School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Burbank Elementary School	Hayward Unified School District	04/23/2023	May 24th, 2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.
HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *Code of Federal Regulations [CFR]* 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 *CFR* 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. Assembly Bill 716 ☐, signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning
Upon notification by the LEA, **the school** is required to collaborate with educational partners to:
- Develop and implement a school-level plan to improve student outcomes

    The school plan must:

    - be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and

    - identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select "Schoolwide Program." In addition, if your school is in CSI, TSI, or ATSI, you will need to also select those boxes as applicable.

Schoolwide Program
Additional Targeted Support and Improvement
Schoolwide Program
The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).
ATSI:
There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, "Schools are eligible for ATSI if one or more student groups meet one of the following criteria:
· All indicators at the lowest status level; or
· All indicators at the lowest status level but one indicator at another status level"

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Burbank Elementary developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:
1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma
informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving
service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.
Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) is involved in every step of creating, revising and editing the school plan for student achievement. SSC has met on a regular basis to consult on the SPSA. The English Learner Advisory Committee (ELAC), African American Student Achievement Initiative (AASAI), as well as parents who have attended the 2nd Cup of Coffee, including Parent Ambassadors, have also given input on the school plan. The Local Control Accountability Plan (LCAP) process was presented to Burbank parents, community at our parent meetings, and to school staff at our faculty meeting. Input from the different groups were taken into consideration. Burbank's SSC uses all feedback to make revisions, edits, and changes and gives the final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

MARCH 2020- 2022: In addition to the CHKS survey, our site conducted a Student Climate and Culture survey in March of 2020. In our analysis, we found that students identified recess as the primary location where they hear or see bullying. Our students of color, particularly those who self identity as Black/African American and Mixed Race, reported higher frequencies of seeing and hearing bullying. As an SSC, we have considered: 1) providing all yard duty supervisors and teachers with Playworks training (a program that emphasizes positive socialization between students) and 2) increasing the number of adults on the play yard, which would require hiring additional recess coaches. We believe that both of these strategies are needed to create a safer outdoor environment at recess, however, they both require additional resources . In addition, due to COVID-19, distance learning was put into effect March of 2020. In doing so, we learned that many families had limited or no internet and technological devices. School chromebooks were loaned to high priority families and the district purchased hot spots for the community. Moving forward as of March 2023, students have technology 1:1. We have had an increase in yard duty supervision. Playworks continue to be part of our school culture and continue to use positive affirmations. We continue to still be in need of more social emotional learning resources. However, with the implementation of PBIS we have seen a slight decrease in negative behavior but we still have a continued need to conduct another Student Climate Survey at the end of May 2023.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.5%	0.25%	0.13%	4	2	1
African American	8.2%	7.88%	8.44%	68	64	67
Asian	4.9%	5.05%	5.04%	41	41	40
Filipino	5.5%	4.80%	4.53%	46	39	36
Hispanic/Latino	73.1%	73.15%	72.42%	610	594	575
Pacific Islander	1.4%	1.11%	1.64%	12	9	13
White	2.2%	2.59%	2.77%	18	21	22
Multiple/No Response	4.2%	5.17%	4.91%	35	42	39
			Total Enrollment	834	812	794

Conclusions based on this data:

The analysis you see here is from the previous school year. However, our enrollment has slightly decreased from last year. We have noticed that the district has been experiencing a decline in enrollment due to the cost of living in the Bay Area.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	315	286	283	37.80%	35.2%	35.6%
Fluent English Proficient (FEP)	150	170	149	18.00%	20.9%	18.8%
Reclassified Fluent English Proficient (RFEP)	7			2.2%		

Conclusions based on this data:

EL students take the ELPAC on an annual basis. As of this date there is no data to compare. The analysis you see below is shows a slight decrease in EL enrollment. However, there is about the same percent of students who are EL's that are Fluent English Proficient.
We will continue to accelerate our EL student learning in order for them to be reclassified as Fluent English proficient by the time they leave Burbank Elementary.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	125	110		0	106		0	105		0.0	96.4	
Grade 4	114	118		0	114		0	114		0.0	96.6	
Grade 5	116	108		0	101		0	101		0.0	93.5	
Grade 6	110	108		0	102		0	102		0.0	94.4	
All Grades	465	444		0	423		0	422		0.0	95.3	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2386.			12.38			23.81			20.00			43.81	
Grade 4		2424.			16.67			11.40			28.95			42.98	
Grade 5		2503.			22.77			32.67			16.83			27.72	
Grade 6		2502.			2.94			34.31			37.25			25.49	
All Grades	N/A	N/A	N/A		13.74			25.12			25.83			35.31	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43			58.10			30.48	
Grade 4		7.89			63.16			28.95	
Grade 5		14.85			67.33			17.82	
Grade 6		9.80			60.78			29.41	
All Grades		10.90			62.32			26.78	

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.52			50.48			40.00	
Grade 4		14.04			46.49			39.47	
Grade 5		22.00			60.00			18.00	
Grade 6		11.76			58.82			29.41	
All Grades		14.25			53.68			32.07	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43			71.43			17.14	
Grade 4		12.28			72.81			14.91	
Grade 5		6.93			84.16			8.91	
Grade 6		7.84			78.43			13.73	
All Grades		9.72			76.54			13.74	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.48			61.90			27.62	
Grade 4		9.65			64.91			25.44	
Grade 5		17.82			66.34			15.84	
Grade 6		3.92			80.39			15.69	
All Grades		10.43			68.25			21.33	

Conclusions based on this data:

Students did not take the CAASPP ELA test in the 2020-2021 school year due to the pandemic, therefore there is no measurable data to compare the last two school years. The analysis you see below is from the previous school year. We will look to accelerate our student learning in the coming school year so that our students can come as close as they can to meeting and exceeding grade level standards in English Language Arts.

