



2023-2024

Burbank Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

Academic Achievement Data Findings:English Language ArtsFor the purposes of the summary of the 22 - 23 data findings, metrics including i-Ready diagnostic results, FRSA, and CAASPP (SBAC) results will be used to highlight English Language Arts results. CAASPP (SBAC) -The SBAC English Language Arts comparison data can be found in the table below. Cohort changes include an 8% increase in students from their 3rd to 4th grade year and a 5% increase from 4th to 5th. If we look at grade level data, there was a 2% decline in grade 3, an 8% increase in grade 4, and a 12% decrease in grade 5. In 2023 - 24, Burbank will examine correlation data to determine the impact of instructional practices that may have contributed to growth in cohort groups. Practices that were highlighted during the 2022-23 school year were engagement, social and emotional support, building class communities, soft starts, Kagan, and cognitively guided instructional practices. SBAC ELA 21 - 2222 - 23 DifferenceCohort Diff.3rd3331 -2na4th3341 +8+85th5038 -12+5Overall3937 -2na In Long Beach and at Burbank elementary, every effort is being made to accelerate learning loss and to close the achievement gap in children. Burbank is specifically targeting student engagement and sense of belonging as a priority for this aforementioned acceleration. During the 2023 data analysis, due in part to the new formative data platform, iReady, there is an emphasis on ongoing formative measures as opposed to latent measures such as the traditional SBAC assessment. The 23-24 school year has specific guidelines in terms of an assessment matrix and ongoing data meetings that will account for progress monitoring during the school year. The 22-23 results for the SBAC include overall proficiency rates of 39% with grade level results listed as Grade 3 (33%) Grade 4 (33%) and Grade 5 (50%). Burbank African American students had proficiency rates of 41%, Hispanics 35%, English Learners 21%, and RFEP 63%. i-Ready - Overall, Burbank students demonstrated 124% growth as measured by diagnostic 3. The following charts outlines the final placement distribution for each grade level. Students who are in need of interventions due to being two or more grade levels below include 7 students in 2nd grade, 17 students in 3rd grade, and 18 students in 4th grade. The data was disaggregated by targeted subgroups including African American, Hispanic, and English Learners to check for any achievement gaps that may exist. There were 3 total African Americans who are performing two or more grade levels below in reading (2 @ 3rd and 1 @ 4th), (6 @ 2nd, 13 @ 3rd, Early on/Mid or AboveOne Grade Level BelowTwo Grade Levels BelowThree or more belowOverall48%37%9%6%KindergartennanananaGrade 154%46%--Grade 244%47%8%-Grade 359%20%10%11%Grade 447%37%5%11%Grade 531%39%24%6%Grade 2 Confidential List Grade 3 Confidential List Grade 4 Confidential List

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Literate & Mathematically Prepared SMART Goals: Burbank 5 Year Data Plan By June 2024, through the consistent implementation of Quality Core Instruction in all elementary and TK-8 classrooms, students will: TK-2 Literacy FRSA/Fluency: By June of 2023, 77% of kindergarten students will meet or exceed the FRSA. By June of 2023, 63% of 1st grade students will meet or exceed the FRSA. By June of 2023, 70% of 2nd grade students will meet or exceed the FRSA. 2. iReady Grades 1 - 5 By June of 2024, iReady Reading typical growth targets will increase by the following rates: 22-23 Met Typical Growth Goal for 23-24 Typical Growth Grade 154%60% Grade 274%80% Grade 355%61% Grade 471%78% Grade 560%66% Overall 63%69% Subgroup information Black/African American and Hispanic iReady Reading Typical Growth 22-23 Met Typical Growth Goal for 23-24 Typical Growth Black Hispanic Black Hispanic Grade 183%54%85%60% Grade 260%77%66%80% Grade 350%59%56%63% Grade 457%72%67%75% Grade 550%61%56%64% Overall 57%64%66%67% By June of 2024, iReady mathematics typical growth targets will increase by the following rates: 22-23 Met Typical Growth Goal for 23-24 Typical Growth Grade 167%73% Grade 260%70% Grade 350%60% Grade 464%70% Grade 575%80% Overall 63%70% Subgroup information Black/African American and Hispanic iReady Reading Typical Growth The following chart illustrates subgroup information for black and hispanic students who met typical growth of 1 grade level on the iReady mathematics assessment. The goals for 23-24 to close the achievement gaps are located in columns 3 and 4. 22-23 Met Typical Growth Goal for 23-24 Typical Growth Black Hispanic Black Hispanic Grade 167%45%70%60% Grade 260%60%66%66% Grade 350%46%55%52% Grade 464%53%67%60% Grade 575%53%77%60% Overall 63%50%66%57%

Action Steps:

1. Principal to attend a reading collaborative hosted by LACOE and supported by LBUSD
2. Daily support from IIC to deepen teachers knowledge of the Science of Reading through PD, focused feedback and team teaching
3. Ongoing data analysis including diagnostic data in LROIX
4. Tutoring support for students
5. Dedicated monthly grade level meetings focused on data and action steps
6. Teacher led parent workshops to support their knowledge of the CCSS for ELA.
7. Teacher communication during parent conferences to inform parents of student progress
8. Principal led individualized data meetings

Progress Monitoring

1. Progress monitoring quarterly
2. SSC examining effectiveness through data analysis
3. ELAC progress monitoring specific for ELL
4. i-Ready diagnostic results
5. Focused principal observation feedback

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

The 22-23 results for the final i-Ready mathematics diagnostic demonstrate the following:				Annual Typical Growth	Stretch Growth	Grade 1	
Grade 1	99%	Grade 2	69%	Grade 3	69%	89%	60%
Grade 4	107%	Grade 5	67%	Grade 5	111%	66%	

The goals for 22-23 was to have all student reach 100% typical growth which equates to one full year of growth. For student performing below grade level, district and site expectations are to have students make more then one years of progress. As illustrated above, Burbank did not achieve 100% of all students meeting the district goals. One indicator that was studied by both SSC, ELAC and teachers is the impact of attendance on achievement rates. For students that attend school less then 93% of the school year, 53% did not show adequate gains on the i-Ready diagnostic assessments.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

SBAC Math By June of 2024, 40% of Burbank students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, 40% of 3rd grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, 40% of 4th grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, 38% of 5th grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, 40% of African American students will meet or exceed proficiency on the SBAC mathematics exam. By June of 2024, ELL students will increase by 12% from 17% to 29%. Kinder: By June of 2024, 90 % of students will pass the EOC math exam. First: By June of 2024, iReady Reading typical growth targets will increase by 55% Second: By June of 2024, iReady mathematics typical growth targets will increase by 70% Third: By June of 2024, iReady mathematics typical growth targets will increase by 60% By June of 2024, 31% will meet proficiency standards on the SBAC mathematics exam. Fourth: By June of 2024, 60% of 4th grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, iReady mathematics typical growth targets will increase by 75%. Fifth: By June of 2024, 50% of 5th grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, iReady mathematics typical growth targets will increase by 80%.

