



2023-2024

Burcham 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

Burcham is an eastside school with a higher low SES rate compared to neighboring schools. Many of our low SES students are also students who fall in our marginalized student population (AA, ELL, SPED). Overall, our Black student population is performing at or near the level of our White students on the iReady and FRSA however not on the SBAC. Our AA group dropped by 19% points on the SBAC ELA while our Hispanic population grew by 6% points. Our SPED students grew by 4% points on the SBAC last year however our low SES student population dropped by 3% points. Our ELL population is very small at Burcham therefore interventions are provided at the Tier 1 level. Teachers need more training on how to use the ELlevation platform and be reminded about the resources to help our ELL student population during small group instruction. Burcham increased by 21% points on FRSA (1st and 2nd grade teams had the most increase, our Black and Hispanic students had significant growth). On the iReady, 1st/2nd/3rd had significant growth in ELA along with most non-GATE classrooms. 4th/5th Grade performed higher than the school average on the SBAC ELA while our 3rd Graders dropped significantly (-15%). Overall, Burcham dropped 2% points on the SBAC in ELA after a 15% point gain the previous year.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

ELA: Students will make one or more years of growth on iReady, SBAC and FRSA. Teachers will conduct small group instruction at least three days a week to differentiate the content for students of high need and students in our focus subgroups. Professional development will be provided on the Getting Reading Right decoding routine for Grades TK-2 during staff meetings. Staff will continue to take part in professional development around small group instruction and looking at higher level questioning while creating meaningful assignments during workshop. Fluency practice will continue school-wide. Progress will be monitored monthly when unit tests are completed and at the end of each iReady assessment (3x/year). Grade levels will monitor data during monthly grade level meetings alongside our administration and IIC. Small group instruction will be monitored weekly as well. Assessment Goals: iReady-78% proficiency, SBAC-77% met or exceeded and FRSA-93% proficiency.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Math is the content area in which Burcham has more opportunity for growth however is growing at a steady pace. Last our students were 66% proficient on the iReady and 63% on the SBAC in Math. Our AA (+11%) and Hispanic (+4%) subgroups performed at a higher level than the year before. Our SPED subgroup grew by 11% points in Math on the SBAC where our GATE students dropped by 5% points. 4th Grade performed higher than the school average on the SBAC Math and our 5th Grade group grew as well. Third Grade continues to be our area of focus. Overall, we grew by 3% points on the SBAC in Math.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Math: Students will make one or more years of growth on SBAC and iReady. Teachers will conduct small group instruction after each lesson for the students that need additional help. Professional development and coaching will occur in Grades 3-5 in Math by our Math Lead Teacher/IIC. Materials will be ordered to ensure teachers have manipulatives to build conceptual understanding. Collaborative discussions will increase during math in Grades 3-5 as students work through academic discourse. Progress will be monitored monthly when unit tests are completed and at the end of each iReady assessment (3x/year). Grade levels will monitor data during monthly grade level meetings alongside our administration and IIC. Small group instruction will be monitored weekly as well. Math Goals: SBAC-68% met or exceeded and iReady-70% proficiency level

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Our small ELL population of 17 students last year dropped in ELA (-5%) and Math (-25%) on the SBAC. Due to this group being a small group of students, teachers efforts have been focused on other larger subgroups with higher needs. Moving forward, ELL students will be tracked similarly to our AA student population and offered similar intervention opportunities. All ELL's will receive after-school tutoring if at the at-risk level.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

We currently have 13 ELL students with most being in the lower grades. Realistically, we feel 1 out of the 13 students would be a good candidate to RFEP at the start of the year. Teachers will implement ELLevation lessons during small group instruction at least three days a week to address the needs of their Second Language Learners. After school interventions and enrichment classes will be offered to our ELL students.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Burcham is a fun place to learn and students are eager to come to school. Our attendance rate remains at a steady 96.5% which is higher than the district average. Our Black students continue to have the lowest attendance rate (91.4%) and highest chronic absenteeism rate in years past, however our ELLs had the highest chronic absenteeism rate (27%) last year. On the CORE Survey, our scores dropped a bit after a year of increases in all subtests. Our scores however remain above the district average for all elementary schools. The three areas we will focus on are: Climate of Support for Academic Learning (81% favorable with a 7% drop), Sense of Belonging (76% favorable with a 7% drop) and Safety (76% favorable with a 5% drop). When classrooms were visited to discuss CORE/Pulse Survey data, students shared that teachers need to do a better job selecting students fairly and helping all students who need help. Students also mentioned that teasing happens on the playground. Although the data is lower than we hoped, the data is reflective of students true understanding since questions were read aloud for students and the principal had discussion talks with students after the first survey to go over what the questions are asking for clarity purposes. On the Pulse Survey, our Black population has a strong sense of belonging and sense of identity. This is evident due to the focus we placed on getting to know our students well and connecting with students in a small group setting. At Burcham, we use alternative interventions to suspension and implement Restorative Practices when assigning consequences through community service.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

SEL: CORE/Pulse Survey data will show an increase of 5% points in all subtests and have no students in the red at-risk zone. Harmony: Teachers will deliver Harmony lessons at least 3x/week and collect informal data on classroom Harmony goals/behaviors. School-wide we will focus on identity work with activities three times a year.

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	1) In ELA, we would like to see an upward growth on the SBAC after such a successful year last year. We feel that a 2% growth would be realistic and obtainable. We will continue to use our iReady data to help monitor where our students are academically. On the FRSA, we know that our Kinder students will perform much better this year with the additional aide and a full-day schedule. In our 1st grade classrooms, we have added extra adult support to help manage and full class therefore we hope to see a 5% or more in grades K-2 on the FRSA.	Goal Partially or Not Met	Our FRSA data is rising to levels pre-pandemic. We had 84% of our students proficient on the FRSA with our Black students outperforming all other subgroups. On the SBAC, our scores dropped by 2% which would be expected after a 15% jump the previous year. We offered intervention support throughout the year to about 30% of our students to help maintain the growth, however the results were not achieved.	To address the concern, we have hired a retired literacy teacher to offer three full days of support to grades 2-5 in ELA. We have started our first cycle of after-school tutoring as well with 31 students receiving specialized differentiated instruction. We also have 19 students working with an outside agency tutor and 42 students receiving small group instruction to help minimize class sizes in classrooms with higher needs. Nearly 90 students are receiving additional support services to start off the 2023-24 school year.

Math	<p>1) For Math, we plan to see an increase in concept attainment as teachers plan to incorporate more project based lessons. Teachers are encouraged to hold small group sessions after each lesson in order to monitor learning and allow for students with the most need to ask for help in a more comfortable setting. Our SPED students dropped 12%, therefore more time will be designated in RSP for math instruction and review. We hope to see a realistic gain of 4% on the SBAC in math in grades 3-5 through the implementation of a stronger tutoring program and support system from our IIC/SPED Team. We will continue to use our iReady data to help monitor where our students are academically. School-wide we have decided to continue with math facts practice and testing although it is no longer required.</p>	Goal Partially or Not Met	<p>We focused more of our efforts during after-school tutoring on math concept attainment which paid off. On the SBAC, we increased by 3% and our iReady results were favorable as well in comparison to the overall district results. Our teachers maintained math facts testing although it was not required by the district. Small group instruction in Math was implemented more frequently aiding in the attainment of our goal. Our SPED students increased by 13% on the SBAC making up for the loss from the previous year.</p>	<p>We will continue with math tutoring and small group instruction especially in the upper grades where concept attainment is more challenging due to the difficulty of the content. Teachers are using real world math problems and projects to help in this area.</p>
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English Learner	1) Our IIC/TOSA will be meeting and tracking each of our EL students on the iReady, fluency tests, unit tests and FRSA. We would like to re-designate 5 out of our 17 students (30%) and will create a strategic plan with teachers in order to meet our goal. Our RFEP students will also be tracked to ensure that they too are receiving extra support in small groups to build their academic language and sustain their proficient fluency level. Teachers will be providing guided reading/SGL to our EL students a minimum of 3x/week.	Goal Partially or Not Met	Our IIC tracked our 17 Second Language Learners. We monitored their work and levels on performance in ELA. We were only able to re-designate two students because several of the upper grade students still struggled with grammar and language development. Small group instruction was provided to students 3x/week as teachers were asked to focus on our ELL students.	Our new IIC will continue to track these students to ensure they are receiving small group instruction, after-school tutoring support, and weekly English Language Development (ELD). Resources have been shared with teachers for integrated/designated ELD instruction. We currently have one student out of 14 students to re-designate. Most of our ELL students this year are in the primary grades so it is not recommended to re-designate students below 2nd grade.
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<p>Culture/Climate</p>	<p>1) Our teachers are focusing on explicitly teaching lessons to address identity and meeting with students to increase sense of belonging. Our School Counselor will meet with students in small groups 1x/month to address some high priority concerns (i.e. suicidal thoughts, extreme behaviors, low sense of self, etc.). Administration will visit rooms and focus on students with the highest need by providing SEL support and/or counseling students when issues arise. We would like to see a consistent score of +5% on each of the subcategories. The Leadership Committee will be visiting classrooms to observe student engagement while collecting data in order to provide the appropriate professional development to staff based on classroom needs.</p>	<p>Goal Partially or Not Met</p>	<p>We have strong SEL instruction at Burcham. Students are learning and discussing identity in the classroom. During small group instruction teachers are getting to know their students better and are trying to incorporate culturally relevant text when teaching connecting work to their interests. Our counselor was able to work with a few students who struggled with severe emotional issues. The principal used Restorative Practices to address behavior issues and receive feedback about how students feel towards school. Each of the 4th and 5th Grade classrooms were visited to discuss the Core/Pulse Survey results. The Leadership Team visited classrooms four times during the year to collect data around engagement and rigorous instruction. Professional development was provided to teachers regarding engagement. We saw a major increase in student motivation and engagement, however our Pulse Survey results did not yield the results we were hoping.</p>	<p>To start off the year, we did a school-wide activity around identity. On the first Pulse Survey in the fall we had a 19% increase on the question around sense of identity. We also met with each of the 4th and 5th Grade classrooms to solicit feedback on how we can make Burcham a better school for students asking questions specifically around making friends. We received great feedback from students and our SEL Facilitator is working with groups of students to help with socialization. Students who requested a conference with a trusted adult is receiving some one-on-one time to address their needs. Our school will continue to work on building a strong sense of identity and sense of belonging through the use of Harmony work and restorative practices/conflict resolution.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Burcham has been assigned a Health Assistant 0.19 for two days a week. We would like to increase the Health Assistant position by an additional 0.19 days in order to have support 4 days a week along with our one day a week nurse. This intervention will provide a layer of support for students who come to the office for socio-emotional issues along with medical concerns due to COVID. The individual will assist with the COVID Care room, provide first aide, maintain records and assist students with emotional needs in the absence of our counselor and with limited office staff to assist. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
The funds will be used to provide after school tutoring to students who are one or more years behind grade level based on iReady data. Intervention will take place two times per week for an hour each day in grades 1-5. The Wonder Works program will be used as supplemental instruction and for academic support. The intervention program will be monitored by our IIC teacher on special assignment who is helping teachers design lessons and monitor progres. (IN 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials

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
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<p>Low SES students need support with self care and socio emotional needs. Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Parent) 20, Basic Services 40</p>	<p>Burcham has been assigned a Health Assistant 0.19 for two days a week. We would like to increase the Health Assistant position by an additional 0.19 days in order to have support 4 days a week along with our one day a week nurse. This intervention will provide a layer of support for students who come to the office for socio-emotional issues along with medical concerns due to COVID. The individual will assist with the COVID Care room, provide first aid, maintain records and assist students with emotional needs in the absence of our counselor and with limited office staff to assist.</p>	<p>All Students, Identified At-Risk Students, Special Education</p>	<p>LCFF \$8,771 Health Assistant .19 FTE - LCFF 100%</p>	<p>09/01/2023 - 06/16/2024 Weekly</p>	<p>Health Assistant Office Supervisor</p>	<p>Attendance will improve, COVID records will be maintained, students will report feeling safer Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Parent) 20, Basic Services 40</p>
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<p>Increase of engagement Exposure to non-fiction text Core Curriculum 100</p>	<p>Burcham is a STEAM school, however teachers need more support with the new Amplify curriculum and teaching Science. We would like to train a substitute teacher to conduct science lessons 3 days per week in our Science Lab alongside the classroom teachers to provide more engaging opportunities for students in the form of hands on science learning. Part of the funds can be used to bring guest speakers in the field of science to teach interactive lessons.</p>	<p>All Students, Low SES, Special Education, Hispanic, English Learners</p>	<p>LCFF \$9,122 Substitute teacher full day (1) for 36 days - LCFF 100%</p>	<p>09/01/2023 - 06/16/2024 Weekly</p>	<p>Classroom Teachers Substitute Teacher Guest Speakers IIC/TOSA</p>	<p>Pre/post science tests after each unit increase in iReady scores on informational text Core Curriculum 100</p>
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<p>Student feedback on PULSE Survey showed the need for increased safety in the restrooms, a higher student to adult ratio and conflict resolution. Culture-Climate Survey (Student-Staff) 100</p>	<p>For added safety and a positive school climate, Recreational Aide supervision will be increased. PULSE Survey results showed that more adults are needed on the playground and students reported that they needed more help resolving issues.</p>	<p>All Students</p>	<p>LCFF Rec \$46,061 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (6) for 217 hours annually - LCFF Rec 100%</p>	<p>09/01/2023 - 06/16/2024 Daily</p>	<p>Recreational Aides Office Supervisor Principal Counselor Climate Culture Committee</p>	<p>PULSE Survey CORE Survey Culture-Climate Survey (Student-Staff) 100</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

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

No supplemental budgeted items have been approved.