The percent of student meeting and exceeding ELA standards was 38.86 %
We will be reducing the percent of students not met by 10%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	125	110		0	108		0	108		0.0	98.2	
Grade 4	114	118		0	115		0	115		0.0	97.5	
Grade 5	116	108		0	103		0	103		0.0	95.4	
Grade 6	110	108		0	106		0	106		0.0	98.1	
All Grades	465	444		0	432		0	432		0.0	97.3	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2386.			10.19			22.22			22.22			45.37	
Grade 4		2403.			4.35			13.91			26.09			55.65	
Grade 5		2467.			13.59			18.45			17.48			50.49	
Grade 6		2474.			6.60			16.98			24.53			51.89	
All Grades	N/A	N/A	N/A		8.56			17.82			22.69			50.93	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.81			42.59			42.59	
Grade 4		7.83			31.30			60.87	
Grade 5		12.62			44.66			42.72	
Grade 6		3.77			45.28			50.94	
All Grades		9.72			40.74			49.54	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.04			44.44			43.52	
Grade 4		6.09			43.48			50.43	
Grade 5		9.71			46.60			43.69	
Grade 6		5.66			50.00			44.34	
All Grades		8.33			46.06			45.60	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.04			57.41			30.56	
Grade 4		6.96			42.61			50.43	
Grade 5		6.80			58.25			34.95	
Grade 6		7.55			56.60			35.85	
All Grades		8.33			53.47			38.19	

Conclusions based on this data:

Students did not take the CAASPP Math test in the 2020-2021 school year due to the pandemic, therefore there is no measurable data to compare the last two school years. The analysis you see below is from the previous school year. We will look to accelerate our student learning in the coming school year so that our students can come as close as they can to meeting and exceeding grade level standards in Math

Students meeting the standards were at an overall 26.38% a decrease from our last 2018-2019 data.

We will be reducing the percent of students not met by 10%.

Math instruction continues to be an area for growth across all grade levels.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
812	**58.5**	**35.2**	**0.2**
Total Number of Students enrolled in Burbank Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	286	35.2
Foster Youth	2	0.2
Homeless	1	0.1
Socioeconomically Disadvantaged	475	58.5
Students with Disabilities	68	8.4

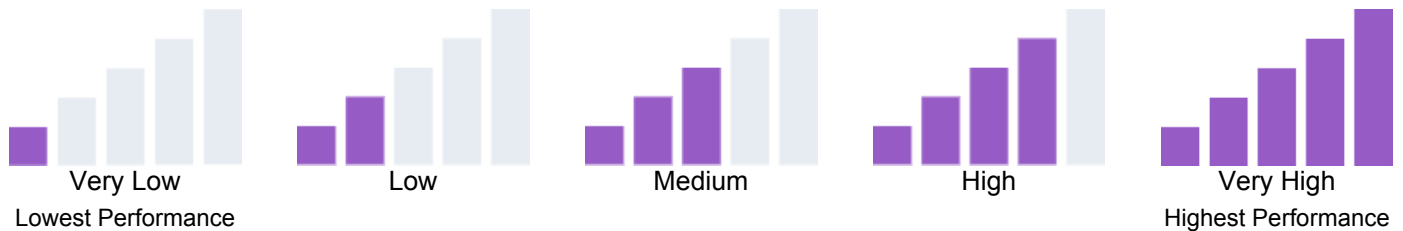| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	64	7.9
American Indian	2	0.2
Asian	41	5.0
Filipino	39	4.8
Hispanic	594	73.2
Two or More Races	42	5.2
Pacific Islander	9	1.1
White	21	2.6

Conclusions based on this data:

The majority of our student group population is Latinx (Hispanic), at 73.2% with 2% less of English Learners. We have had a 6% decrease in our socioeconomically disadvantaged student group.

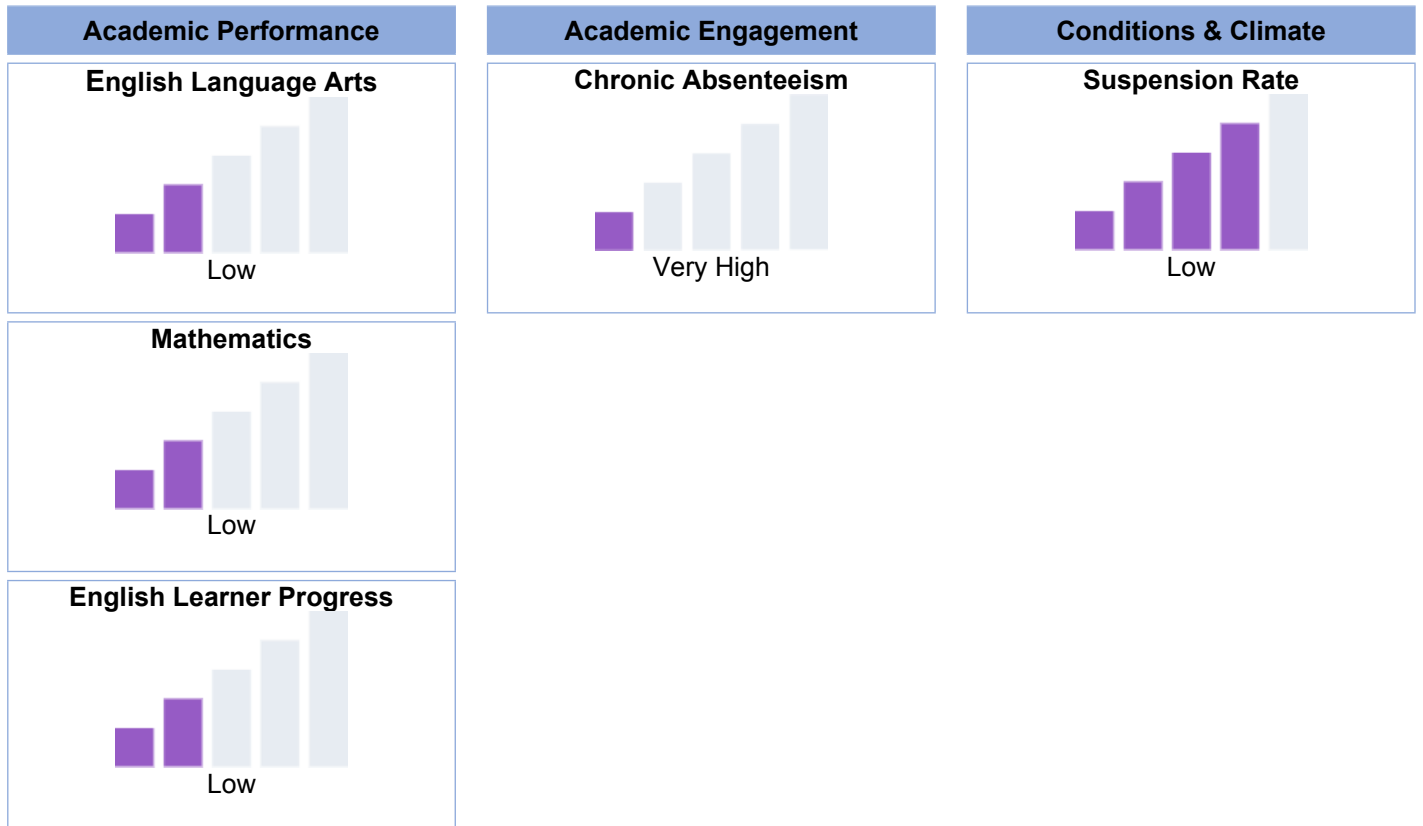# School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