Action Steps:

1. Math Lead to support Quality Core instruction through PD, focused feedback and team teaching
2. All teachers in grades 3 - 5 will attend QCI professional development days through LBUSD
3. Ongoing data analysis including diagnostic data in LROIX
4. Tutoring support for students
5. Dedicated monthly grade level meetings focused on data and action steps
6. Teacher led parent workshops to support their knowledge of the CCSS for mathematics and cognitively guided instruction.
7. Teacher communication during parent conferences to inform parents of student progress
8. Principal led individualized data meetings

Monitoring

- I-Ready diagnostic
- Edulastic assessments
- Focused instructoinal feedback from principal
- Math lead to support quality core instruction

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Burbank Elementary School has 179 total EL students enrolled for the 2023-24 school year. The grade level breakdown from TK to 5 is TK - 5 = 174/564 TK = 5, K = 21, 1 = 22, 2 = 27, 3 = 35, 4 = 22, 5 = 42.

In consideration of hierarchy of needs including safety, social and emotional learning and the connection to academics, Burbank and the ELAC does recognize a need to support families in their understanding of the importance of attendance. Burbank EL students as of October of 2023, demonstrates that our EL population has an attendance rate of 92.4% which places the subgroup as an at promise measure. Our RFEP population is considerably higher at 96.8%. The total attendance rate of ELs from 2022-23 for students at promise or below 93% for Burbank was 48%. To further illustrate the impact of attendance, our current EL population, 59/174 currently have attendance rates less than 93%. The total number of students is outlined below. Column 1 is the attendance rate, column 2 is the number of students, and column 3 identifies the total percent of students who are at promise. According to site data from 2021-22, Burbank EL students were 2% well developed, 39% somewhat developed, 38% moderately developed, and 19% at the beginning stage. A comparison of data for 2022-23, 10% of students were well developed, 31% somewhat developed, 31% moderately developed, and 21% beginning stage. Burbank ELAC and site teachers have expressed a need to analyze the rigor and requirements of the ELPAC to learn about the measure and how to better support our EL learners. According to Burbanks 2023-24 SBAC data for ELA, 23% of EL demonstrated above target growth and 25% showed accelerated growth. Students who demonstrated less than satisfactory growth was 8% while 3% demonstrated negative growth. The greater number of EL did demonstrate above target and accelerated growth. According to Burbanks 2022-23 SBAC data for math, 20% of EL students demonstrated above target growth and 20% showed accelerated growth. Students who demonstrated less than satisfactory growth was 9% while 8% showed negative growth. To address this discrepancy, LBUSD and Burbank have targeted mathematics as a focus area. The focus does involve district PD, site professional development release and planning days to address the gaps we see in mathematics.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

By June of 2024, Burbank EL students will demonstrate 10% gains in students who meet well developed criteria on the ELPAC. By June of 2024, Burbank EL students will demonstrate 11% growth in students who meet the somewhat developed criteria on the ELPAC.

Action Steps:

1. Teacher identification of EL's and present levels on ELPAC
2. Monthly focus on increasing teacher knowledge about ELPAC
3. October teacher test drive of the ELPAC exam
4. November PD surrounding designated ELD
5. Parent education through ELAC including ELL data, ELPAC analysis, and reclassification information

Monitoring

1. Ellevation
2. ELPAC
3. Submission of teacher schedules for designaged ELD
4. i-Ready diagnostic results
5. Quarterly students surveys for SEL

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Social and Emotional Well Being Data Findings: Culture and Climate: Burbank ensures conditions at Burbank are a safe, welcoming, and nurturing environment that enables learning to occur. Maslow's hierarchy of needs supports the theory that needs lower down in the hierarchy such as physiological needs, safety, love, and belonging must be satisfied before individuals can attend to higher needs. Maslow proposed that human beings possess two sets of needs. This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs, and the top level is known as growth or being needs. During the 2022-23 school year, students in grades 4 and 5 were surveyed on 4 separate occasions using two different metrics. The first measure was the Pulse Survey that is administered 3 times annually. The survey is meant to measure students' understanding of Identity, Agency, and Belonging. The second measure is the CORE survey that is administered one time annually. The CORE survey measures multiple factors including, but is not limited to, students' sense of belonging, safety, climate of support for learning. Overall Identity Agency Student Attendance Data Findings: 2022 - 23 Attendance Data Findings: 2022-23 Attendance data below is representative of Burbank students enrolled in grades K - 4 containing a total of 486 students. (grade 5 is not included due to matriculation to middle school) The total number of students with at-risk, moderate and severe attendance is 271 students or 55.6% of the total population. (Links contained below)* Chronic absenteeism is defined as 10% or more absences per year (18 days of 180) Severely Chronic Student List (Below 80%) Moderately Chronic Student List (80% - 89.99%) At Risk Chronic (90% - 92.99%) Burbank Overall Attendance Rates: Number of Students Percentage of Students Severely Chronic (below 80%) 38 7.8% Moderate Chronic (80 - 89.9%) 135 27.7% At Risk Chronic (90 - 92.9%) 98 20.1% Satisfactory (93 - 95.9) 113 23.2% Strong (96 - 100%) 102 20.9% Burbank saw an overall increase of 2.3% in student attendance rates from the 2021-22 school year (88.1%) to the 2022-23 school year (90.4%). For targeted subgroups including African American/Black and Hispanic students, Burbank demonstrated gains of 2.9% (88.3 to 91.2) and 2.1% (87.9 - 90%) respectively. Subgroup and Special Population attendance rate data is illustrated below. Subgroup and Special Population Attendance Rate Data 2021-22 2022-23 Change African American/Black 88.3% 91.2% 2.9% Hispanic 87.9% 90% 2.1% White 89.6% 92.9% 3.3% Cambodian 91.6% 92.3% .7% ELL 89.1% 91.5% 2.4% SPED 86.4% 89.9% 3.5% R SP/Speech 86.5% 90.8% 4.3% GATE 92.8% 94.2% 1.4%

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Culture/Climate SEL & Harmony SMART Goals: Attendance Goals: By June of 2024, the overall attendance rate for Burbank elementary students will increase by 3% reaching 93%. By June of 2024, Burbank's African American/Black population of students will increase attendance rates by 2% to attain 93%. By June of 2024, Burbank's Hispanic population of students will increase attendance rates by 3% to attain 93% total attendance. Action Steps: August Identification of Targeted Students for At Risk, Moderate and Severely Chronic attendance August data analysis by teachers to target/flag students with at risk attendance Weekly Notifications to teachers, students and families regarding attendance progress.

