needed for participation by all families at Burbank.
- Maintain clear lines of communication between parent and the principal.

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

- Meeting monthly with the principal to discuss child development, concerns and questions, and interests in contributing to the school community.
- Burbank provides interpretation services and translation services as needed for participation by all families at Burbank.

**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:

- Providing access to resources through our ECE family navigator and our community partnership with Lincoln Families.

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

**ADOPTION**

This policy was jointly developed and adopted by Burbank Early Learning Center on August 28th, 2025 and will be in effect for the period August 11th, 2025 through May 28th, 2025.

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

Theresa Lozack

Name of Principal

*Theresa Lozack*

Signature of Principal

08/28/2025

Date

*Please link the School-Parent Compact to this document.*



## **School-Parent Compact 2025-2026**

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

*This School-Parent Compact is in effect for the 2025-2026 school year.*

### **School Responsibilities**

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

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

Including:

- SEEDS oral language development strategies
- Implementation of Creative Curriculum, thematic learning, and total communication approaches centered on developing strong oral language
- Handwriting without Tears strategies

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

Including:

- Early Release weeks twice a year to support family-school communication either at home or through a parent-teacher conference.
- For students with an IEP, an IEP meeting can be requested at any time and the school will hold the meeting within 30 days (as per federal and state guidelines).

- 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.**

Including:

- Timely progress reports three times a year for all students with an IEP (as mandated by state law).

- Completion of the DRDP for Fall and Spring, with family reports given to guardians twice a year (unless a student begins school after November 1st, then only a Spring DRDP will be completed.)

**4) Provide parents reasonable access to staff.**

Including:

- Calling the front office and leaving a message to speak to your child's teacher after school (510-879-5004).
- Emailing teachers and expecting a response within 48 hours (Monday through Friday).
- Access to interpretation services when requested.
- Requesting an IEP meeting and one being scheduled within 30 days as required by law.

**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.**

Including:

- Observations are available at any time as long as they are requested to the teacher in advance and the parent/guardian signs in and out in the main office.
- Bi-monthly newsletters will be sent home in order to support family engagement opportunities that are school-wide.
- If regular volunteering is desired, fingerprinting and training is needed by the Oakland Ed Fund. This can be accessed at: <https://www.oaklandedfund.org/programs/volunteer/>.

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

Including:

- Bi-monthly newsletters will be sent home in order to support family educational opportunities that are school-wide.
- Materials to promote social emotional development and kindergarten readiness are available at the family resource table by the main office.
- Community supports are available by request through our partnership with Lincoln Families.

**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.**

Including:

- Training for teachers on home visits and family engagement mandated in 2024/2025
  - Teachers are paid to do home visits after contract hours if they choose to do so
  - Two weeks every year are minimum days to promote family engagement and connection.

**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.**

Including:

- Bi-monthly newsletters from Burbank through Parent Square that can be translated into five languages.
- Use of interpreters to communicate in person as needed by request by teacher or family.
- Use of text messaging and google voice to support communication in multiple languages.

### **Parent Responsibilities**

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

- Communicate proactively with my child’s teacher with concerns, questions, or changes in my child’s life that might impact them at school.
- Participate in decisions related to the education of my child including attending IEP meetings and parent-teacher conferences.
- Promote positive use of my child’s extracurricular time including supporting a regular bedtime to help focus at school.
- Promote positive use of my child’s extracurricular time by reducing access to iPads, iPhones, and tablets and increasing access to playing with peers, family, and toys inside and outside the home.

### **Teacher Responsibilities**

As a teacher, I agree to support my students’ learning in the following ways:

- Communicate proactively with families around concerns, questions, or needs as they arise at school
- Provide a safe, positive and healthy learning environment that promotes language development, developmentally appropriate independence skills, and kindergarten readiness.
- Respond to communication from families within two business days of receipt
- Strive to address the individual needs of each student, each day

This Compact was adopted by Burbank Preschool on August 28th, 2025, and will be in effect for the period of August 28th, 2025 to May 28, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2025.

Theresa Lozach	Theresa Lozach	08/28/2025
<b>Principal’s Name</b>	<b>Signature of Principal</b>	<b>Date</b>



# BURBANK EARLY LEARNING CENTER

## School Site Council Membership Roster

**2025-2026**

### SSC - Officers

Chairperson:	Diana Benitez
Vice Chairperson:	Shanice Green
Secretary:	Kyleigh Nevis

### 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?)
Theresa Lozach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
My'Kell McCoy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Kelsey Bevans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Diana Benitez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Shanice Green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Kyleigh Nevis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	4th Thursday of each month from 5-6 p.m.
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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.