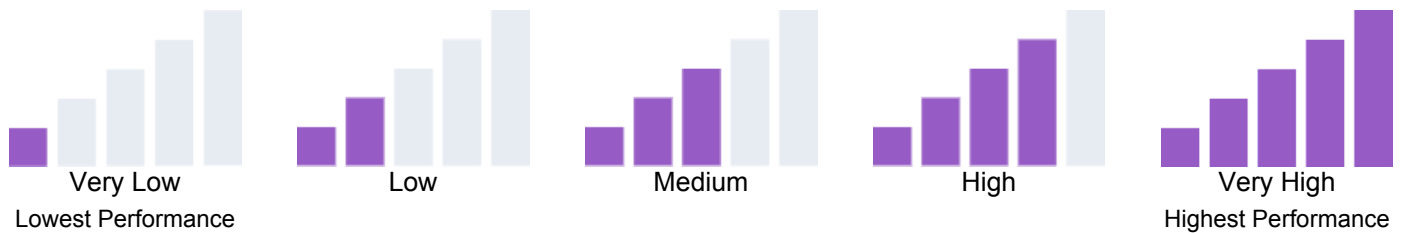| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Low	Very High	Low
Mathematics		
Low		
English Learner Progress		
Low		

Conclusions based on this data:

Our absence rate continues to be high and we need to dedicate more resources to students that are considered chronically absent. Due to the implementation of PBIS and restorative justice we continue to build on our positive discipline systems and have seen a decrease in our suspension rate.
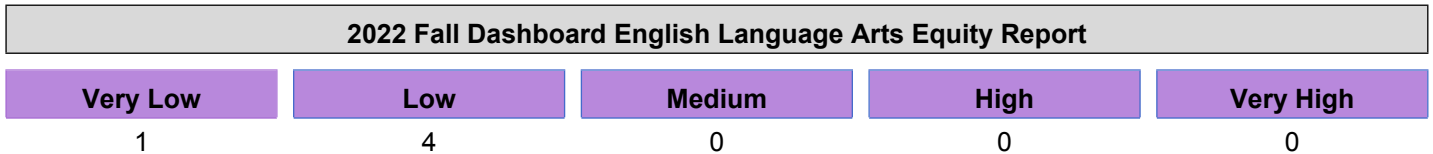
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
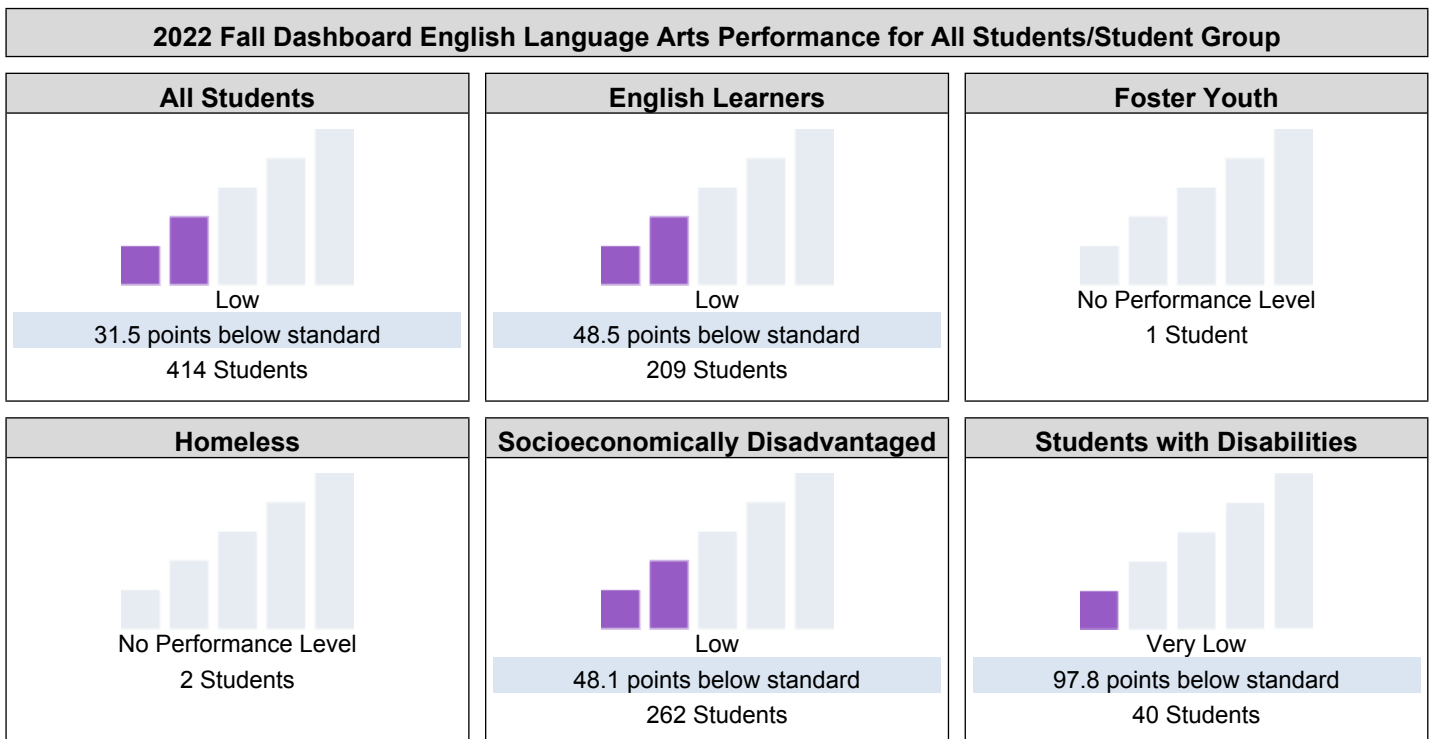
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
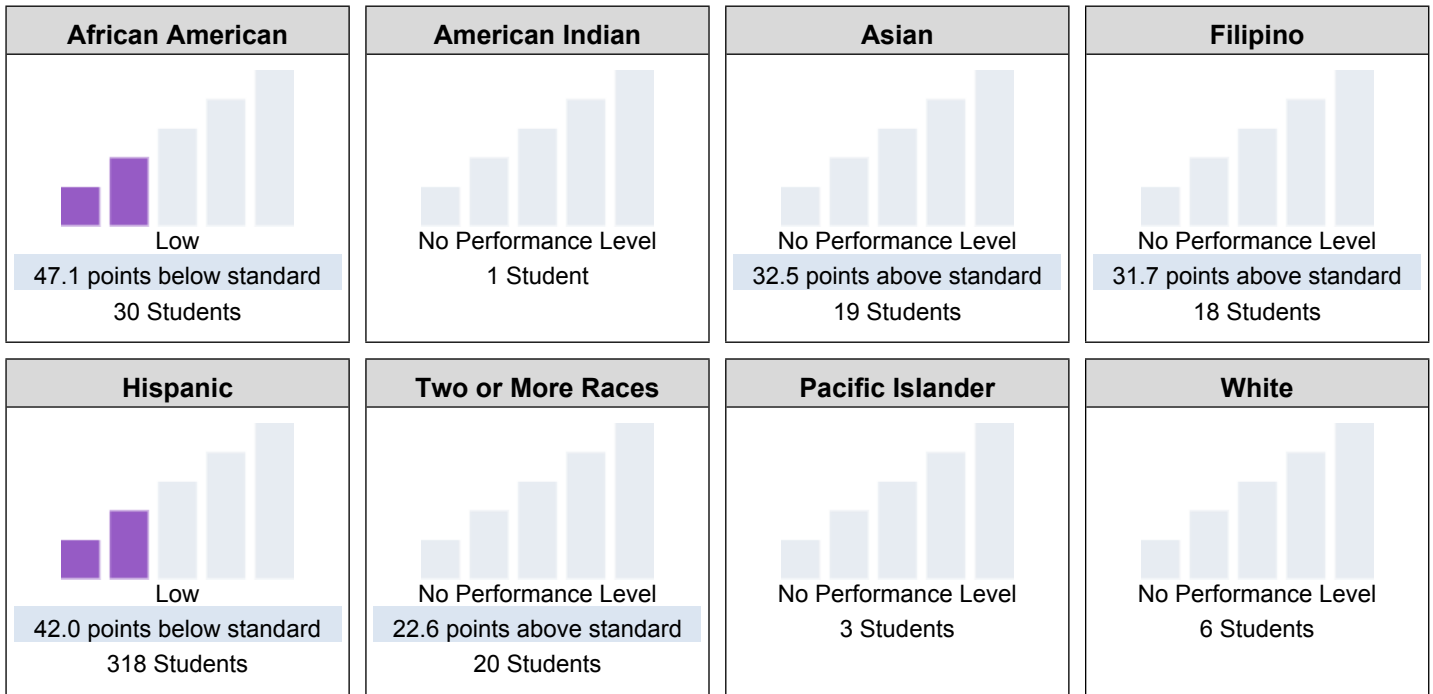

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Low
31.5 points below standard
414 Students

English Learners

Low
48.5 points below standard
209 Students

Foster Youth

No Performance Level
1 Student

Homeless