Attendance Clerk/IOA, counselor, and principal to review attendance data weekly. Referrals for home visits will be made by the principal/counselor to All-In Attendance support. Monthly SART Meetings facilitated by the principal, counselor, and All-In Attendance support. Weekly classroom teachers targeted parent contact for communication, intervention, and relationship building followed up by the form letters for tardies/absences Weekly incentive programs for students who exhibit satisfactory attendance S.E.L./Student Wellness Ninety percent of Burbank students will have favorable perceptions related to identity, agency, and belonging as measured by the CORE survey. Eighty percent of Burbank students will have favorable perceptions related to self-management, self-efficacy, and social awareness. Eighty-five percent of students surveyed will have positive perceptions related to their development of close relationships with students and adults at Burbank as measured by the CORE survey.

Action Steps:

1. September focus on promoting SEL within classroom with soft starts, buddy ups, and meet ups
2. Student development of class norms and agreements
3. Monthly professional development to support SEL
4. Weekly collaboration with the SEL facilitator to support student wellness
5. The September Attendance Challenge
6. Weekly monitoring of attendance data
7. Monthly Collaboration with the All In Attendance support

Monitoring

Quarterly wellness surveys by class

Monthly data analysis and updates

ELAC and SSC monitoring of the SPSA effectiveness through data analysis

LROIX attendance reports

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) English Language Arts:1. FRSA - By June of 2023, Burbank students will achieve at least 70% proficiency in phonological awareness, word recognition, and print concepts. FRSA Grade Level Goals: Kindergarten - By June of 2023, 70% of kindergarten students will attain proficiency in phonological awareness and word recognition. Grade 1 - By June of 2023, 70% of students will attain proficiency in phonics and word recognition Grade 2 - By June 2023, 70% of Burbank 2nd grade students will attain proficiency in phonics and word recognition2. Fluency - By June of 2023, 80% of Burbank students will achieve proficiency in fluency goals for at or above in fluency based upon the Words</p>	Goal Partially or Not Met	<p>Burbank students demonstrated overall gains on the iReady, fluency, and writing, however, not all students demonstrated 1 years growth on each measure. One variable that impacted growth and our site ability to reach the goals remains overall attendance rates. Attendance rates have historically hovered around 90% and 22-23 was no difference. 53% of students who had attendance rates less then 93% did not show one years growth on the measures.</p>	<p>Burbank has a focus on attendance this year. The focus includes both positive student supports as well as intervention for students and parents. Burbank has been afforded an All in counselor 1 day per week to support with SART, SARB, Home visits, and parent conferences for attendance. Burbank has also implemented a team strategy or BARC team (Burbank Attendance Review Team to monitor attendance Burbank is currently meeting it's goal of maintaining 93% attendance rates for all students subgroups.</p>

<p>Correct per minute (wcpm). September 16, 2022 December 9, 2022 March 17, 2023 June 15, 2023 Grade 1N/AN/A13 +64 +Grade 241 +41 +62 +79 +Grade 361 +61 +82 +97 +Grade 484 +84 +102 +113 +Grade 5100 +100 +117 +129 +3. i-Ready - LBUSD students will achieve at least one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth. The median student growth of Black students will be at least 25% greater than the previous year on iReady assessments.4. Performance Tasks - (Narrative, Informative, Opinion) - Found in Unit Guides Burbank students and teachers will develop baseline data for each of the writing types Narrative 10/21 Informative 1/30 Opinion 4/30.</p>			
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Math	<p>1) Mathematics1. i-Ready MathematicsBurbank students will achieve at least one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth.The median student growth of Black students will be at least 25% greater than the previous year on iReady assessments.2. Performance TasksBurbank students will demonstrate the essential skills of making sense of problems and persevering in problem solving while constructing viable arguments and critiquing the reasoning of others 3. Edulastic Math Unit Assessments (Grade 1 and 2 paper/Grades 3 - 5 Edulastic)</p>	Goal Partially or Not Met	<p>Burbank students demonstrated overall gains on the i-Ready mathematics diagnostic assessment as well as cohort gains on the SBAC mathematics exam. The final i-Ready diagnostic exam saw 55% or 225 students who are on track with grade level math standard with 28% approaching the standards. Burbank did have 6% of students who did not demonstrate growth and 11% who showed low growth.</p> <p>Burbank Burbank's 3rd to 4th grade cohort demonstrated 3% gains on SBAC while the 4th to 5th cohort showed 4% gains. Twenty six percent of students in grades 3 - 5 showed accelerated growth on the SBAC while 30% showed above target growth. Burbank did have 14% or 27 total students who showed negative growth in the SBAC and 29% below target growth on the SBAC.</p>	<p>For this school year, Burbank was allotted a math coach for the curriculum office who will work collaboratively with our site mathematics lead to support students and teachers in grades 3-5 in mathematics. Teacher will attend 4 Quality Core Instruction trainings to support teacher overall understandings of the expectations for grade level math standards and assessments.</p> <p>One barrier to student achievement as evidence by site data is student attendance. School Site Council and ELAC studied attendance data throughout the 22-23 school year and found that over 50% of students who were not demonstrating adequate progress in the standards had attendance rates less than 93%.</p>
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English Learner	1) ELL Goal:1. Burbank will decrease students in both categories of moderately and somewhat developed designated students by 50% by June of 2023.	Goal Partially or Not Met	Burbank EL students increased from 2% well developed to 10% which surpassed our goal of increasing in this category by 50%. Burbank EL students did not meet the school goal of seeing a 50% decrease in students who are well developed. As evidenced by the data summary for EL's, Burbank did see gains in the number of students who improved in both iReady and SBAC. (see data analysis in SPSA for EL's)	Burbank will receive professional development in the fall beginning on October 26 regarding quality designated ELD, classroom scaffolds including language walls, and an analysis of the ELPAC exam to allow teachers to have a greater understanding of the rigor of the assessment.
Culture/Climate	1) Culture and Climate Goals:1. Eighty percent of Burbank students will increase their knowledge of agency as measured by the CORE survey.2. Burbank students will meet the needs of 85% of students in relation to their perceptions about school connectedness/sense of belonging as measured by the CORE survey.3. Eighty-five percent of students surveyed will have positive perceptions related to their development of close relationships with students and adults at Burbank as measured by the CORE survey.	Goal Met	Burbank is in it's 5th year highlighting social and emotional factors that affect students achievement. In most measurable areas on the CORE survey, Burbank has reached 10 year highs in favorable responses for belonging, safety, identity and agency.	Burbank is afforded a Social and Emotional Facilitator to continue to refine Burbank processes and program to support social and emotional wellness in children. In conjunction with our counselor, Burbank will continue to lead the way in social and emotoional wellness in children. All Burbank staff is utilizing the Harmony program which includes co-creating classroom environments and norms and fulfilling requirement for social understanding among students.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
A .5 literacy teacher will provide academic support and intervention in the areas of ELA to support student reading comprehension, fluency, and decoding that will result in increased reading proficiency rates among students reading below grade level. (IN 3)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
A .60 Counselor to increase pupil engagement by reducing chronic absenteeism and increasing students connection to school. The counselor will collaborate with school staff (teachers and Intermediate Office Assistant (attendance). The position will develop programs to impact students' academic success, pupil engagement and parent involvement. The position will identify students in need of behavioral interventions, coordinate counseling groups and engage students with social skills training and programs to ensure success with positive school behavior. The counselor will also coordinate response to intervention services by reviewing retention candidates and students who are not proficient on Benchmarks, Math facts and Unit assessments. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
A .1 Librarian will meet with students to provide library services and lessons that engage students in technology (TPACK and SAMR) and literary and informational text. The supplemental instruction will support students gaining access to literature, informational text and research projects as well as student access and knowledge of GAFE . Additions to our library in in the form of more culturally relevant texts that are more representative to our diverse student population are available to check out. (IN 4)	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Parents will be invited to attend parent workshop aimed at increasing their understanding to support at school and at home on topics including, but not limited to reclassification of EL's, ELPAC, the common core state standards, SBAC testing, FRSA, and fluency. The funds may also be used to support targeted at promise students with reading materials to support their reading fluency and overall achievement in the CCSS. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Burbank's study of the importance of enriching learning environments requires greater focus on solidifying structures including, but not limited to communication tools such as banners, flexible seating, hallways displays, convention displays, personalized tablecloths, and exterior fence advertising to increase school pride, communicate norms and support character education. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