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

No supplemental budgeted items have been approved.

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)	0
Title I Parent and Family Involvement (3008)	0

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	18060

* 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	Eleni Makridis	
Staff	Classroom Teacher	Holly Martinez	06-16-2024
Staff	Classroom Teacher	Tatyana Bicford	06-15-2025
Staff	Classroom Teacher	Gwen Cagnolatti	06-16-2024
Staff	Non Classroom Teacher	Erin Starks	06-15-2025
Community	Parent	Vanessa [REDACTED]	06-16-2024
Community	Parent	Beth [REDACTED]	06-16-2024
Community	Parent	Thomas [REDACTED]	06-15-2025
Community	Parent	Nilda [REDACTED]	06-15-2025
Community	Parent	Odochi [REDACTED]	06-15-2025

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)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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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?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
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	
6. What was SSC's response to ELAC recommendations?	

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):
2. The SSC approved the **Home-School Compact** on 10/24/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/24/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

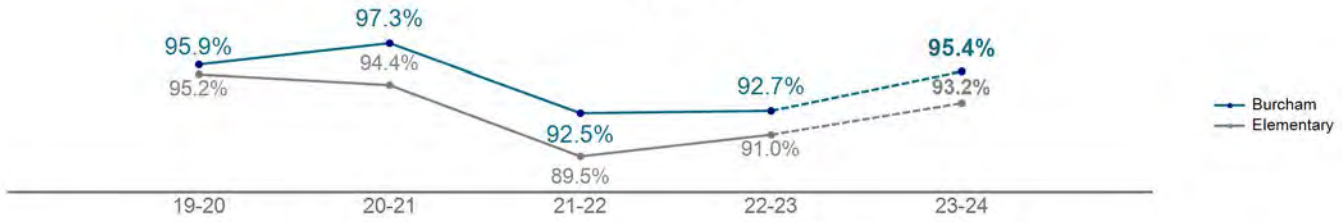
Printed Name: _____ Date: _____

ELAC Chair: _____

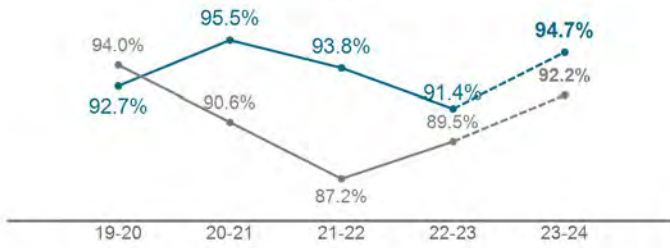
Printed Name: _____ Date: _____

Attendance Rate

Burcham
All Students
N = 347



African American
N = 22



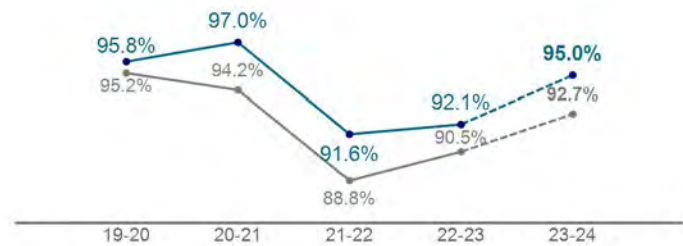
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

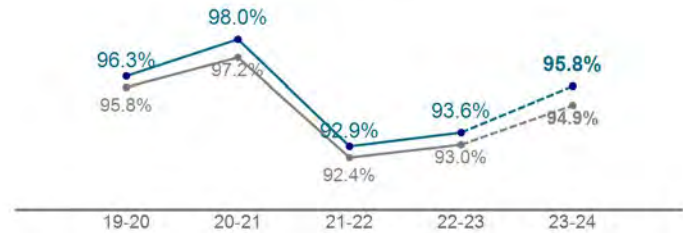
Hispanic
N = 153



Pacific Islander

Subgroup with fewer than 20 students.

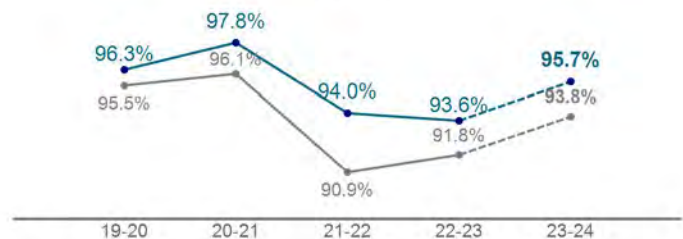
White
N = 107



Native American

Subgroup with fewer than 20 students.

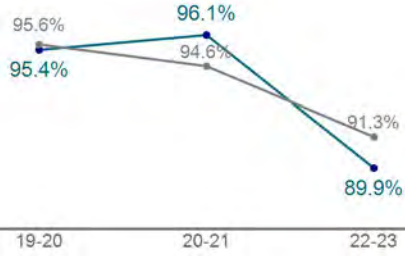
Other
N = 36



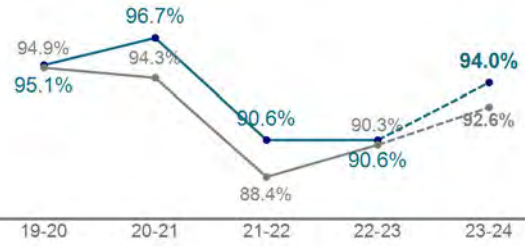
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP



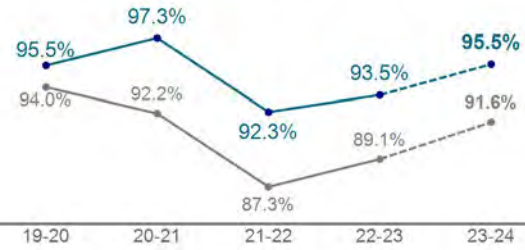
Low SES N = 125



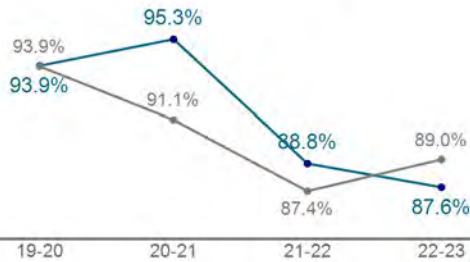
English Learner

Subgroup with fewer than 20 students.

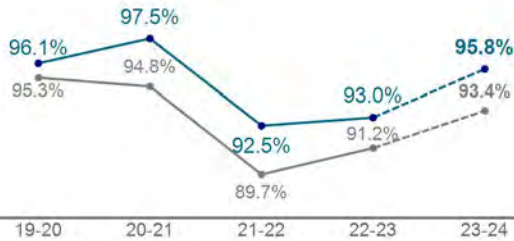
Special Education N = 43



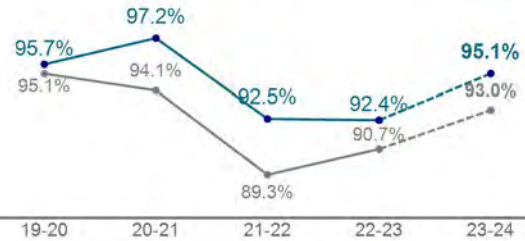
Homeless or Foster Youth



Female N = 156



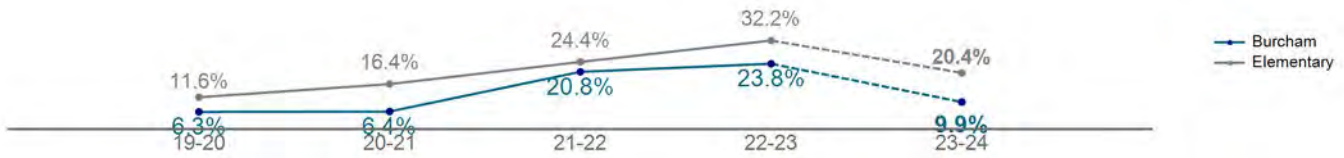
Male N = 190



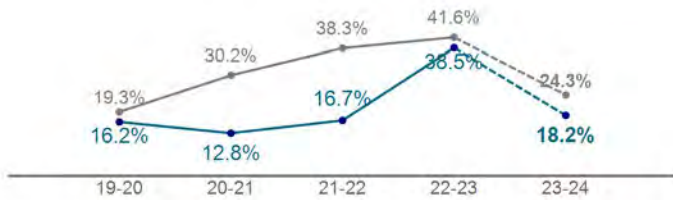
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Burcham
All Students
N = 345



African American
N = 22



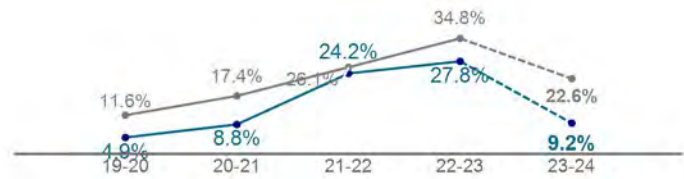
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

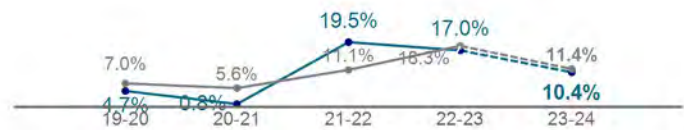
Hispanic
N = 152



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 106



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

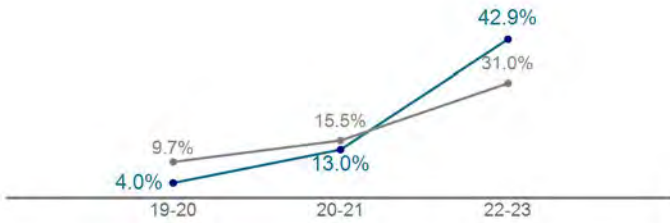
N = 36



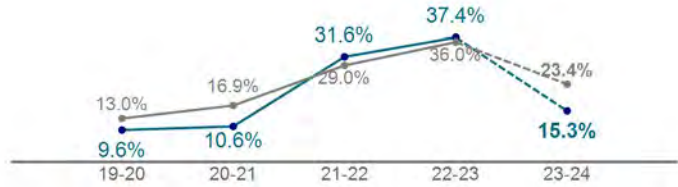
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

EL + RFEP



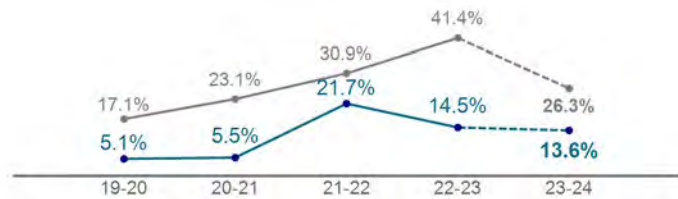
**Low SES
N = 124**



English Learner

Subgroup with fewer than 20 students.