No Performance Level
2 Students

Socioeconomically Disadvantaged

Low
48.1 points below standard
262 Students

Students with Disabilities

Very Low
97.8 points below standard
40 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American
Low
47.1 points below standard
30 Students

American Indian
No Performance Level
1 Student

Asian
No Performance Level
32.5 points above standard
19 Students

Filipino
No Performance Level
31.7 points above standard
18 Students

Hispanic
Low
42.0 points below standard
318 Students

Two or More Races
No Performance Level
22.6 points above standard
20 Students

Pacific Islander
No Performance Level
3 Students

White
No Performance Level
6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner
93.2 points below standard
122 Students

Reclassified English Learners
14.2 points above standard
87 Students

English Only
24.7 points below standard
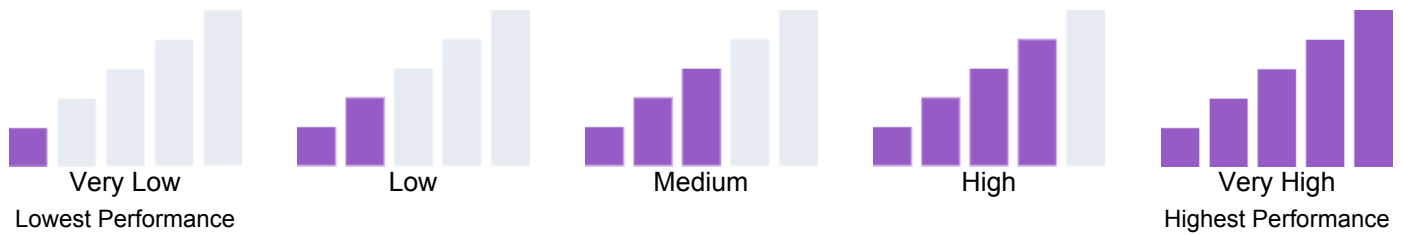157 Students