A .5 Literacy teacher will provide academic support and intervention in the areas of ELA to support student reading comprehension, fluency, and decoding that will result in increased benchmark rates among students reading below grade level. This position will include but is not limited to a focus on foundational reading and closing gaps in learning. (IN 2)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Burbank is partnering with community based organizations to create a learning garden for students in kindergarten through grade 5. The learning garden will be include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Burbank will order a supplemental text to support home reading via Scholastic News. The materials will support students in reading non-fiction text. (SM 3)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
Burbank teachers will collectively plan lessons and rigorous learning activities and tasks for students during substitute release days utilizing the LBUSD Scope and Sequence and Understanding and Expectations documents in ELA and mathematics by attending release days which will include a focus on including, but not limited to, common instructional practices, tasks, and peer observations to increase teacher collective efficacy. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Burbank is projecting a need for additional nurse assistant time to support our students health needs and care due to the ongoing COVID crisis. A .095 position is needed to ensure health support is available to students 5 days per week. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to

<p>focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Kindergarten classes at Burbank were consistently at 29 to 30 students. Based upon feedback from teachers, there is a need for additional college aide support to help with small group instruction and practice. Elementary Reading - FRSA 50, Core Curriculum 50	Burbank kindergarten students will receive additional support for small group instruction in the form of 2 college aides.	All Students	LCFF \$24,476 College Student Aide (2) for 648 hours annually - LCFF 100%	08/30/2023 - 06/16/2024 Daily	Kindergarten Team	Principal, Grade Level Lead, Kinder team Focusing on FRSA data quarterly and other assessment measures including mathematics. Elementary Reading - FRSA 50, Core Curriculum 50
Burbank students will benefit from the additional services provided by a counselor including, but not limited to attendance support, ELPAC testing, COGAT testing, conflict resolution conferences, SART, SARB, social-emotional conferences, parent involvement, and EL reclassification rates. EL Reclassification 20, Attendance/Chronic Absenteeism Rate 30,	Burbank will fund a .5 Counselor to increase pupil engagement by reducing chronic absenteeism and increasing students connection to school. The counselor will collaborate with school staff (teachers and Intermediate Office Assistant (attendance). The position will develop	All Students, English Learners, GATE/Excel, Homeless, All Parents, Identified At-Risk Students, Low SES, Other Targeted Students	Title 1 \$82,097 Counselor .5 FTE - Title 1 100%	08/21/2023 - 06/21/2024 Monthly	Counselor	Attendance percentage monthly Chronic absenteeism Office referrals Reclassification rates EL Reclassification 20, Attendance/Chronic Absenteeism Rate 30, Other 50