**Special Education
N = 44**



Homeless or Foster Youth

Subgroup with fewer than 20 students.

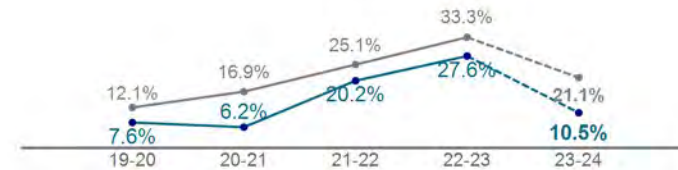
Homeless or Foster Youth

Subgroup with fewer than 20 students.

**Female
N = 154**



**Male
N = 190**



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	167	28%	16	13	24	48	72%	↓2		↑6	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	56	41%	23	18	14	45	59%	↓15		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	53	25%	13	11	15	60	75%	↑4		↓2
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
Gr. 05	58	19%	10	9	41	40	81%	↑5		↑12	
	All Elementary	48%	27	21	28	24	52%	↓1		↑8	
	District	48%	27	21	28	24	52%	↓1		↑8	
Ethnicity	Hispanic	70	37%	27	10	23	40	63%	↑5		↑14
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	White	52	15%	4	12	25	60	85%	↓1		↑6
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Other	23	17%	13	4	26	57	83%	↓3		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
African American	9*	44%	22	22	22	33	56%	↓19		-	
	All Elementary	67%	44	23	18	15	33%	↑2		↑6	
	District	67%	42	25	21	12	33%	↓-		↓1	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Burcham

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Cambodian	6*	67%	33	33	17	17	33%	↓38		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	Filipino	6*	33%	33	17	50	67%	↓33		-	
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
	Asian	4*	50%	50	25	25	50%	↓21		-	
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Pacific Islander	2*	50%	50	50	50	50%	↑50		-	
		All Elementary	69%	33	36	19	12	31%	↓4		↑3
		District	63%	31	32	28	9	38%	↓2		↓3
American Indian	1*	0%			100	100%	-		-		
	All Elementary	36%	27	9	41	23	64%	↑8		↑9	
	District	41%	25	16	41	18	59%	↑18		↑12	
Gender	Female	79	25%	11	14	25	49	75%	↑2		↑7
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	88	31%	19	11	23	47	69%	↓5		↑4
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6	
	All Elementary*	50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	7*	71%	57	14	29	29%	↓5		-	

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2023 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	EL + RFEP	All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	5*	80%	60	20	20		20%	↓5		-
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	2*	50%	50		50		50%	-		-
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	1*	100%	100				0%	-		-
		District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
	GATE/Excel	38	0%			8	92	100%	-		-
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Homeless	9*	33%	22	11	44	22	67%	↓8		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	10*	40%	20	20	40	20	60%	↓15		-
All Elementary		64%	41	23	20	16	36%	↑2		↑6	
	District	65%	41	24	23	12	35%	↓1		↓1	
Low SES	59	44%	24	20	24	32	56%	↓3		↑5	
	All Elementary	59%	36	23	22	18	41%	↑2		↑6	
	District	59%	34	25	25	16	41%	↑1		↓1	
Special Ed.	23	52%	39	13	17	30	48%	↑4		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Burcham

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	81%	64	17	10	9	19%	↑2		↑4
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	23	52%	39	13	17	30	48%	↑4		-
		All Elementary	77%	57	19	13	11	23%	↑2		↑5
		District	79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2023 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	167	37%	12	25	26	37	63%	↑3		↓2	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 03	56	39%	16	23	20	41	61%	↓7		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	53	32%	8	25	26	42	68%	↑9		↓6
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	58	40%	12	28	31	29	60%	↑7		↑2
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	70	47%	21	26	29	24	53%	↑4		↓7
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	White	52	23%	4	19	23	54	77%	↑5		↑6
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Other	23	39%	39	13	48	61%	↓11		-	
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
African American	9*	56%	22	33	33	11	44%	↑11		-	
	All Elementary	77%	48	28	16	7	23%	↑3		↓1	
	District	82%	57	25	12	6	18%	↑1		↓4	

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Burcham

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Cambodian	6*	50%	50	33	17	50%	↓21		-	
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	Filipino	6*	17%	17	33	50	83%	↑3		-	
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
	Asian	4*	25%	25	50	25	75%	↑4		-	
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Pacific Islander	2*	50%	50	50	50	50%	↑50		-	
		All Elementary	73%	41	32	18	9	27%	↓3		↓3
		District	76%	46	30	17	8	24%	↓-		↓6
American Indian	1*	0%			100	100%	-		-		
	All Elementary	64%	27	36	18	18	36%	↓3		↓9	
	District	73%	41	31	14	14	27%	↑1		↓8	
Gender	Female	79	46%	14	32	27	28	54%	↓4		↓7
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	88	30%	10	19	25	45	70%	↑9		↑4
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-	
	District	62%	42	20	22	16	38%	↑4		↓3	
Special Populations	EL + RFEP	7*	100% 29	71			0%	↓33		-	

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SBAC Math 2023 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	EL + RFEP	All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	5*	100%	20	80			0%	↓25		-
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	2*	100%	50	50			0%	↓50		-
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	1*	100%	100				0%	-		-
		All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	GATE/Excel	38	5%		5	18	76	95%	↓5		↓6
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	9*	67%	22	44	22	11	33%	-		-
		All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
Homeless/Foster	10*	70%	20	50	20	10	30%	↓3		-	
	All Elementary	72%	45	27	18	10	28%	↑2		-	
	District	79%	53	25	14	7	21%	↑1		↓4	
Low SES	59	53%	22	31	27	20	47%	↑8		↓2	
	All Elementary	68%	39	29	20	12	32%	↑3		↓1	
	District	73%	46	27	17	11	27%	↑2		↓5	
Special Ed.	23	61%	35	26	13	26	39%	↑13		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Burcham

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	82%	63	20	10	8	18%	↑3		↓-
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	23	61%	35	26	13	26	39%	↑13		-
		All Elementary	78%	55	23	12	10	22%	↑3		↓1
		District	84%	64	20	10	6	16%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	58	55%	9	47	21	24	45%	↑4		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	55%	9	47	21	24	45%	↑4		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	27	78%	11	67	7	15	22%	↓6		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	White	15*	40%	7	33	27	33	60%	↓19		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
	Other	9*	33%		33	33	33	67%	↑33		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	Filipino	4*	25%		25	25	50	75%	↓25		-
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
	African American	2*	50%		50	50		50%	↑50		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
Asian	1*	0%			100		100%	↑67		-	
	All Elementary	57%	9	48	24	19	43%	↑-		-	
	District	57%	6	50	28	15	43%	↑2		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Cambodian	1*	0%		100		100%	-		-	
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
Gender	Female	29	62%	14	48	24	14	38%	↓17		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	29	48%	3	45	17	34	52%	↑19		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
District		68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	5*	100%	20	80			0%	-		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	3*	100%	33	67			0%	-		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	2*	100%	100				0%	-		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	GATE/Excel	13*	8%		8	23	69	92%	↓8		-
All Elementary		32%	1	31	36	32	68%	↑-		-	
District		43%	3	41	34	23	57%	↓2		-	
Foster	All Elementary	81%	30	51	11	8	19%	↑1		-	

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Burcham

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Foster	District	88%	31	58	8	4	12%	↓3		-
		4*	100%	←25	75			0%	-		-
	Homeless	All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
		4*	100%	←25	75			0%	-		-
	Homeless/Foster	All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	23	74%	17	57	13	13	26%	↑10		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	10*	60%	10	50		40	40%	↑29		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	10*	60%	10	50		40	40%	↑29		-
All Elementary		86%	34	52	9	5	14%	↑4		-	
District		90%	37	53	7	3	10%	↑1		-	

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Burcham

12/18/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	109	109	53	20	21	27	32
		All ES	49	22	22	24	32
		District	27	34	15	16	34
Grade	Gr. 04 (Minimum Growth Target: 44)	51	58	16	24	29	31
		All ES	49	21	24	27	28
		District	48	22	24	27	27
	Gr. 05 (Minimum Growth Target: 35)	58	48	24	19	24	33
		All ES	50	22	20	22	36
		District	49	22	20	22	36
Ethnicity	Hispanic	43	53	21	23	21	35
		All ES	49	23	22	24	31
		District	26	35	15	16	34
	White	35	65	11	20	29	40
		All ES	53	19	22	27	33
		District	29	33	16	16	35
	Other	16 [^]	-	25	25	50	0
		All ES	49	19	23	27	31
		District	30	32	16	17	35
	African American	6 [^]	-	50	33	17	
		All ES	50	22	22	22	34
		District	25	36	16	15	33

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Burcham

12/18/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	Ethnicity	Cambodian	5 [^]	-	20	40	20	20
			All ES	53	20	22	25	33
			District	34	30	16	17	37
	Filipino	4 [^]	-	25	75			
		All ES	50	21	21	24	34	
		District	31	32	14	16	37	
	Asian	4 [^]	-	25	50		25	
		All ES	53	21	23	23	34	
		District	33	30	16	16	38	
	Pacific Islander	1 [^]	-	100				
		All ES	41	23	26	25	26	
		District	26	32	17	18	33	
Gender	Female	55	45	24	22	27	27	
		All ES	50	21	22	25	32	
		District	28	34	15	16	34	
	Male	54	61	17	20	26	37	
		All ES	50	22	22	24	32	
		District	26	35	15	16	34	
Nonbinary	All ES [^]	72	17	17	33	33		
	District	28	33	15	8	44		
Special Populations	EL + RFEP	5 [^]	-	60		40		

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[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Burcham

12/18/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
EL L A Special Populations	EL + RFEP	All ES	50	24	21	23	33
		District	25	36	13	15	36
	ELL	3^	-	67			33
		All ES	50	24	21	23	32
	RFEP	District	34	31	16	18	35
		2^	-	50			50
	GATE/Excel	All ES	50	22	21	23	34
		District	18	39	12	14	36
	Foster	31	55	19	19	29	32
		All ES	49	21	22	27	30
	Homeless	District	27	34	15	18	33
		All ES	55	25	10	31	33
	Homeless/Foster	District	23	40	12	20	29
		7^	-	29	14	29	29
	Low SES	All ES	55	21	21	25	34
		District	28	33	16	17	34
		All ES	55	21	20	25	34
		District	28	34	16	17	33
		All ES	50	29	15	22	34
		All ES	50	22	22	24	32

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^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Burcham

12/18/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A Special Populations	Low SES	District	26	35	15	16	34
	Special Ed.	13^	-	8	8	38	46
		All ES	43	27	20	23	31
	Spec Ed. Speech/RSP	District	27	35	15	15	35
		13^	-	8	8	38	46
		All ES	47	24	21	24	31
		District	28	35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Burcham

12/18/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
All Students	109	109	39	20	33	26	21	
		All ES	38	23	28	28	20	
		District	16	38	19	18	24	
Grade	Gr. 04 (Minimum Growth Target: 42)	51	39	22	29	29	20	
		All ES	45	18	29	31	22	
		District	44	18	29	31	21	
	Gr. 05 (Minimum Growth Target: 39)	58	38	19	36	22	22	
		All ES	32	28	27	26	19	
		District	32	28	27	26	19	
Math	Hispanic	43	32	28	33	19	21	
		All ES	39	23	28	28	21	
		District	14	39	19	18	24	
	White	35	49	9	37	31	23	
		All ES	36	22	33	28	18	
		District	19	34	22	19	24	
	Ethnicity	Other	16 [^]	-	19	31	31	19
			All ES	40	21	29	29	21
			District	22	34	22	19	26
		African American	6 [^]	-	17	33	33	17
			All ES	35	26	27	28	20
			District	14	40	19	17	24