Conclusions based on this data:

Data from previous year of state testing:
Distance from Standard (DFS) in ELA is low in all subgroups
Accelerating student learning and focusing on their social emotional well being is crucial for the coming school year.
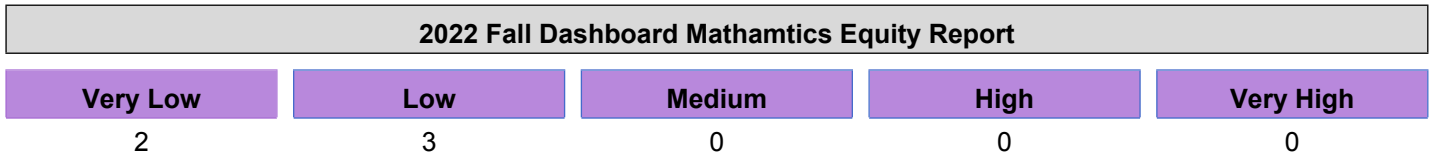
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
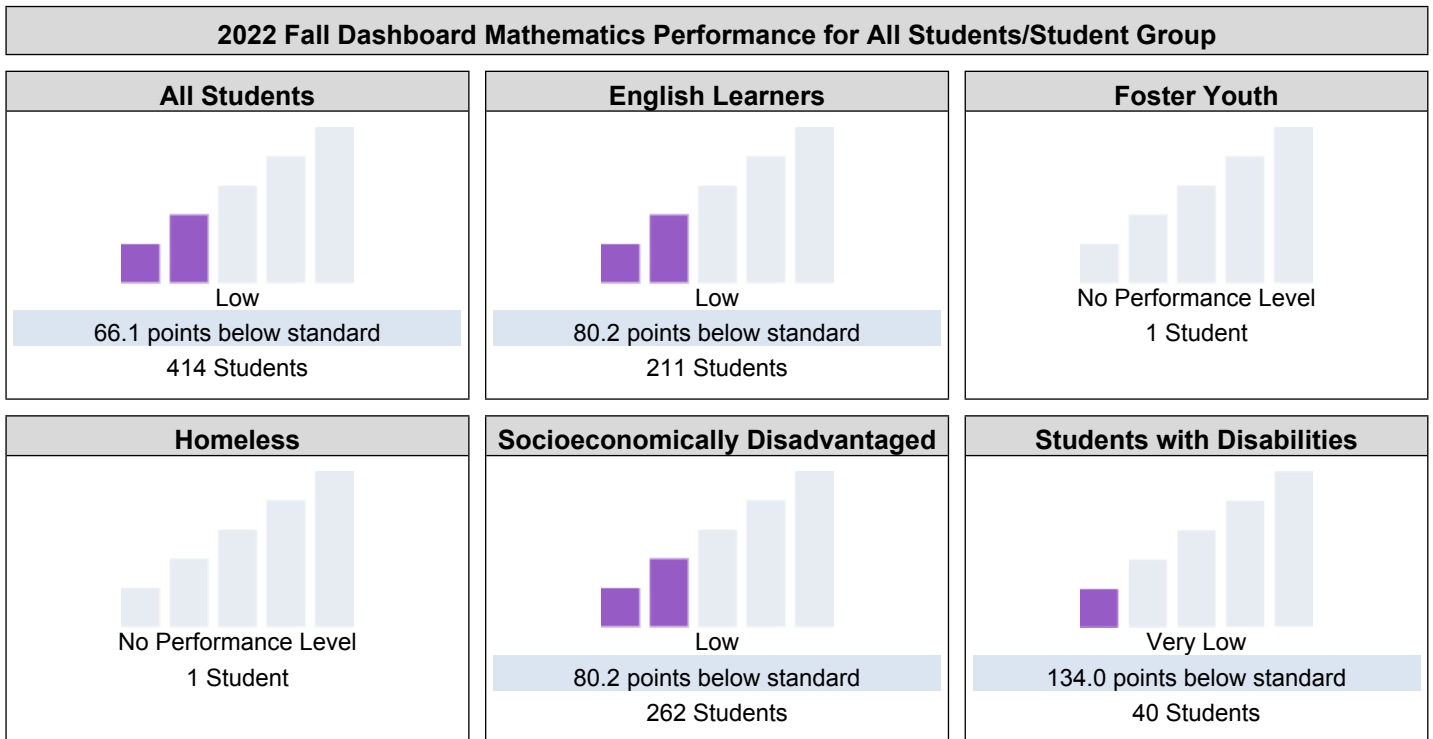
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
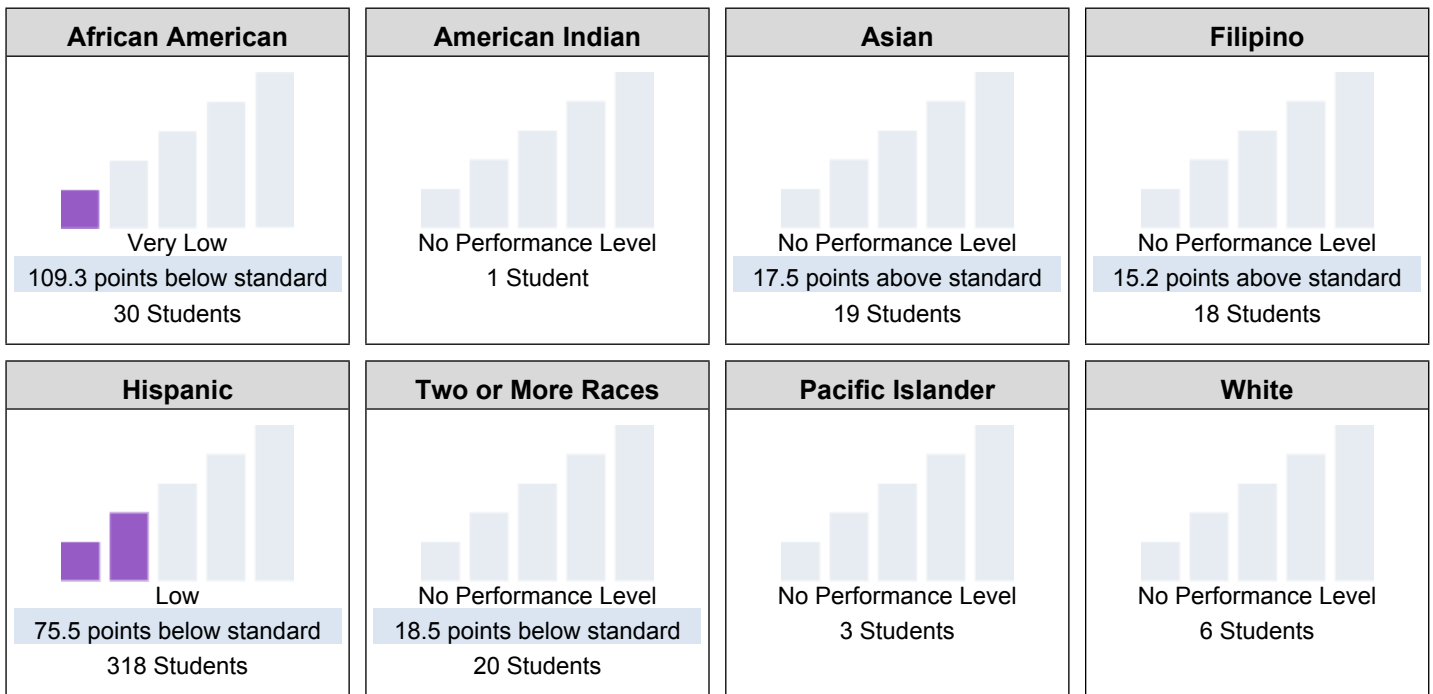
Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
66.1 points below standard	80.2 points below standard	1 Student
414 Students	211 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
1 Student	80.2 points below standard	134.0 points below standard
	262 Students	40 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Very Low