Other 50	<p>programs to impact students' academic success, pupil engagement and parent involvement. The position will identify students in need of academic and behavioral interventions, coordinate counseling groups and engage students with social skills training and programs to ensure success with positive school behavior. The counselor will also coordinate response to intervention services by reviewing retention candidates and students who are not proficient on Benchmarks, Math facts and Unit assessments.</p>					
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<p>Burbank students require additional supports to support their acquisition of comprehension skills and reading fluency to support their acquisition of the CCSS ELA standards. Elementary Reading - Benchmarks 20, EL Reclassification 30, Other 50</p>	<p>A .5 Literacy teacher will provide academic support and intervention in the areas of ELA to support student reading comprehension, fluency, and decoding that will result in increased comprehension rates among students reading below grade level. This position will include but is not limited to a focus on foundational reading and closing gaps in learning.</p>	<p>Identified At-Risk Students, English Learners, Other Targeted Students</p>	<p>Title 1 \$81,828 Teacher on Special Assignment (TOSA) .5 FTE - Title 1 100%</p>	<p>08/21/2023 - 06/21/2024 Weekly</p>	<p>IIC TOSA Principal</p>	<p>Benchmark data CORE 5 data District Synergy assessments Elementary Reading - Benchmarks 20, EL Reclassification 30, Other 50</p>
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Burbank invites parents to participate in early registration, which takes place in Feb -March. If parents need assistance with gathering or completing the registration requirements, they are given community resources available at Burbank or in the surrounding area. Parents are invited to attend the Kindergarten Orientation that is held in June. Kindergarten teachers provide an overview detailing the split day kinder program. Parents are given resources by the kindergarten team to aid with kindergarten curriculum/expectations. Burbank invites community agencies like the Department of Public Health, Public Libraries and the Police Department to answer questions and provide information specific to the Burbank area. Burbank provides the orientation in English and Spanish.</p> <p>Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a 3.5 hours program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, Interactive Writing and Name Game, Shared and Modeled Reading, High-Scope math, math vocabulary, and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.</p>	<p>In January, parents of Burbank 5th grade students are encouraged to attend the Education Celebration to learn about the various middle schools and the programs they offer. Burbank hosts two parent meetings (one each in English and Spanish) regarding the transition to middle school. At these meetings, parents learn how to complete the school of choice applications and what the deadline is for submission. The counselor reviews the applications and meets with small groups of 5th grade students to discuss their choices. Visits to neighborhood middle schools are also arranged for 5th graders so they can see what a middle school campus is like.</p>	<p>Not Applicable to ES</p>

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Burbank needs to continue to reflect and adapt our learning environments to support research in Equity. Elementary Reading - FRSA 30, Culture-Climate Survey (Student-Staff) 50, SEL Survey 20	Burbank's study of the importance of enriching learning environments requires greater focus on solidifying structures including, but not limited to communication tools such as books, periodicals, banners, flexible seating, hallways displays, convention displays, personalized tablecloths, and exterior fence advertising to increase academics, school pride, communicate norms, character education and overall sense of belonging.	LCFF \$10,000 Materials - LCFF 100%	10/10/2023 - 06/14/2024 Daily	Principal, Safe and Civil Schools Team, and the Burbank Community Team	CORE survey results, parent feedback, student feedback, teacher feedback

Due to the ongoing COVID crisis, Burbank is in need of additional support in the form of a health assistant to manage the health of Burbank students. Basic Services 100	Burbank is projecting a need for additional nurse assistant time to support our students health needs and care due to the ongoing COVID crisis. A .095 position is needed to ensure health support is available to students 5 days per week.	LCFF \$5,439 Senior Health Assistant .095 FTE - LCFF 100%	08/30/2023 - 06/13/2024 Daily	Nurse, Principal	Nurse, principal, office supervisor
Burbank's emphasis on creating a learning environment that engages students in interactive learning experiences that support science. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 20, Other 30	Burbank is partnering with community based organizations to create a learning garden for students in kindergarten through grade 5. The learning garden will be include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening.	LCFF \$11,206 Services - LCFF 100%	08/30/2023 - 06/17/2024 Weekly	Learning Garden Team, Principal, Teachers, Eagle Scouts	Principal and Facilities

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Burbank teachers need time to collectively plan and collaborate during substitute release days to deepen their understanding of QCI. SBAC Math 50, Elementary Reading - FRSA 50	Burbank teachers will collectively plan lessons and rigorous learning activities and tasks for students during substitute release days utilizing the LBUSD Scope and Sequence and Understanding and Expectations documents in ELA and mathematics by attending release days which will include a focus on including, but not limited to, common instructional practices, tasks, and peer observations to increase teacher collective efficacy. This will support our ongoing work in supporting our teachers in Quality Core Instruction.	LCFF \$10,642 Substitute teacher full day (21) for 2 days - LCFF 100%	09/02/2023 - 06/14/2024 Quarterly	Principal, Office Supervisor, ILT, IIC	Principal, agendas, student achievement results, ILW.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	273803
Title I Parent and Family Involvement (3008)	4502

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	62580

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Scott Fleming	06-21-2024
Staff	Classroom Teacher	Shawdee Ghavimi	06-21-2024
Staff	Classroom Teacher	Mashannon Ferris	06-21-2024
Staff	Classroom Teacher	Lily Esquivel	06-21-2025
Staff	Non Classroom Teacher	Katie Andersen	06-21-2024
Community	Parent	Jimmy [REDACTED]	06-21-2024
Community	Parent	Marissa [REDACTED]	06-21-2024
Community	Parent	Dina [REDACTED]	06-21-2025
Community	Parent	Monica [REDACTED]	06-21-2025
Community	Parent	Lilia [REDACTED]	06-21-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Juan [REDACTED]
DELAC Representative	Parent of EL Student (required)	Sandra [REDACTED]
Principal or Designee	Staff Member (required)	Scott Fleming
Secretary	Staff Member (required)	Scott Fleming

Name	Representing
Aldahi [REDACTED]	Parent of EL Student
Ana [REDACTED]	Parent of EL Student
Antonio [REDACTED]	Parent of EL Student
Aurelia [REDACTED]	Parent of EL Student
Elisa [REDACTED]	Parent of EL Student
Isis [REDACTED]	Parent of EL Student
Jose [REDACTED]	Parent of EL Student
Maria [REDACTED]	Parent of EL Student
Maribel [REDACTED]	Parent of EL Student

Roberto [REDACTED]	Parent of EL Student
Thomes [REDACTED]	Parent of EL Student
Lilia [REDACTED]	Parent of Non-EL Student
Caroline Denton	Staff Member
Katie Andersen	Staff Member
Mayra Marcelo	Staff Member

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/05/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>ELAC Recommended adjusting the budget for the school environment fund to reflect \$4,000 dollars solely for use for EL students to supplement classrooms with games, flashcards, and materials for development of language walls to support EL students language acquisition.</p> <p>ELAC Recommended that substitute release time be funded for teachers to collaboratively plan and analyze assessments including grade level unit exams and the ELPAC.</p> <p>ELAC Recommended using the Parent Involvement funds to pay teachers additional hourly to plan and present workshops through the parent engagement or FEET team.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students</p> <p>SBAC Math for EL students</p> <p>CELDT/ELPAC Results</p> <p>Reclassification Data</p> <p>EL Attendance Rates</p>

5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/10/2023
6. What was SSC's response to ELAC recommendations?	School Site Council approved the recommendations to include a \$4,000 dollar budget to support soft starts.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/10/2023
2. The SSC approved the **Home-School Compact** on 10/10/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/10/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/18/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/10/2023
6. The SPSA was approved at the following SSC Meeting: 10/17/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Burbank Elementary School ▾

If ATSI, identify subgroups:

- | | | |
|---|--|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District’s LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD’s CSI section are included in this Addendum.