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Burcham

12/18/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Ethnicity	Cambodian	5^	-	40	20	20	20
			All ES	42	21	26	31	22
			District	19	36	19	20	25
	Filipino	4^	-	25	50	25		
		All ES	36	24	27	29	20	
		District	22	36	17	22	26	
	Asian	4^	-	50	25	25		
		All ES	42	21	26	30	23	
		District	19	36	19	20	26	
	Pacific Islander	1^	-			100	0	
		All ES	30	29	29	26	15	
		District	14	42	17	18	24	
Gender	Female	55	34	22	35	25	18	
		All ES	38	23	28	29	20	
		District	15	38	19	19	24	
	Male	54	44	19	31	26	24	
		All ES	39	24	28	27	21	
		District	16	38	20	18	25	
	Nonbinary	All ES^	59		33	50	17	
District		5	38	20	18	25		
Special Populations	EL + RFEP	5^	-	20	20	20	40	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Burcham

12/18/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	EL + RFEP	All ES	41	23	26	28	23
		District	12	41	18	17	24
	ELL	3^	-	33	67		
		All ES	42	23	25	29	23
	RFEP	District	23	35	19	19	26
		2^	-	50	50	0	
	GATE/Excel	All ES	40	24	27	26	23
		District	4	46	17	15	23
	Foster	31	34	29	29	19	23
		All ES	35	24	30	28	18
	Homeless	District	19	35	21	20	25
		All ES	41	24	26	33	17
	Homeless/Foster	District	21	39	16	19	25
		7^	-	14	29	43	14
	Low SES	All ES	37	26	27	26	21
		District	13	40	19	17	24
	Homeless/SES	7^	-	14	29	43	14
		All ES	38	26	27	26	21
	Low SES	District	14	40	19	17	24
		All ES	41	41	22	32	24
Low SES	All ES	38	24	28	28	21	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Burcham

12/18/23

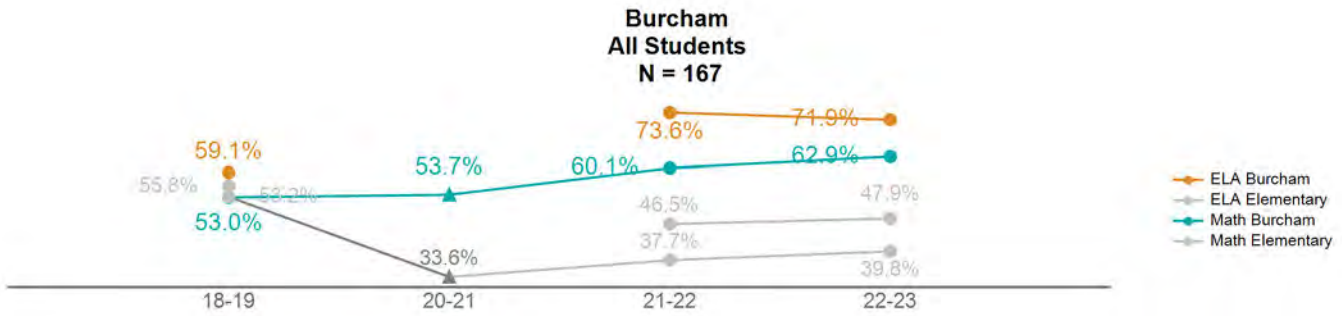
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Low SES	District	14	39	19	18	24
	Special Ed.	13^	-	8	54	23	15
		All ES	37	26	25	25	24
	Spec Ed. Speech/RSP	District	20	36	19	16	29
		13^	-	8	54	23	15
		All ES	39	24	26	26	24
		District	19	36	19	17	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC



African American

Subgroup with fewer than 20 students.

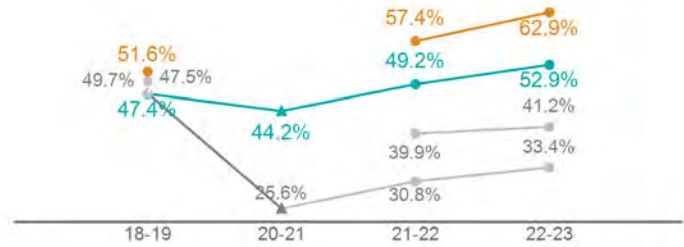
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

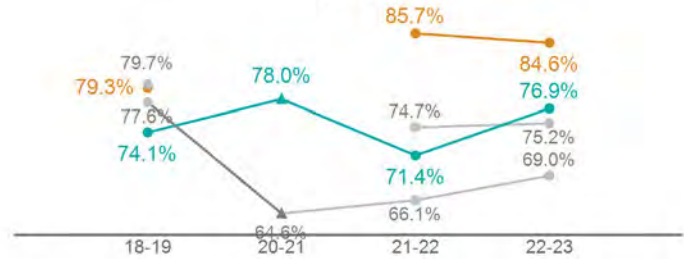
Hispanic N = 70



Pacific Islander

Subgroup with fewer than 20 students.

White N = 52

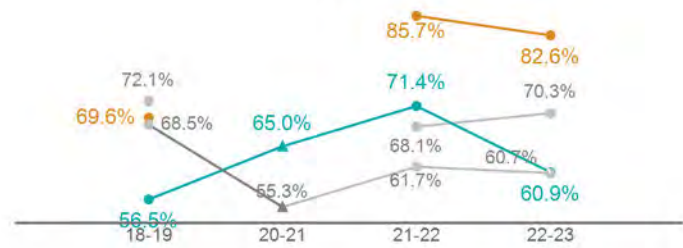


N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American
Subgroup with fewer than 20 students.

Other
N = 23

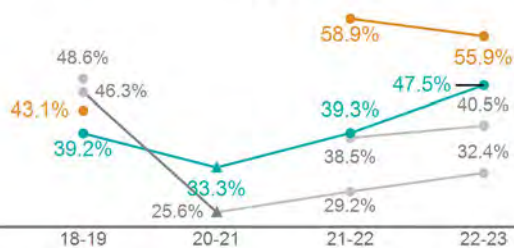


Percent of Students with Achievement Level of Met or Exceeded in SBAC

EL + RFEP



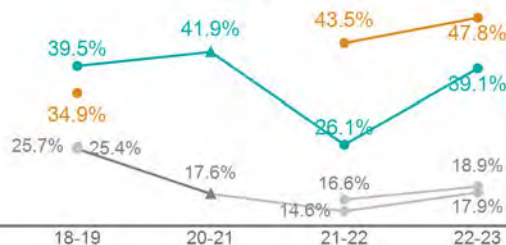
Low SES
N = 59



English Learner

Subgroup with fewer than 20 students.

Special Education
N = 23



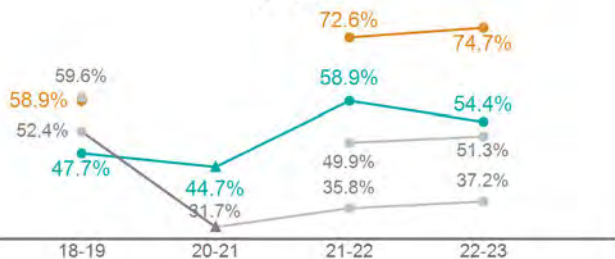
Homeless

Subgroup with fewer than 20 students.

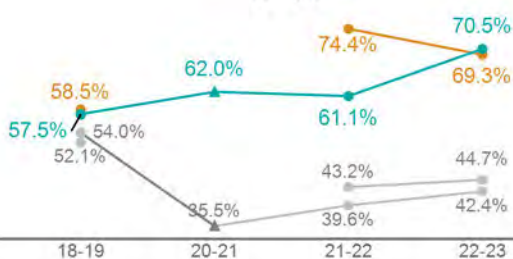
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 79



Male
N = 88

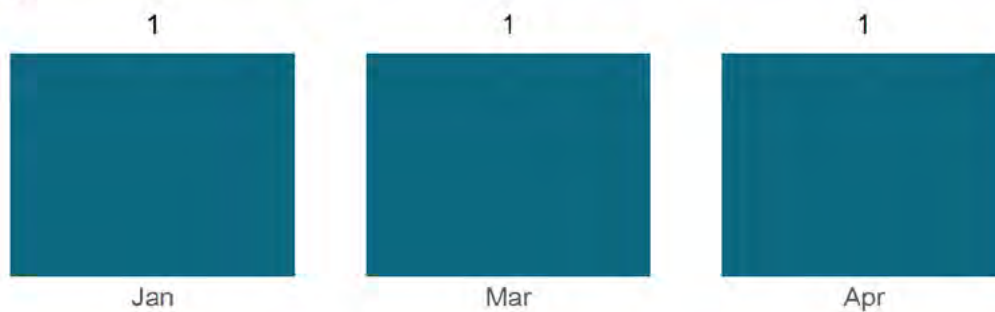


N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

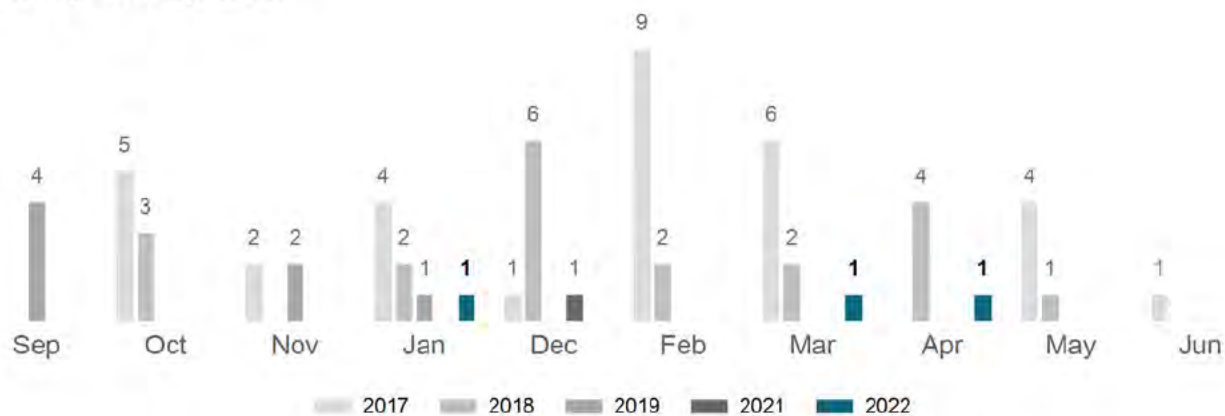
Burcham

22-23

By Month for 22-23



By Month- 5-year comparison



	17-18	18-19	19-20	21-22	22-23
Sep				4	
Oct		5	3		
Nov		2		2	
Jan		4	2	1	1
Dec		1	6		1
Feb		9	2		
Mar		6	2		1
Apr			4		1
May		4	1		
Jun		1			

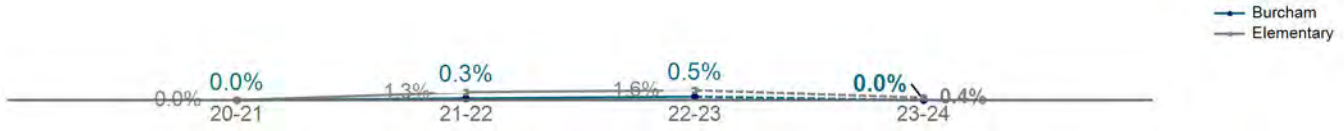
[Submit Feedback](#)

Burcham

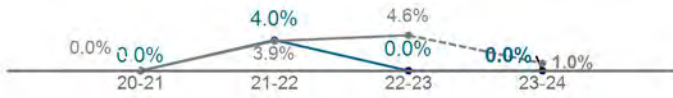
22-23

Suspension Rate

Burcham
All Students
N = 350



African American
N = 23



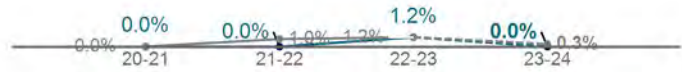
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 153



Pacific Islander

Subgroup with fewer than 20 students.