109.3 points below standard

30 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

17.5 points above standard

19 Students

Filipino

No Performance Level

15.2 points above standard

18 Students

Hispanic

Low

75.5 points below standard

318 Students

Two or More Races

No Performance Level

18.5 points below standard

20 Students

Pacific Islander

No Performance Level

3 Students

White

No Performance Level

6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

120.9 points below standard

123 Students

Reclassified English Learners

23.3 points below standard

88 Students

English Only

58.4 points below standard

155 Students

Conclusions based on this data:

Data from previous year of state testing:
Distance from Standard (DFS) in Math is low in all subgroups..
Accelerating student learning and focusing on their social emotional well being is crucial for the coming school year.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator
English Learner Progress
Low
41.3 making progress towards English language proficiency
Number of EL Students: 208 Students
Performance Level: 2
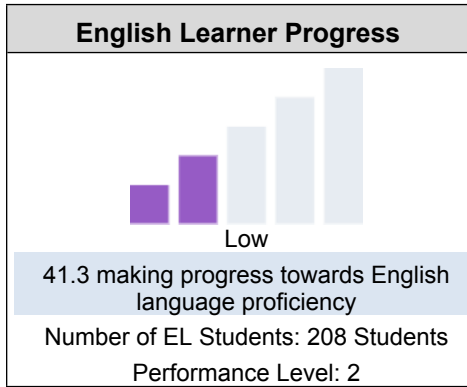
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
26.0%	32.7%	0.0%	41.3%

Conclusions based on this data:

Data from previous year of state testing:
41.3 making progress towards proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
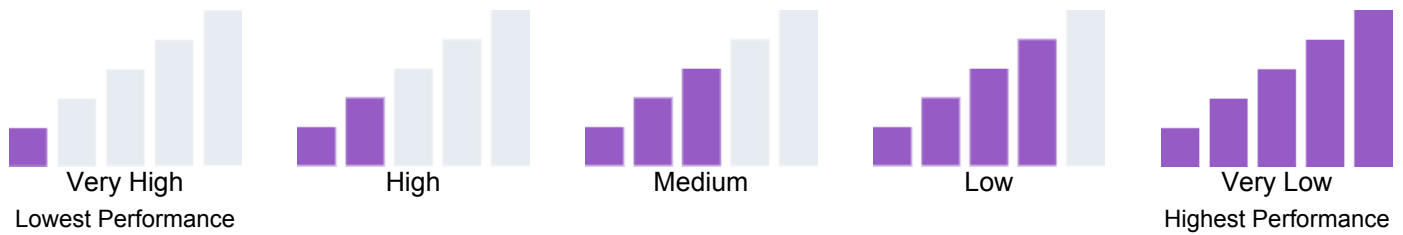
Conclusions based on this data:
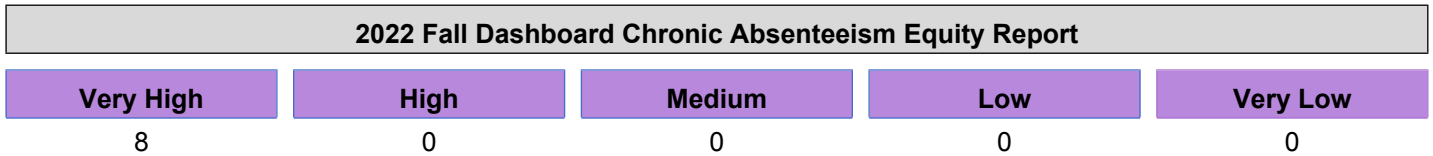
Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
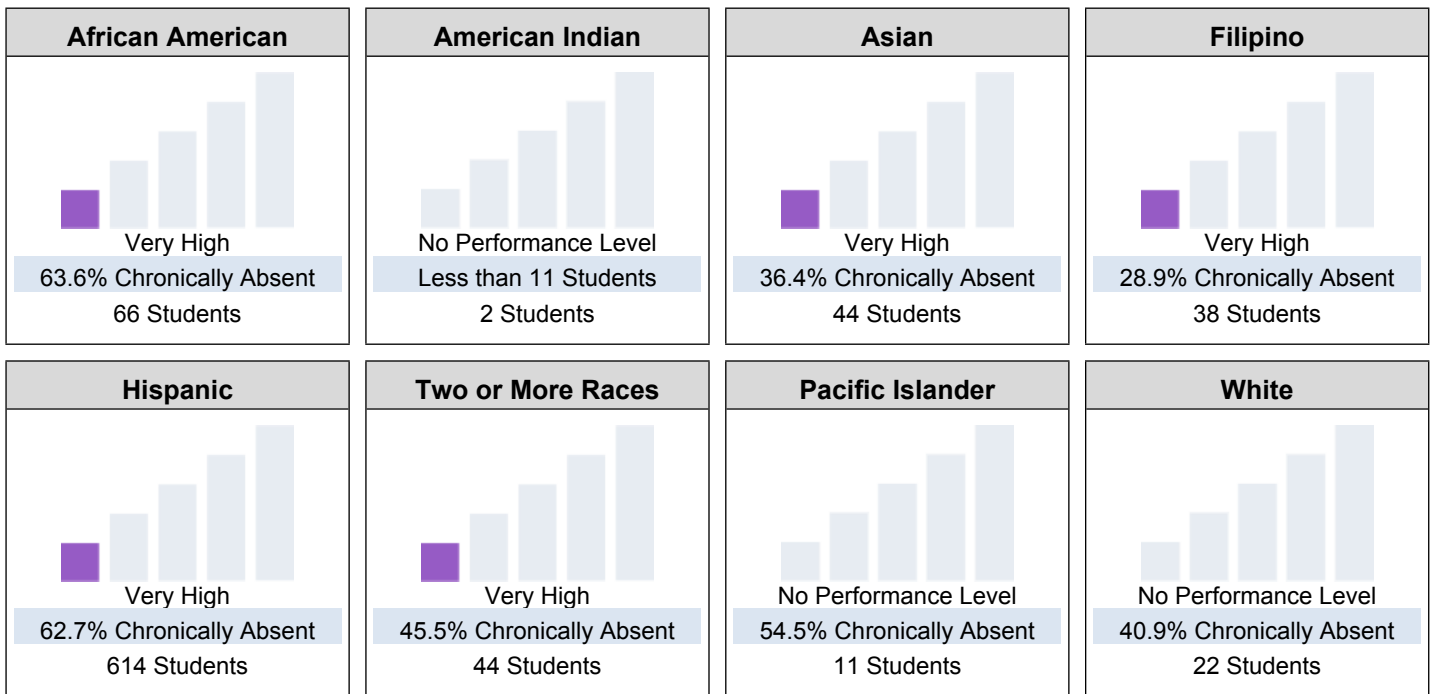
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
8	0	0	0	0