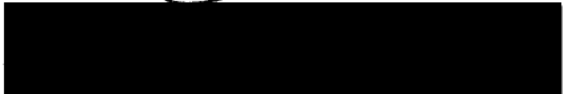
In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC **11/14/23**

Signature of Principal *Scott M. Fleming*



Signature of SSC Chair *Katie Andersen*



Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

The School Site Council determined that there are no resource inequities based upon a review of data for achievement, attendance and additional services. (see ATSI Powerpoint and 11/14/23 SSC minutes)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Burbank Home/School-Parent/Guardian Compact 2023-2024

Burbank Teachers and Support Staff

- ❖ Burbank Elementary will provide a safe, clean and attractive learning environment for all students.
- ❖ Burbank teachers and support staff will teach students to read, write, compute and problem solve at grade level. Appropriate interventions will be provided for students who need additional help.
- ❖ Burbank teachers will assign mandatory homework that is appropriate to the child's grade level Monday through Thursday. Homework may be assigned on Friday in some classes.
- ❖ Teachers should have the expectation that all students will read Monday through Thursday and encourage it on the weekend as well.
- ❖ Burbank teachers will keep parents informed of their children's academic progress and behavioral standards through Back-to-School Night, Open House, formal and informal conferences, phone calls, written communications and emails.
- ❖ Burbank teachers and support staff will treat all students with respect and promote the Guidelines to Success.
- ❖ Burbank teachers and support staff will dress professionally.
- ❖ Burbank Staff will implement a safe set of procedures for drop-off and pick-up

Burbank Parents/Guardians

- ❖ Parents will get their children to school every day, before 7:55 and in uniform.
- ❖ Parents will communicate any concerns they may have with teachers, staff members, or administration through the use of telephone calls, written notes, e-mails or by making an appointment for a meeting.
- ❖ Parents will hold their children accountable for homework and ensure that it is returned when due.
- ❖ Parents will help their children with basic math facts and ensure that their children read a minimum of 15 to 30 minutes a night, depending on the child's respective grade level.
- ❖ Parents will hold their children responsible for giving them information sent by the school and will sign and return any letters in a timely manner.
- ❖ Parents are encouraged to attend scheduled school functions such as Back-to-School Night, Open House, formal and informal conferences and Star Citizen Assemblies.
- ❖ Parents will help ensure their child follows the Guidelines to Success.
- ❖ Parents will comply with safe procedures for drop-off and pick -up

Teacher's Signature

Principal's Signature

Parent's/Guardian's Signature

Student's Signature



Burbank Home/School-Parent/Guardian Compact 2023-2024

Maestros y Personal de Apoyo de Burbank

- ❖ La Escuela Primaria Burbank proveerá un medio ambiente de aprendizaje seguro, limpio y atractivo para todos los estudiantes.
- ❖ Los maestros de Burbank y el personal de apoyo enseñarán a los estudiantes a leer, escribir, computar y resolver problemas al nivel de su grado. Intervenciones apropiadas se proveerán a los estudiantes que necesiten ayuda adicional.
- ❖ Los maestros de Burbank asignarán tarea obligatoria apropiada para el grado del estudiante de lunes a jueves. Tarea puede ser asignada los viernes en algunas clases.
- ❖ Los maestros deben tener la expectativa de que todos los estudiantes leerán de lunes a jueves e invitarlos a que lean los fines de semana también.
- ❖ Los maestros de Burbank mantendrán informados a los padres sobre el progreso académico de sus hijos y estándares de comportamiento durante Noche de Regreso a Clases, Open House, conferencias formales e informales, conferencias telefónicas, notas por escrito y correos electrónicos.
- ❖ Los maestros y el personal de apoyo tratarán a todos los estudiantes con respeto y promoverán Las Guías de Triunfo.
- ❖ Los maestros y el personal de apoyo vestirán profesionalmente.
- ❖ El personal implementará un conjunto seguro de procedimientos para dejar y recoger estudiantes.

Firma del/a Maestro/a

Firma de la Directora

Los Padres/Tutores de Burbank

- ❖ Los Padres mandarán a los niños a la escuela todos los días, no más tarde de 7:55 y en su uniforme.
- ❖ Los Padres comunicarán cualquier pregunta/preocupación que tengan con maestro/a de su hijo/a, personal de la escuela o personal de administración a través de llamadas telefónicas, notas por escrito, correos electrónicos o haciendo cita para una reunión.
- ❖ Los Padres harán responsables a los niños de la tarea y el asegurarse de que se entregue cuando deba entregarse.
- ❖ Los Padres ayudarán a sus hijos con las matemáticas básicas (sumas, restas, multiplicación y división) y se asegurarán de que sus hijos lean un mínimo de 15 a 30 minutos todas las noches, de acuerdo al grado en que estén.
- ❖ Los Padres harán responsables a sus hijos de darles la información enviada por la escuela y firmarán y regresarán las notas/cartas en el tiempo apropiado.
- ❖ Los Padres asistirán a eventos planeados por la escuela como Noche de Regreso a Clases, Open House, conferencias formales e informarles y Asambleas de Ciudadanos Estelares.
- ❖ Los Padres aseguraran que sus hijos sigan Las Guías de Triunfo
- ❖ Los Padres cumplirán con los procedimientos de seguridad para dejar y recoger estudiantes.

Firma del Padre/Tutor

Firma del Estudiante



Burbank Elementary Parental Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Burbank Elementary has developed jointly with the members of School Site Council and distributed to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Burbank's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parental Involvement Guidelines.