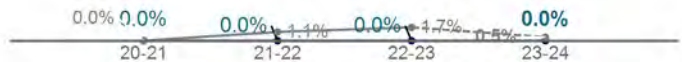
White
N = 108



Native American

Subgroup with fewer than 20 students.

Other
N = 36



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

EL + RFEP



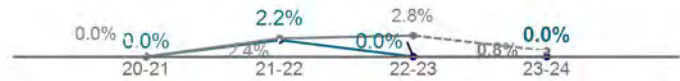
Low SES
N = 126



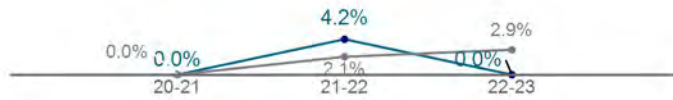
English Learner

Subgroup with fewer than 20 students.

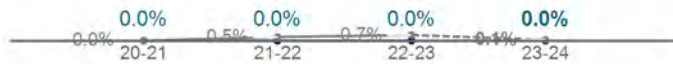
Special Education
N = 44



Homeless or Foster Youth



Female
N = 157



Male
N = 192

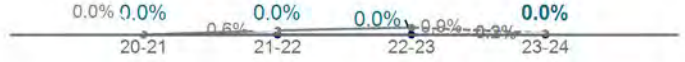


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

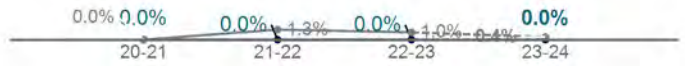
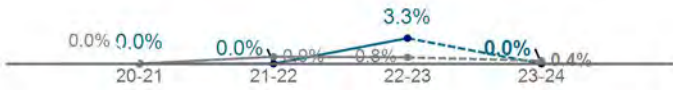
Gr. K
N = 47

Gr. 01
N = 52



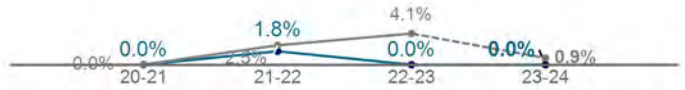
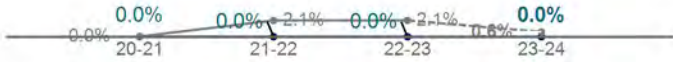
Gr. 02
N = 56

Gr. 03
N = 59



Gr. 04
N = 58

Gr. 05
N = 53



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

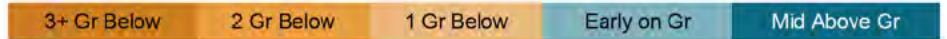


i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	53	15	70	4	11		
			2	51		4	53	18	25	
			3	52			44	12	44	
	Teacher	Estabrooks, J	1	27	7	74	4	15		
			2	27		4	52	22	22	
			3	26			42	12	46	
		Wright, A	1	26	27	62	4	8		
			2	26		8	50	15	27	
			3	26			46	12	42	
	Ethnicity	African American	1	5	60	40				
			2	4		75		25		
			3	4		50		50		
		Asian	1	2	100					
			2	1				100		
			3	2		50		50		
		Hispanic	1	24	17	75	8			
			2	22		59	23	18		
			3	22		45	9	45		
			White	1	17	6	65	12	18	
				2	19		11	37	16	37
				3	19		37	16	47	
		Other	1	5		80		20		
			2	5		80		20		
			3	5		60	20	20		
	Gender	Female	1	21	19	76	5			
			2	17	6	65	18	12		
			3	18		67	6	28		
		Male	1	32	13	66	3	19		
			2	34		3	47	18	32	
			3	34		32	15	53		
Special Populations	Low SES	1	25	28	68	4				
		2	21	5	67	19	10			
		3	23		57	9	35			

i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	ELL	1	2	100				
			2	1	100				
			3	2	100				
		EL + RFEP	1	2	100				
			2	1	100				
			3	2	100				
		Special Ed.	1	8	25	75			
			2	8		13	50	38	
			3	8			38	25	38
		Spec Ed. Speech/RSP	1	8	25	75			
			2	8		13	50	38	
			3	8			38	25	38
		Homeless	1	2	50	50			
			2	1	100				
			3	1					100

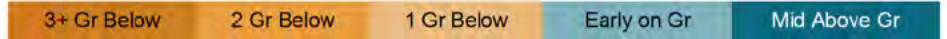


i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	59	24	61	14	2	
			2	57	4	49	25	23	
			3	58	3	36	16	45	
	Teacher	Bickford, T	1	29	3	69	24	3	
			2	29		24	31	45	
			3	29	14	17		69	
		Flores, S	1	29	45	52	3		
			2	29	10	72	17		
			3	29	7	59	14	21	
	Ethnicity	African American	1	7		86	14		
			2	7		86	14		
			3	7		57	14	29	
		Asian	1	6	33	50	17		
			2	5		80	20		
			3	6		50		50	
		Filipino	1	1		100			
			2	1		100			
			3	1		100			
		Hispanic	1	32	34	53	13		
			2	31	6	48	29	16	
			3	31	6	42	16	35	
		White	1	8	13	75	13		
			2	8		25	38	38	
			3	8			25	75	
Other	1	5		60	40				
	2	5			40	60			
	3	5			20	80			

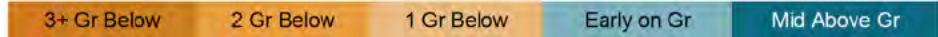


i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	26	31	50	15	4	
			2	25	4	52	20	24	
			3	26	4	35	12	50	
		Male	1	32	19	69	13		
			2	31	3	45	29	23	
			3	31	3	35	19	42	
		Nonbinary	1	1	100				
			2	1	100				
			3	1	100				
	Special Populations	Low SES	1	20	25	75			
			2	20	10	60	25	5	
			3	19		53	16	32	
		ELL	1	2	100				
			2	2	100				
			3	2	100				
		RFEP	1	2	100				
			2	2				100	
			3	2				100	
		EL + RFEP	1	4	50	50			
			2	4		50	50		
			3	4		50	50		
		Special Ed.	1	10	30	40	20	10	
			2	10		10	20	40	30
			3	10		20	20	10	50
		Spec Ed. Speech/RSP	1	10	30	40	20	10	
			2	10		10	20	40	30
			3	10		20	20	10	50
	Homeless	1	4	100					
		2	4		75	25			
		3	4		25	75			
GATE/Excel	1	9		33	56	11			
	2	9			11	89			
	3	9			11	89			

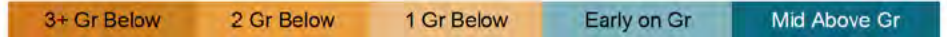


i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	58	10	10	62	16	2
			2	56	25	52	25	16	
			3	55	24	35	16	44	
	Teacher	Davis, T	1	30	7	60	30	3	
			2	30	40	33	27		
			3	30	23	13	63		
		Vecchiolla, M	1	26	15	15	69		
			2	26	4	12	65	15	4
			3	26	4	8	50	19	19
	Ethnicity	African American	1	3	67	33			
			2	3	33	33	33		
			3	3	33	67			
		American Indian	1	1	100				
			2	1	100				
			3	1		100			
		Filipino	1	2	100				
			2	2	100				
			3	2	50	50			
		Hispanic	1	26	12	15	58	15	
			2	25	8	52	28	12	
			3	25	8	32	24	36	
		Pacific Islander	1	1	100				
			2	1		100			
			3	1		100			
		White	1	18	6	67	28		
			2	17	41	29	29		
			3	16	25	6	69		
Other	1	7	14	71	14				
	2	7	71	14	14				
	3	7	57	14	29				

i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Gender	Female	1	24	8	13	67	13		
			2	23		4	61	17	17	
			3	22			5	41	18	36
		Male	1	34	12	9	59	18	3	
			2	33		9	45	30	15	
			3	33			6	30	15	48
	Special Populations	Low SES	1	19	26	21	47	5		
			2	17		6	12	47	29	6
			3	17			6	12	29	18
		ELL	1	3	67		33			
			2	2	100					
			3	2		50		50		
		EL + RFEP	1	3	67		33			
			2	2	100					
			3	2		50		50		
		Special Ed.	1	9	33	11	44	11		
			2	9		11	22	33	11	22
			3	8		13	13	25	13	38
		Spec Ed. Speech/RSP	1	9	33	11	44	11		
			2	9		11	22	33	11	22
			3	8		13	13	25	13	38
		Foster	1	1	100					
			2	1	100					
			3	1	100					
Homeless	1	2	100							
	2	2	50		50					
	3	2	50		50					
GATE/Excel	1	6		50		33	17			
	2	6				50	50			
	3	6					100			

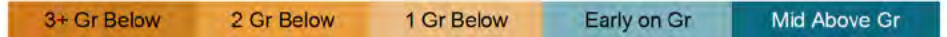


i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	55	4	15	49	22	11
			2	51	6	39	24	31	
			3	53	2	2	13	28	55
	Teacher	Shields, J	1	30	7	50	27	17	
			2	30	30	30	40		
			3	30	27	73			
		Tran, T	1	23	4	26	52	13	4
			2	22	14	50	18	18	
			3	23	4	4	30	30	30
	Ethnicity	African American	1	5	20	60	20		
			2	4	50	25	25		
			3	4	50	50			
		Asian	1	3	33	67			
			2	3	33	33	33		
			3	3	67	33			
		Hispanic	1	19	21	47	21	11	
			2	16	19	38	13	31	
			3	18	6	6	22	11	56
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	20	20	55	10	15	
			2	20	35	30	35		
			3	20	10	35	55		
	Other	1	7	43	57				
		2	7	43	29	29			
		3	7	29	71				
Gender	Female	1	28	14	50	32	4		
		2	26	8	35	31	27		
		3	27	4	15	30	52		
	Male	1	27	7	15	48	11	19	
		2	25	4	44	16	36		
		3	26	4	12	27	58		

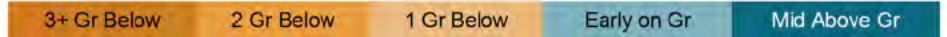
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	Low SES	1	20	5	20	35	35	5
			2	18	17	33	28	22	
			3	19	5	5	16	26	47
		RFEP	1	1					100
		EL + RFEP	1	1					100
		Special Ed.	1	4	50	50			
			2	4	25	75			
			3	4	25	25	50		
		Spec Ed. Speech/RSP	1	4	50	50			
			2	4	25	75			
			3	4	25	25	50		
		Homeless	1	3	33	33	33		
			2	3	33	33	33	33	
			3	3	33		67		
		GATE/Excel	1	19	26	42	32		
2	19		5	26	68				
3	19			11	89				

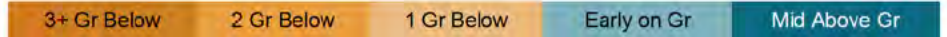
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	60	5	13	40	23	18
			2	58	3	7	31	26	33
			3	56	4	4	21	27	45
	Teacher	Huerta, V	1	33	6	24	39	30	
			2	33	24	18	58		
			3	33	15	18	67		
		Lamperts, J	1	25	12	24	60	4	
			2	25	8	16	40	36	
			3	25	8	12	32	36	12
	Ethnicity	African American	1	2	50	50			
			2	2	100				
			3	2	50	50			
		Asian	1	1	100				
			2	1	100				
			3	1	100				
		Filipino	1	4	50	25	25		
			2	4	25	25	50		
			3	4	50	50			
		Hispanic	1	27	11	19	48	15	7
			2	27	7	11	41	22	19
			3	26	8	4	38	19	31
		White	1	17	12	24	29	35	
			2	15	7	13	27	53	
			3	14	7	36	57		
Other	1	9	44	44	11				
	2	9	22	44	33				
	3	9	11	33	56				
Gender	Female	1	30	10	23	33	30	3	
		2	29	7	10	38	28	17	
		3	28	7	7	32	25	29	
	Male	1	30	3	47	17	33		
		2	29	3	24	24	48		
		3	28	11	29	61			