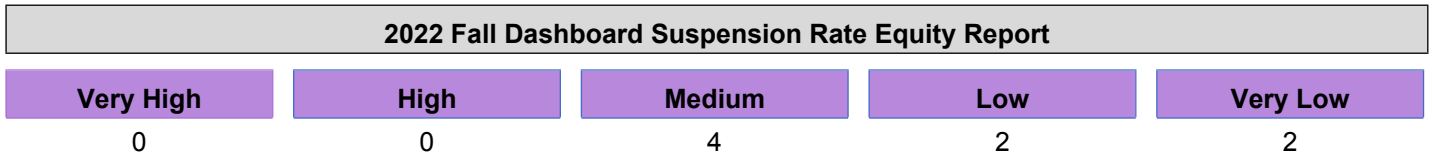This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
58.1% Chronically Absent	61.4% Chronically Absent	Less than 11 Students
841 Students	339 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	63.9% Chronically Absent	63.8% Chronically Absent
4 Students	523 Students	80 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	Very High	Very High
63.6% Chronically Absent	Less than 11 Students	36.4% Chronically Absent	28.9% Chronically Absent
66 Students	2 Students	44 Students	38 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	No Performance Level
62.7% Chronically Absent	45.5% Chronically Absent	54.5% Chronically Absent	40.9% Chronically Absent
614 Students	44 Students	11 Students	22 Students

Conclusions based on this data:

Data from previous year of state testing:

The school will continue its school-wide focus on equity: constantly reassessing how to help the most marginalized groups through and help improve attendance rates for these groups.

We will continue to identify students with attendance concerns using COST referrals, SST process and resources through our Family Engagement Specialist. (ex: Homeless, African American, Students w/Disabilities, Latino/a)

Positive Behavior Intervention Systems (PBIS) will continue to be used to identify students in need of additional supports and reward students who already meet attendance requirements.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	4	2	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
0.9% suspended at least one day	0.9% suspended at least one day	Less than 11 Students
867 Students	349 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Medium
Less than 11 Students	1.3% suspended at least one day	2.4% suspended at least one day
5 Students	536 Students	84 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Medium

1.4% suspended at least one day

70 Students

American Indian

No Performance Level

Less than 11 Students

2 Students

Asian

Very Low

0% suspended at least one day

45 Students

Filipino

Medium

2.4% suspended at least one day

41 Students

Hispanic

Low

0.8% suspended at least one day

631 Students

Two or More Races

Very Low

0% suspended at least one day

45 Students

Pacific Islander

No Performance Level

0% suspended at least one day

11 Students

White

No Performance Level

4.5% suspended at least one day

22 Students

Conclusions based on this data:

Data from previous year:
Restorative Justice practices provide positive discipline systems that has decreased suspension rates. We continue using RJ practices.
PBIS: Positive behavior systems reward students following school expectations; fewer negative behaviors continue to be observed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Burbank 3rd - 6th grade students will increase performance on CAASPP ELA by reducing 10% of students not meeting standard ELA, as measured on the CA Dashboard, by Spring 2024.

Deeper Learning in Spanish Language Arts will be reflected in growth of bilingual Fastbridge data and STAR Literacy .