PART I

Burbank Elementary agrees to implement the following requirements:

- jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on.
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute this Guidelines to parents in a language the parents can understand.
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines.
- agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Burbank Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
Share information with parents at parent meetings.
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Parent Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer parents to allow for discussions
2. Burbank Elementary will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
 - At a SSC & ELAC meeting
 - School Messenger
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 - Marquee
 - Website

- Emails
3. Burbank Elementary will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school:
 - At SSC and ELAC meetings
 - Parent information meetings
 - School Site Council must vote to approve the guidelines
 4. Burbank Elementary will convene an Annual Title 1 Public Meeting to inform parents of the following:
 - The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
 - Meetings offered hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language parents understand
 - Announcement made on school marquee, through Schoolloop and teleparent
 - Incentives, refreshments, and child care provided
 5. Burbank Elementary will provide updated information to parents about Title I programs throughout the school year:
 - School Newsletter - Stargazer
 - On Main Office Counter
 - At SSC, ELAC meetings and other parent meetings
 - School messenger
 6. Burbank Elementary will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Parent workshops; parent surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
 7. Burbank Elementary will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
 8. Burbank Elementary will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:
 - At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Burbank Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for parents and staff
 - Parent education workshops on site
 - Parent-Teacher Conferences
 - Monthly calendars of Parent Workshops posted on district website
 - DCAC, DELAC and other district parent forums/meetings
 - District website resources: click "P" for Parent Involvement
2. Burbank Elementary will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - Distributed to all parents annually

3. Burbank Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following
 - the state’s academic content standards
 - the state and local academic assessments including alternate assessments

4. Burbank Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Parent Workshops

5. Burbank Elementary will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Teacher/Staff In-services
 - District Trainings

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Maria Ledesma and Ysela Damien will be doing the translations of written materials/notifications that are sent to parents

**PART IV.
DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS**

NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART V. ADOPTION

This Burbank Elementary Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 10/10/23 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on during the week of parent conferences (November 2 – 9, 2023). Burbank when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signature of Principal

Date



Burbank Elementary

Guía de la Participación Paternal

Como escuela que recibe fondos de la Parte A del Título 1, Burbank Elementary ha desarrollado adjunto con los miembros del Concilio de Consejo Escolar y distribuirá a los padres de los niños participantes, una Guía Escolar de la Participación de los Padres, que contiene información requerida por la sección 1118(b) de las Leyes Educativas de las escuelas primarias y secundarias (ESEA). Las Guías establecen las expectativas de Burbank Elementary para la participación de los padres y describe como la escuela implementará un número de actividades específicas para la participación de los padres. El Compacto entre la Casa y la Escuela se incorporará dentro de las Guías Escolares de la Participación de los Padres.

PARTE I

Burbank Elementary esta de acuerdo de implementar los siguientes requisitos:

- Junto con los padres desarrollar y distribuir a los padres participantes en el programa, las Guías de Participación para los Padres, en el cual los padres la escuela y los niños estuvieron en común acuerdo.
- Avisarles a los padres a cerca de Las Guías de la Participación Paternal Escolar de una manera que sea comprensible y uniforme y que se pueda practicar, estas guías se distribuirán a los padres en el idioma que ellos puedan entender.
- Tener las Guías de la Participación Paternal Escolar disponibles a la comunidad.
- Periódicamente actualizar las Guías de Participación Escolar de los Padres, para satisfacer los cambios de necesidades tanto de los padres como de la escuela.
- Adoptar el Compacto Escolar entre padres y la escuela como un componente de su Guía de Participación Paternal Escolar.
- Esta de acuerdo en ser gobernado por el siguiente estatuto definido como la participación paternal y llevara a cabo programas, actividades, y procedimientos de acuerdo a esta definición.

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA VA A IMPLEMENTAR LOS REQUISITOS DEL COMPONENTE DE LAS GUÍAS DE PARTICIPACIÓN PATERNAL, ESCOLAR.

1. **Burbank Elementary** tomara los siguientes pasos para animar a los padres a participar en el desarrollo de sus Guías de Participación para Padres de acuerdo a la sección escolar 1118(b) de ESEA:

Compartir información con los padres en las reuniones.

- Asistir a uno de los entrenamientos en el distrito o en su escuela en particular: Temas incluidos:
 - i. Responsabilidad y el papel de los Miembro incluidos del SSC
 - ii. Cuá I es la composición del SSC
 - iii. Examen de los presupuestos
 - iv. Plan único de logros del estudiante
 - v. El papel de ELAC y los otros comités de consejo.
- Planear reuniones con los padres del SSC y ELAC para revisar la información anterior de las actividades descritas en el Plan Único de los logros del estudiante.
 - i. Invitar a los padres y a otros accionistas a asistir a las juntas
 - ii. Anunciar en el boletín de Noticias del Título 1 Noche del regreso escolar (Back to School Night) teleparent, etc
- En las reuniones
 - i. Revisar las Guías del Plan Único de Logros del estudiante Como un grupo anotar los cambios y hacer los ajustes necesarios (eliminar o incorporar) cuando sea necesario.
 - ii. Actualizar la Guía de Participación Escolar de los Padres y el Compacto Escolar entre la casa y la escuela.
 - iii. Traducciones orales y por escrito disponibles en Español y Camboyano para permitirles a los padres su intervención en las discusiones.

2. Burbank Elementary tomara los siguientes pasos para distribuir a los padres y la comunidad local, las Guías de Participación Escolar de los Padres:

- SSC y ELAC (concilio del Consejo Escolar, Comité Asesor del Estudiantado que esta aprendiendo Inglés)
- Boletín Mensual
- Reunión Anual del Título 1
- En el mostrador de la oficina principal
- Noche de Regreso Escolar (Back to School Night)

3. Burbank Elementary revisara periódicamente la Guía para la Participación Escolar de los Padres, para satisfacer las necesidades y los cambios de los padres y de la escuela:

- En las juntas de SSC y ELAC
- Juntas de información para padres
- El Concilio de Consejo Escolar tiene que votar para aprobar esta guías

4. Burbank Elementary convocara juntas anuales públicas del Programa del Título 1 para informar a los padres lo siguiente:

- Los requisitos del Programa del Título 1, como se utilizan los fondos del Título 1, en esta escuela y los derechos que tienen los padres de participar
- Reuniones ofrecidas a diferentes días y horas
- Boletines de aviso enviados a casa en el idioma que los padres puedan comprender
- Anuncios puestos en el letrero de la escuela(marquee) por Schoolloop y teleparent
- Incentivos refrigerios y cuidado de niños es proveído:

5. Burbank Elementary proveerá a los padres información al corriente a cerca de los Programas del Título 1 durante el año escolar:

- Periódico escolar
- En el mostrador principal de la escuela
- En las reuniones de SSC, ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.)
- Mensajero escolar