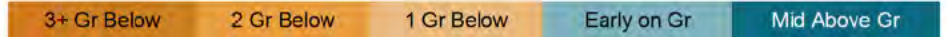


i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Special Populations	Low SES	1	24	13	17	50	13	8	
			2	23	9	13	39	22	17	
			3	21	10	5	29	24	33	
		ELL	1	3	33	67				
			2	3	67	33				
			3	2		50		50		
		RFEP	1	2	50	50				
			2	2		50		50		
			3	2	50	50				
		EL + RFEP	1	5	20	20	60			
			2	5	20	40	20	20		
			3	4	25	50		25		
		Special Ed.	1	10	20	20	20	10	30	
			2	10	10	10	30	10	40	
			3	10	10	30	20	40		
		Spec Ed. Speech/RSP	1	10	20	20	20	10	30	
			2	10	10	10	30	10	40	
			3	10	10	30	20	40		
		Homeless	1	5	40	60				
			2	4	100					
			3	4	25	50		25		
GATE/Excel	1	13			8	31	62			
	2	13			8	92				
	3	13			8	8	85			

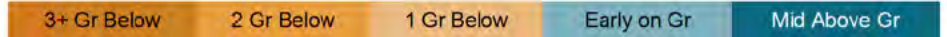
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 1



Legend

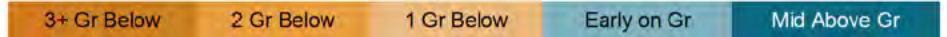


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	55	5	75	13	7		
			2	50		58	12	30		
			3	52		25	21	54		
	Teacher	Estabrooks, J	1	27		78	11	11		
			2	27		52	7	41		
			3	26		31	15	54		
		Wright, A	1	26	8	65	19	8		
			2	26		58	15	27		
			3	26		19	27	54		
	Ethnicity	African American	1	5	20	60	20			
			2	4		75	25			
			3	4		25	25	50		
		Asian	1	2		100				
			2	2		100				
			3	2			50	50		
		Hispanic	1	26	8	81	4	8		
			2	22		50	23	27		
			3	22		32	18	50		
			White	1	17		65	24	12	
				2	17		59	6	35	
				3	19		16	26	58	
		Other	1	5		80	20			
			2	5		60	40			
			3	5		40	60			
		Gender	Female	1	21		90	5	5	
				2	18		61	11	28	
				3	18		28	17	56	
Male	1		34	9	65	18	9			
	2		32		56	13	31			
	3		34		24	24	53			
Special Populations	Low SES	1	27	11	81	7				
		2	23		70	13	17			
		3	23		35	26	39			

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Burcham 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
1	Special Populations	ELL	1	3	33	67				
			2	2	100					
			3	2		50	50			
		EL + RFEP	1	3	33	67				
			2	2	100					
			3	2		50	50			
		Special Ed.	1	8	100					
			2	8		75	13	13		
			3	8		50	13	38		
		Spec Ed. Speech/RSP	1	8	100					
			2	8		75	13	13		
			3	8		50	13	38		
		Homeless	1	2	50	50				
			2	1				100		
			3	1				100		

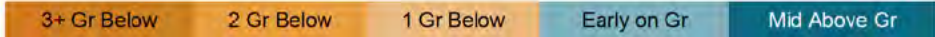
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	58	16	59	10	16	
			2	57	4	32	21	44	
			3	54	2	22	19	57	
	Teacher	Bickford, T	1	29	3	45	21	31	
			2	29		7	21	72	
			3	29		3	14	83	
		Flores, S	1	29	28	69	3		
			2	29	7	59	21	14	
			3	29		3	41	28	28
	Ethnicity	African American	1	7	14	71	14		
			2	7		29	14	57	
			3	7		14	14	71	
		Asian	1	6	33	50	17		
			2	5		40	20	40	
			3	5		20	60	20	
		Filipino	1	1	100				
			2	1				100	
			3	1				100	
		Hispanic	1	31	19	71	6	3	
			2	31		6	42	26	26
			3	28		4	36	18	43
		White	1	8		38	25	38	
			2	8		13	13	75	
			3	8			13	88	
Other	1	5			40	60			
	2	5			20	80			
	3	5				100			

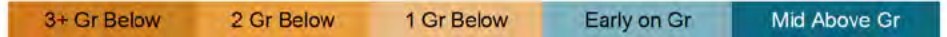
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
2	Gender	Female	1	25	12	64	4	20		
			2	25		28	24	48		
			3	25		20	20	60		
		Male	1	32	16	56	16	13		
			2	31		6	32	19	42	
			3	28		4	21	18	57	
		Nonbinary	1	1		100				
			2	1		100				
			3	1		100				
	Special Populations	Low SES	1	20	25	75				
			2	20		5	60	15	20	
			3	16			50	38	13	
		ELL	1	2		100				
			2	2			50	50		
			3	2		100				
		RFEP	1	2		100				
			2	2				100		
			3	2			50	50		
		EL + RFEP	1	4		100				
			2	4			25	50	25	
			3	4			50	25	25	
		Special Ed.	1	10			20	30	20	30
			2	10			10	30	20	40
			3	10			10	30		60
		Spec Ed. Speech/RSP	1	10			20	30	20	30
			2	10			10	30	20	40
			3	10			10	30		60
	Homeless	1	4		100					
		2	4			25	50	25		
		3	2			50	50			
GATE/Excel	1	8				38	63			
	2	9					100			
	3	9					100			

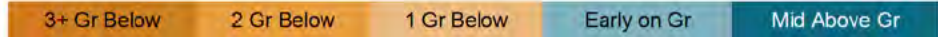
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	57	5	21	23	32	19
			2	56	14	25	27	34	
			3	55	2	11	13	33	42
	Teacher	Davis, T	1	30	10	13	40	37	
			2	30	10	30	60		
			3	30	7	23	70		
		Vecchiolla, M	1	26	15	35	31	19	
			2	26	31	42	23	4	
			3	26	4	23	23	42	8
	Ethnicity	African American	1	2	100				
			2	3	33	67			
			3	3	67	33			
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Filipino	1	2	50	50			
			2	2	100				
			3	2	50	50			
		Hispanic	1	25	4	28	24	32	12
			2	25	16	24	32	28	
			3	24	4	8	13	42	33
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	19	11	11	16	32	32
			2	17	18	18	18	47	
			3	17	12	12	18	59	
Other		1	7	14	43	14	29		
		2	7	43	14	43			
		3	7	14	29	57			

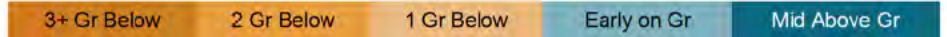
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
3	Gender	Female	1	22	5	23	23	32	18	
			2	23	17	26	22	35		
			3	22	9	14	32	45		
		Male	1	35	6	20	23	31	20	
			2	33	12	24	30	33		
			3	33	3	12	12	33	39	
	Special Populations	Low SES	1	17	6	35	18	29	12	
			2	17	29	29	18	24		
			3	16	6	19	13	31	31	
		ELL	1	3	33	33	33			
			2	2	50	50				
			3	2	50	50	50			
		EL + RFEP	1	3	33	33	33			
			2	2	50	50				
			3	2	50	50	50			
		Special Ed.	Special Ed.	1	8	13	38	13	13	25
				2	9	33	33	33		
				3	9	11	44	11	33	
			Spec Ed. Speech/RSP	1	8	13	38	13	13	25
				2	9	33	33	33		
				3	9	11	44	11	33	
		Foster	1	1					100	
			2	1					100	
			3	1					100	
	Homeless	1	1	100						
		2	2	50	50					
		3	2	100						
GATE/Excel	1	6				17	83			
	2	6					100			
	3	6					100			

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	54	4	9	33	22	31	
			2	53			42	21	19	55
			3	52			2	23	10	65
	Teacher	Shields, J	1	30			3	30	27	40
			2	30				3	23	73
			3	30			10	13		77
		Tran, T	1	23	9	17	39	13	22	
			2	23	9	4	43	13	30	
			3	23	4		43	4	48	
	Ethnicity	African American	1	5			60		40	
			2	4			25	25	50	
			3	4				25	75	
		Asian	1	3			67		33	
			2	3			67		33	
			3	3			33	33	33	
		Hispanic	1	19	11	11	21	26	32	
			2	18	11		22	17	50	
			3	17	6		24		71	
		Pacific Islander	1	1	100					
			2	1	100					
			3	1	100					
		White	1	19	5		37	26	32	
			2	20	5	10	20		65	
			3	20			20	10	70	
		Other	1	7	14		29	14	43	
			2	7			14	29	57	
			3	7			29	14	57	
Gender	Female	1	28	4		39	18	39		
		2	27			30	11	59		
		3	27			30	4	67		
	Male	1	26	8	15	27	27	23		
		2	26	8	4	12	27	50		
		3	25	4		16	16	64		

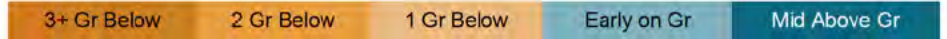
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	Low SES	1	20	10	10	25	15	40
			2	19	11	5	26	11	47
			3	18	6	28	6	61	
		RFEP	1	1					100
		EL + RFEP	1	1					100
		Special Ed.	1	4	25	50	25		
			2	4	25	50	25		
			3	4	25	50	25		
		Spec Ed. Speech/RSP	1	4	25	50	25		
			2	4	25	50	25		
			3	4	25	50	25		
		Homeless	1	3			33		67
			2	3			33		67
			3	3			33		67
		GATE/Excel	1	18			11	11	78
2	19					16	84		
3	19				5	5	89		

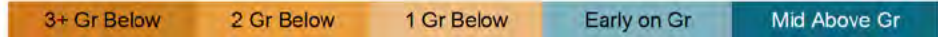
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	55	4	18	25	27	25	
			2	57	4	14	21	30	32	
			3	55	4	7	25	22	42	
	Teacher	Huerta, V	1	33			27	30	42	
			2	33			15	33	52	
			3	33			9	21	70	
		Lamperts, J	1	25	20	40	20	20		
			2	25	8	32	32	24	4	
			3	24	13	17	46	21	4	
	Ethnicity	African American	1	2			50	50		
			2	2			50	50		
			3	2			50	50		
		Asian	1	1					100	
			2	1					100	
			3	1					100	
		Filipino	1	4			25	25	50	
			2	4			25	50	25	
			3	4			25	25	50	
		Hispanic	1	23	9	26	35	22	9	
			2	26	8	19	38	19	15	
			3	25	8	16	32	24	20	
		White	1	16			19	13	25	44
			2	15			7	13	33	47
			3	15			20	13	67	
Other	1	9			33	33	33			
	2	9					44	56		
	3	8			13	25	63			
Gender	Female	1	28	4	21	32	25	18		
		2	29	3	21	21	28	28		
		3	28	4	11	25	25	36		
	Male	1	27	4	15	19	30	33		
		2	28	4	7	21	32	36		
		3	27	4	4	26	19	48		

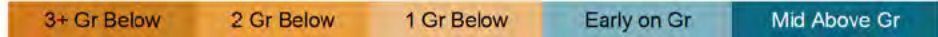
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Special Populations	Low SES	1	21	10	29	29	24	10	
			2	23	9	22	26	22	22	
			3	21	10	10	38	19	24	
		ELL	1	3	67	33				
			2	3	33	67				
			3	3	33	33	33			
		RFEP	1	1					100	
			2	2		50			50	
			3	1					100	
		EL + RFEP	1	4		50	25	25		
			2	5	20	60	20			
			3	4	25	25	25	25		
		Special Ed.	1	8		13	38	50		
			2	9		11	44	44		
			3	10	10	30	20	40		
		Spec Ed. Speech/RSP	1	8		13	38	50		
			2	9		11	44	44		
			3	10	10	30	20	40		
		Homeless	1	5	40	60				
			2	4		25	25	50		
			3	4	100					
GATE/Excel	1	13				31	69			
	2	13			8	92				
	3	13				23	77			

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218



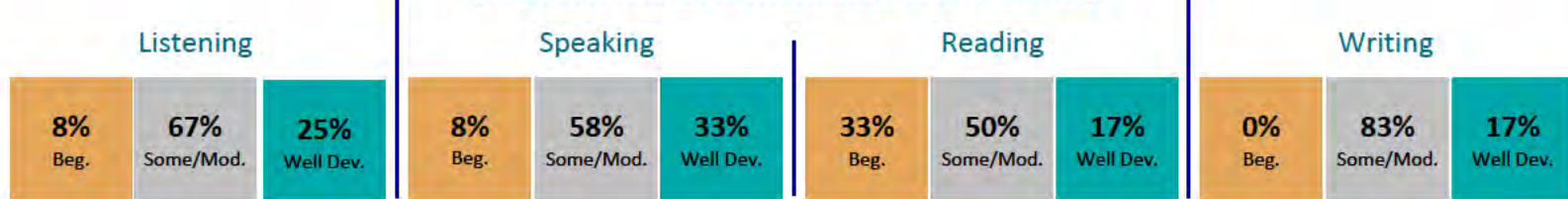
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Burcham

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

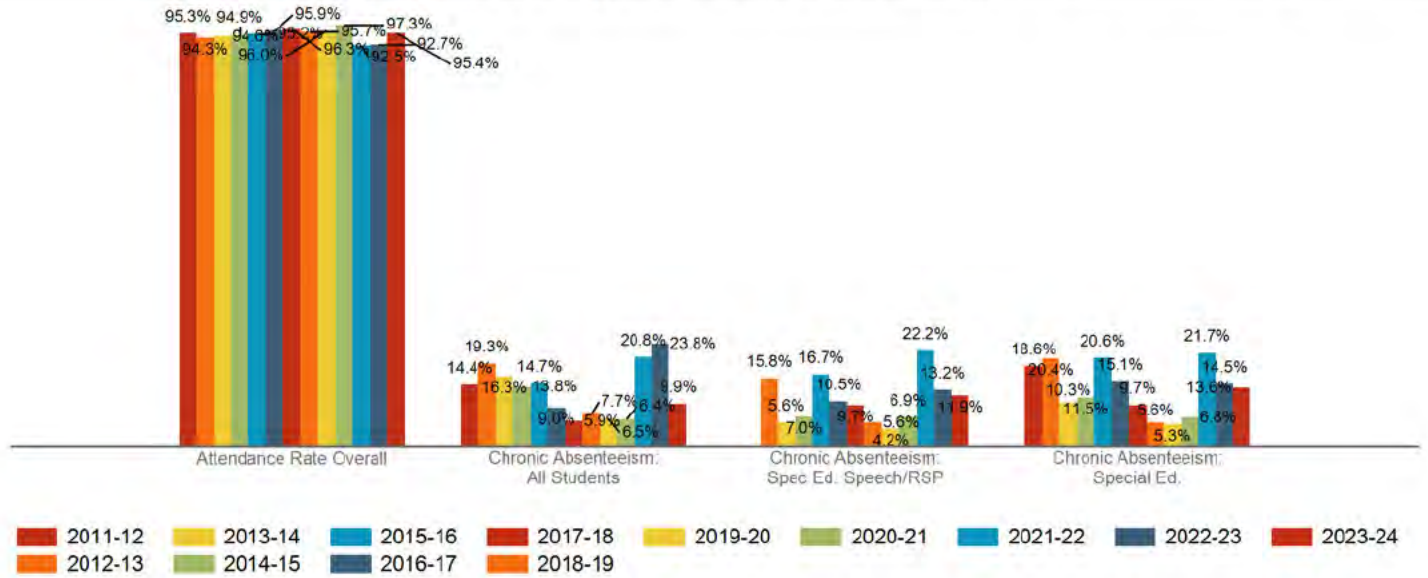
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%
01	33%	0%	67%	0%	33%	67%	0%	33%	67%	0%	33%	67%	0%	0%	67%	33%
02	0%	67%	0%	33%	0%	67%	33%	0%	67%	33%	33%	33%	33%	0%	67%	33%
03	0%	33%	33%	33%	0%	67%	33%	0%	67%	33%	33%	33%	33%	0%	100%	0%
05	0%	0%	50%	50%	0%	50%	50%	0%	0%	100%	50%	50%	0%	0%	100%	0%

School Demographics			
	School	District	State
African American	6.3%	11.6%	
Am. Indian	.6%	.1%	
Asian	4%	6.1%	
Filipino	2.6%	2%	
Hispanic/Latino	43.8%	60.9%	
Multiple	9.8%	7.1%	
Pacific Islander	1.2%	.7%	
White	31.1%	11.3%	
English Learner	4%	21.2%	
Reclassified Fluent English Proficient	.6%	2.1%	
Students w/Disabilities	13.5%	13.2%	
Free/Reduced Lunch	#Error	#Error	

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	Our teachers are focusing on explicitly teaching lessons to address identity and meeting with students to increase sense of belonging. Our School Counselor will meet with students in small groups 1x/month to address some high priority concerns (i.e. suicidal thoughts, extreme behaviors, low sense of self, etc.). Administration will visit rooms and focus on students with the highest need by providing SEL support and/or counseling students when issues arise. We would like to see a consistent score of +5% on each of the subcategories. The Leadership Committee will be visiting classrooms to observe student engagement while collecting data in order to provide the appropriate professional development to staff based on classroom needs.



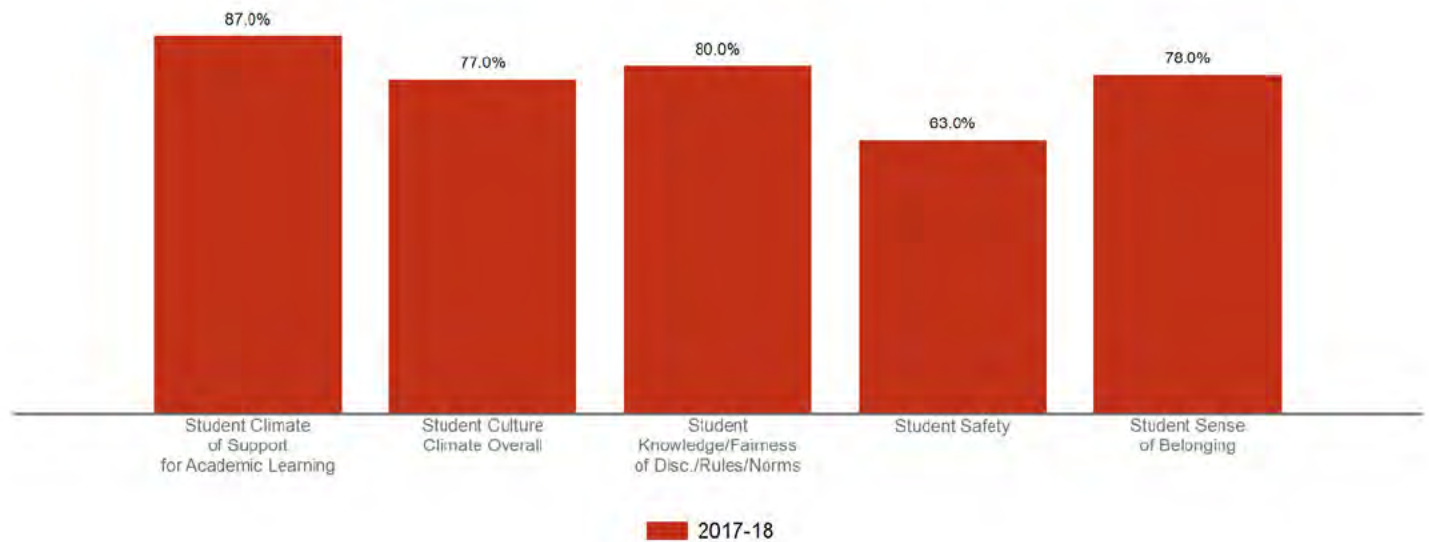
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Burcham has been assigned a Health Assistant 0.19 for two days a week. We would like to increase the Health Assistant position by an additional 0.19 days in order to have support 4 days a week along with our one day a week nurse. This intervention will provide a layer of support for students who come to the office for socio-emotional issues along with medical concerns due to COVID. The individual will assist with the COVID Care room, provide first aide, maintain records and assist students with emotional needs in the absence of our counselor and with limited office staff to assist.		Health Assistant
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Our teachers are focusing on explicitly teaching lessons to address identity and meeting with students to increase sense of belonging. Our School Counselor will meet with students in small groups 1x/month to address some high priority concerns (i.e. suicidal thoughts, extreme behaviors, low sense of self, etc.). Administration will visit rooms and focus on students with the highest need by providing SEL support and/or counseling students when issues arise. We would like to see a consistent score of +5% on each of the subcategories. The Leadership Committee will be visiting classrooms to observe student engagement while collecting data in order to provide the appropriate professional development to staff based on classroom needs.



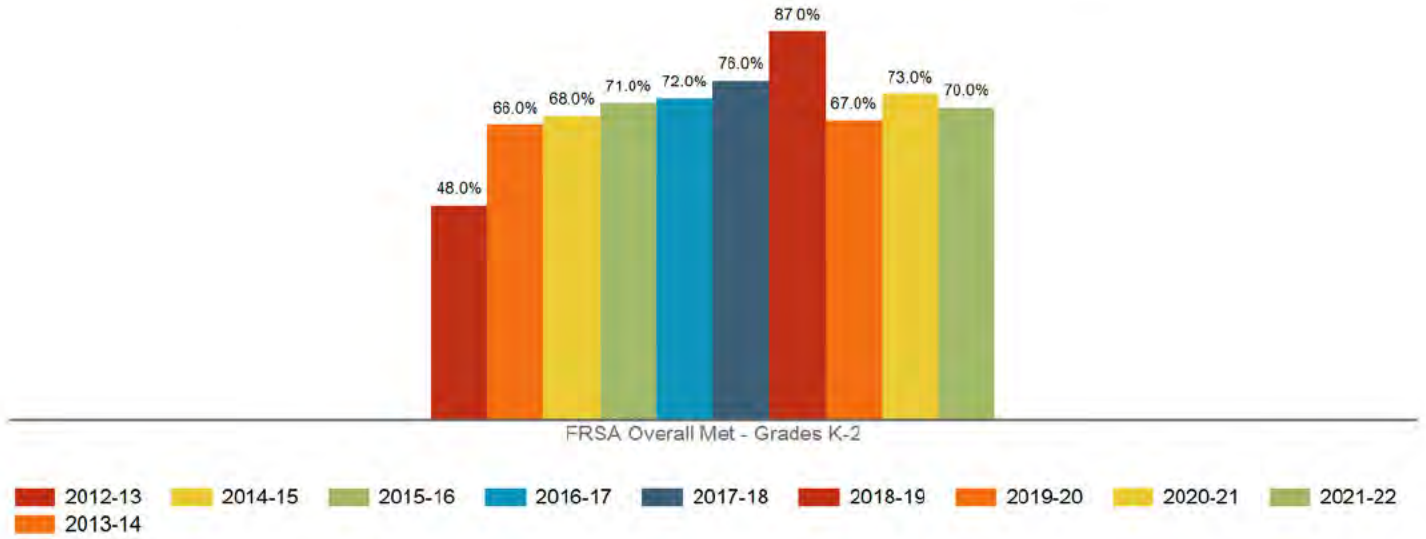
Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Burcham has been assigned a Health Assistant 0.19 for two days a week. We would like to increase the Health Assistant position by an additional 0.19 days in order to have support 4 days a week along with our one day a week nurse. This intervention will provide a layer of support for students who come to the office for socio-emotional issues along with medical concerns due to COVID. The individual will assist with the COVID Care room, provide first aide, maintain records and assist students with emotional needs in the absence of our counselor and with limited office staff to assist.		Health Assistant
Total			