6. Burbank Elementary Proporcionara a los padres una descripción y explicación del programa de estudio que se utiliza en la escuela, la formas de evaluación académica utilizadas para medir el progreso del estudiante usada para evaluar los niveles de progreso y el aprovechamiento que se espera que el estudiante obtenga. La escuela también proveerá en las decisiones relacionadas a la educación de sus hijos:

- Talleres de capacitación para padres, encuestas
- Charlas con el director(a)
- Anuncios en los periódicos escolares
- Noche de regreso a la escuela (Back to School night)
- En las reuniones de SSC y ELAC

7. La escuela coordinara e integrara un programa de participación de los padres con

Head start, Early Reading First (lectura a temprana edad) escuelas preescolar pública y otros programas que anima a y apoyan a los padres a su participación temprana en la educación de sus hijos por:

- Coordinación del programa de transición del Jardín de Niños en sitios seleccionados
- Promover, anunciar los festivales del distrito de Jardín de Niños

8. Burbank Elementary presentara al distrito cualquier comentario de los padres si el plan general escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes;

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Burbank Elementary construirá una alta capacidad escolar y de los padres, para su participación total, para asegurar una participación efectiva de los padres y ser aliados para que con su apoyo se desarrolle la alianza de su participación de padres en la escuela y su comunidad para mejorar los logros académicos del estudiante:

- Entrenamiento del distrito ofrecido para los padres y el personal
- Talleres de capacitación para padres en la escuela
- Conferencias entre padres y maestros
- Calendarios mensuales puestos en la Web del distrito anunciando los talleres de capacitación para padres.
- En reuniones como DCAC, DELAC y otras reuniones al nivel del distrito
- Recursos del Distrito oprima "P" for Parent Involvement

2. Burbank Elementary incorporara el Compacto entre la escuela y la casa, como componente del Plan de Guía de la Participación Paternal Escolar

- Definir las responsabilidades compartidas entre la casa, la escuela y el estudiantes para sus logros académicos
- Desarrollar, discutir y revisar, en las primeras reuniones de SSC y ELAC
- El SSC tiene que votar para aprobar el compacto
- Distribuir a todos los padres anualmente

3. Burbank Elementary va a proveer con la ayuda del distrito asistencia a los padres de los niños que reciben servicios del distrito en la comprensión de los temas como los siguientes:

- Las Normas Académicas del Estado
- Las Evaluaciones académicas locales y estatales incluyendo evaluaciones alternativas

4. Burbank Elementary va a proveer con ayuda del distrito materiales y entrenamientos para ayudar a los padres a trabajar con sus hijos en el mejoramiento de su desarrollo académico, como entrenamientos de alfabetización usando la tecnología, cuando sea apropiado para fomentar la participación de los padres como:
 - Talleres de capacitación para padres
5. Burbank Elementary con la ayuda de su distrito y los padres educar a sus maestros y al personal, en la forma de cómo llegar a comunicarse con y trabajar con los padres como socios a un mismo nivel en el valor y lo útil que son las contribuciones de los padres y como implementar y coordinar los programas para padres y crear lazos entre los padres y las escuelas por medio de :
 - Talleres de desarrollo para maestros y el personal (hacer una lista específica)
 - Capacitaciones distritales
6. La escuela tomara a un extremo apropiado y visible las siguientes acciones para asegurar que la información relacionada a la escuela y los programas de los padres, reuniones y otras actividades, sea enviada a los padres de los estudiantes participantes en un formato uniforme, incluyendo otras formas si es solicitado y a un exento aplicable en un lenguaje que los padres puedan comprender:
 - Maria Ledesma y Ysela Damian que hará las traducciones por escrito de los materiales y avisos que serán enviados a los padres.

PARTE IV

COMPONENTES DEL PLAN DE LA GUÍA DE LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA, DEJADO A LA DISCRECIÓN DE LA ESCUELA

AVISO: La Guía de Participación de los padres en la escuela, puede incluir párrafos adicionales y describir otras actividades a la discreción de la escuela, en consultar con los padres para elegir y llevar a cabo el desarrollo de la capacidad de los padres para que participen en el apoyo a la escuela para los logros del desarrollo académico de sus hijos como por ejemplo las actividades a discreción enumerada bajo la sección 1118(e)del ESEA:

- La participación de los padres en el desarrollo de entrenamientos de los maestros, directores y otros educadores para mejorar la efectividad de los entrenamientos
- Proveyendo los entrenamientos de alfabetización necesarios para los padres con los fondos del Título 1 Parte A, si el distrito escolar ha exhaustado todos los recursos disponibles para los entrenamientos
- Pagando por los gastos necesarios asociados con las actividades de participación de los padres, incluyendo transportación y costo del cuidado de niños, para que los padres puedan participar en las juntas relacionadas a la escuela y sus entrenamientos.
- Entrenando a los padres a enriquecer la participación de otros padres
- Para llegar al máximo de la participación de los padres en la educación de sus hijos y colaborar con arreglar reuniones escolares a diferentes horarios y días y conducir conferencias en casa, entre los padres y la escuela y otros educadores que trabajan directamente con los niños participantes, de los padres que no pueden asistir a esas conferencias en la escuela.
- Adoptar e implementar modelos de acercamiento para mejorar la participación de los padres.
- Establecer un concilio del consejo al nivel del distrito (DCAC) para proveer consejos en todos los asuntos relacionados a la participación de los padres en los programas del Título 1 Parte A.
- Desarrollar el papel apropiado para los negocios y organizaciones comunitarias, incluyendo organizaciones relacionadas con la fe, en actividades de participación paternal y
- Proveer otros apoyos razonables para la participación de los padres en las actividades relacionadas cuando sean requeridas bajo la sección 1118 cuando sea solicitado por los padres.

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PARTE V ADOPCIÓN

Esta Guía de Participación Escolar para Padres de Burbank Elementary ha sido desarrollada en adjunto con y en común acuerdo de los padres de los niños participantes en los Programas del Título 1 Parte A . Estas Guías fueron adoptada por los miembros del SSC en **10 de Octubre del 2023** y serán efectivas por un periodo de 1 año La escuela proveer una copia de las Guías a padres en 2 o antes del 9 de Noviembre del 2023- Burbank Elementary cuando le sea posible proveerá una copia de estas Guías a los padres en el idioma que los padres puedan comprender.

(Firma del funcionario(a) autorizado)

Fecha