Elementary Reading - FRSA

School Year: 22-23

Goals	
Area	Description
ELA Goals	In ELA, we would like to see an upward growth on the SBAC after such a successful year last year. We feel that a 2% growth would be realistic and obtainable. We will continue to use our iReady data to help monitor where our students are academically. On the FRSA, we know that our Kinder students will perform much better this year with the additional aide and a full-day schedule. In our 1st grade classrooms, we have added extra adult support to help manage and full class therefore we hope to see a 5% or more in grades K-2 on the FRSA.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The funds will be used to provide after school tutoring to students who are one or more years behind grade level based on iReady data. Intervention will take place two times per week for an hour each day in grades 1-5. The Wonder Works program will be used as supplemental instruction and for academic support. The intervention program will be monitored by our IIC teacher on special assignment who is helping teachers design lessons and monitor progress.		Teacher - Elementary
Total			

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15331	6	1/30/23	4/7/23	30	0.5	15
15332	7	1/30/23	4/7/23	40	0.5	20
15333	6	1/30/23	4/7/23	40	0.5	20
15354	5	9/19/22	12/23/22	39	0.5	19.5
	24					74.5

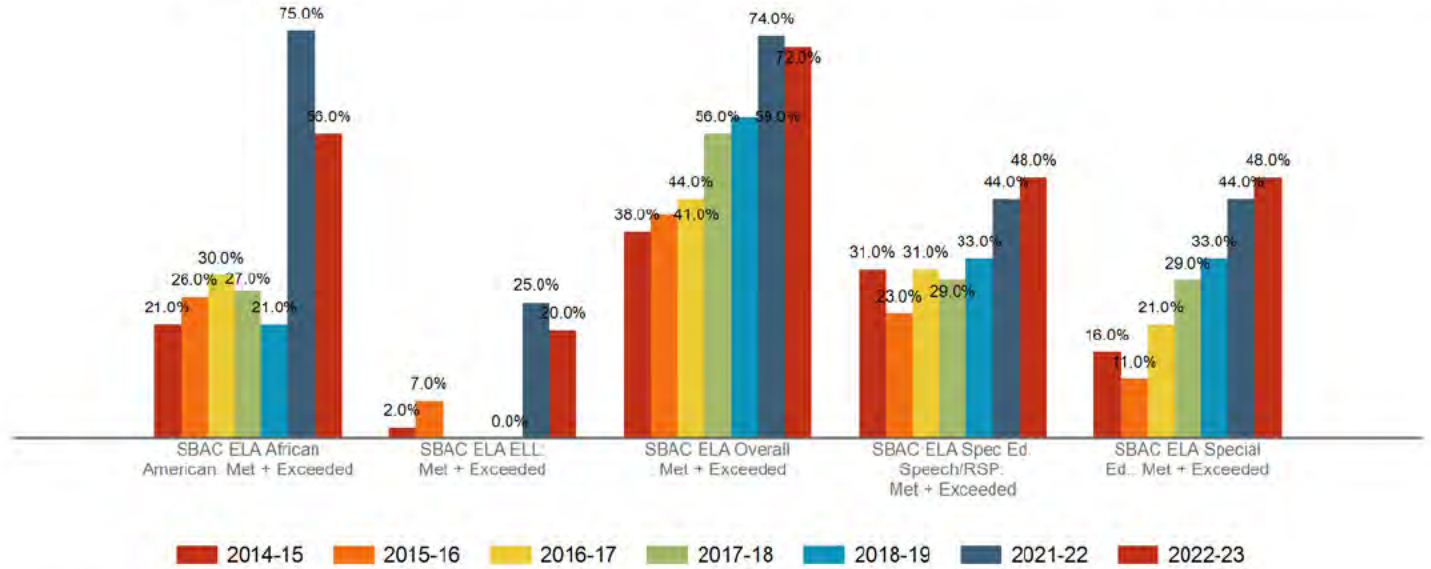
SBAC ELA

School Year: 22-23

Area	Description
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ELA Goals

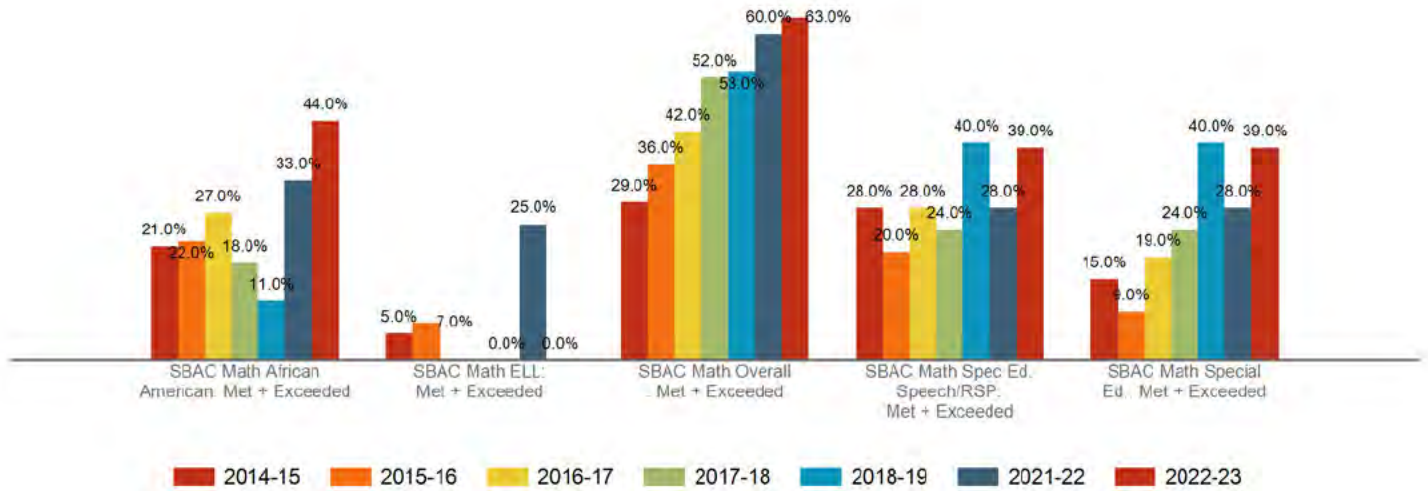
In ELA, we would like to see an upward growth on the SBAC after such a successful year last year. We feel that a 2% growth would be realistic and obtainable. We will continue to use our iReady data to help monitor where our students are academically. On the FRSA, we know that our Kinder students will perform much better this year with the additional aide and a full-day schedule. In our 1st grade classrooms, we have added extra adult support to help manage and full class therefore we hope to see a 5% or more in grades K-2 on the FRSA.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The funds will be used to provide after school tutoring to students who are one or more years behind grade level based on iReady data. Intervention will take place two times per week for an hour each day in grades 1-5. The Wonder Works program will be used as supplemental instruction and for academic support. The intervention program will be monitored by our IIC teacher on special assignment who is helping teachers design lessons and monitor progress.		Teacher - Elementary
Total			

Goals

Area	Description
Math Goals	For Math, we plan to see an increase in concept attainment as teachers plan to incorporate more project based lessons. Teachers are encouraged to hold small group sessions after each lesson in order to monitor learning and allow for students with the most need to ask for help in a more comfortable setting. Our SPED students dropped 12%, therefore more time will be designated in RSP for math instruction and review. We hope to see a realistic gain of 4% on the SBAC in math in grades 3-5 through the implementation of a stronger tutoring program and support system from our IIC/SPED Team. We will continue to use our iReady data to help monitor where our students are academically. School-wide we have decided to continue with math facts practice and testing although it is no longer required.



Budgeted Items

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Total			



Burcham Elementary School

Home School Compact 2023-2024

Section 11507 to the Education Code



As a school, we will:

- ❖ Teach the district approved curriculum by providing materials for California Common State Standards (CCSS) and Social-Emotional Learning (SEL) curriculum implementation
- ❖ Strive to address the individual needs of each student including response to interventions, tech support, and mental health services
- ❖ Communicate with parents regarding your child's progress in a way that is accessible to parents
- ❖ Create a welcoming and positive environment for children and parents
- ❖ Work with parents to create a life long love of learning for your child
- ❖ Respect each student, use the **Wheel of Choice/Peace Path** for conflicts
- ❖ Offer parent/guardian workshops that are available in our students communities & support parent involvement with school activities
- ❖ Promote a positive **growth mindset**
- ❖ Provide academic excellence in a healthy, safe, and equitable learning environment
- ❖ Provide SEL supports through weekly lessons and equitable learning opportunities.

Teacher's Signature

As a parent/guardian, I will:

- ❖ Make sure my child attends school daily, on time and avoids leaving early
- ❖ Review all school communication and return requested documents
- ❖ Make an effort to attend Back to School Night, Open House, Parent-Teacher Conferences, school offered parent/guardian workshops, and other activities
- ❖ Encourage my child to read daily and to provide an example myself by reading
- ❖ Keep communication open from home-to-school regarding matters that may impact my child
- ❖ Encourage good study habits using a positive growth mindset
- ❖ Strive to make sure my child gets adequate sleep and breakfast
- ❖ Support the school and district's homework, discipline, attendance, and dress code policies
- ❖ Promote Wheel of Choice problem-solving strategies at home
- ❖ Allow for authentic learning and academic struggle
- ❖ Encourage appropriate multimedia use

Parent's Signature

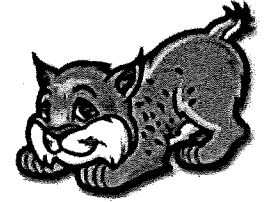
As a student, I will:

- ❖ Make sure I attend school daily
- ❖ Arrive to class prepared and on time each day
- ❖ Return completed homework on time
- ❖ Follow LBUSD's Appropriate Use of Technology policy
- ❖ Be responsible for my own behavior
- ❖ Work as hard as I can on all my school assignments and ask questions when I don't understand something
- ❖ Be respectful to all adults, adult helpers and students on campus and use kind language
- ❖ Use the Wheel of Choice/Peace Path to help solve problems and communicate issues
- ❖ Discuss with my parents what I am learning in school
- ❖ I will prioritize the importance of reading nightly

Student's Signature



Burcham Elementary School
5610 East Monlaco Road, Long Beach, CA 90808
562.420.2685 office 562.420.7865 Fax



Parent Involvement Guidelines 2023-2024

Burcham Elementary School recognizes that parents/guardians are their student's first and most influential teacher/s and that continued parent/guardian involvement contributes significantly to student achievement, as well as, an overall safe and healthy school environment. With that in mind and to further engage parents/guardians in their student's education, Burcham Elementary School staff commit to:

1. Help parents/guardians develop parenting skills, support home environments that promote their student's academic success, support Social Emotional Learning, and their development as responsible members of society.
2. Support parents/guardians as they can directly affect the success of their student's learning by providing techniques and strategies that parents/guardians use to improve their student's academic success and support in learning at home.
3. Initiate consistent and effective two-way communication between the home and school to provide as much access to information and resources as possible.
4. Provide training for staff that fosters effective and culturally sensitive communication with parents/guardians, including training on how to communicate with non-English speaking parents/guardians.
5. Encourage parents/guardians to serve as volunteers in the school, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Inform parents about how they can be involved in the education of their student and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.
7. Help eliminate language barriers by translating notices, reports, statements or records sent to student's parents/guardians to their primary language upon request. In addition, oral translations of materials will be provided, upon request by contacting the school office at 562.420.2685.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers, which may inhibit such participation.

LEGAL REFERENCES EDUCATION CODE: 11500-11506 Programs to encourage parental involvement

LABOR CODE: 230.8 Time off to visit child's school

Parent Involvement Guidelines adopted: January 28, 1991

"Through academic excellence and equitable learning opportunities we will achieve success for ALL students"

Revised:

March 1994

February 2001

March 2007

September 2016

September 2017

September 2018

November 2021

September 2022

September 2023

School Site Council Principal:



Date:

10/2/23

LONG BEACH UNIFIED SCHOOL DISTRICT