Identified Need

What did you use to form this goal (findings from data analysis)?
  • Results from the most recent CAASPP test were used to form this goal. School-wide 38.86 percent of 3rd-6th graders met or exceeded standard in English Language Arts on the CAASPP. In addition, 10.3 percent of English Language Learners and 32.8 percent of students identified as Socio-economically Disadvantaged met or exceeded standard. Lastly, 10 percent of students with disabilities met or exceeded standard in English Language Arts.
Group data to be collected to measure gains:
  • Grade level PLC will continue to engage in Cycle of Inquiry around student learning and academic
engagement. This will facilitate the process for monitoring and evaluating the data as well as writing calibration and scoring. Data will be analyzed by grade level teams, administrative staff, support staff, and Site Leadership Team - identifying the standards that students systematically score proficient, mitigating errors, and identifying best practices and appropriate interventions.
Groups participating in this goal (e.g.,students, parents, teachers, administrators):
  • All students at Burbank Elementary including those in the Dual Language program, are expected to reach proficiency in English Language
Arts. Particular efforts are geared towards our significant subgroups - English Language Learners, Socio-economically Disadvantaged, and Latinx students so as to provide an equitable educational program for these students. Like efforts are also pursued for African American students and students in the Special Education Program.
Anticipated annual growth for each group:

Our goal for 2023-24 is that students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 23-24 school year.

Deeper Learning in Language Arts will be reflected in growth toward standard in ELA, as measured on the CA Dashboard, by Spring 2024.

Growth towards achievement in these standards will be measured using multiple assessments such as Interim Assessment Block (IAB), and CAASPP results. Specific focus will be given to our Students with Disabilities.

Means of evaluating progress toward this goal:

- FastBridge
- Results from the IAB's distinctively aligned to the Common Core state standards will be collected twice in the school year.
- CAASPP
- District formative assessments
- STAR Literacy

How does this goal align to your Local Educational Agency Plan goals?:

- This goal is included in the LEA Plan.

Which stakeholders were involved in analyzing data and developing this goal?

The following stakeholders were involved in analyzing the data and developing this goal.

- Site Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	38.86% Exceeded and Met	50% Exceed and Meet
Formative and summative teacher assessment data for DLI program/STAR Literacy and Bilingual FastBridge Data	baseline as determined by the DLI staff	progression and growth as data is collected from various assessments

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Burbank Elementary will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Common Core State Standards Implementation
Task:

1. Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement.
- Provide all staff with copies of the CCIF and CCSS
- Maintain a Site Leadership Team to collaborate and coordinate with Admin, support staff, and grade level team regarding grade level instructional needs
- Maintain a regularly scheduled grade level team meetings to analyze student data, share best practices, and inform and modify curriculum

2. Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS, Cycle of Inquiry, Deeper Learning Practices, Culturally Responsive Teaching and delivery of instruction in English Language Arts.
- Principal and Assistant Principal to facilitate the development, review, and revision of academic curriculum
- Partner Teacher to serve as on site coach and support instructors in the implementation of CCSS/COI/CRT
- Instructors attend workshops and trainings provided by district and content area specialists
- Burbank teachers will continue to create learning opportunities for their colleagues by opening their classrooms, share their experiences and plan professional development at Burbank

2A. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in increasingly meaningful way, including aligning with The Common Core State Standards.
- Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners.
- Instructors attend workshops and training provided by the district, Alameda County Office of Ed and community partnerships
- Burbank Art Lead will coordinate , review and support the School Strategic Art Plan
- Visual Thinking Strategies (VTS) will be implemented as a strategy integrated into core curriculum

3. Instructional and supplemental materials purchased will be aligned and support students ability to access the CCSS in English Language Arts
- materials will be culturally and linguistically responsive
- software and technology will support the instructional program
- Library Media Tech will staff the library to facilitate students access to materials available in the library
- Spanish Language Development materials

4. Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry and Deeper Learning Practices to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes. Data talks will take place after the benchmark period to discuss, assess and plan for the upcoming reporting period. Teachers will meet for 1/2 day and substitutes will be provided.
- FastBridge assessments will be administered as determined by HUSD.
- PLC's will meet on a weekly basis
- PLC meeting notes that include data analysis and next steps will be collected
- Site Leadership Team (SLT) will meet on a bi monthly basis
- Administrators will use meeting notes to confer with SLT
- Administrative and support staff will assist the grade levels and site leadership team
- PLC Release time scheduled a week after Assessments administered
- Results based facilitation of student data
- Results based notes of next steps

5. The school will offer increased learning time for students who are not meeting grade level standards.
   • Leveled Literacy Intervention (LLI)/Soluciones for K-6 and intervention materials approved by HUSD.

Measures:
The following measures will be used to determine the phase of implementation:
   • lesson plan samples
   • classroom observations
   • assessment data
   • Weekly PLC meeting notes
   • Students data reports collected from Illuminate and CAASPP
   • Results based notes collected

People Assigned:
Principal
Assistant Principal
Site Leadership Team Leads
Partner Teacher
Instructional Staff
Support Staff

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Data Talks
	None Specified None Specified
84,000.00	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Partner Teacher .5 FTE
12,000.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Software, technology maintenance, online subscriptions
10,000	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Books and Supplies, Supplemental Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Response to Intervention (RTI)
Task:
1. Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data-driven decision making, screening, progress monitoring, and a multi-level prevention system.
  • Maintain RTI committee from prior year
  • Revise site based developed RTI 2 framework and integrate CCIF lesson design
  • Collaboration with all site based staff that provide services to students in the development of the site based model (instructions staff, COST, SPED, Nurse, other)
2. Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies topics to include:
  • lesson design
  • culturally and linguistically responsive practices
  • grade level content knowledge
  • administration of screening tools
  • small group instruction
3. Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in English Language Arts
  • culturally and linguistically responsive screening tools
  • culturally and linguistically responsive materials
  • software and technology
4. Continue "lab site" process as embedded professional development if volunteer by teacher

Measures:
The following measures will be used to determine phase and efficiency of implementation:
  • SST process based on RTI framework: documents used and systems in place
  • number of referrals for SSTs
  • data from screening tools and prevention systems
  • formative and summative assessment data
People Assigned:
Principal
Assistant Principal
Partner Teacher
ELL Specialist
RTI Committee

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.00	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries

	Before/After School Intervention
2,400.00	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Student Success Team Teacher Release

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Dual Language Immersion Students

Strategy/Activity

Task:
1. Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement.
   • Provide all Dual Language Immersion (DLI) staff with copies of the CCIF and CCSS for Spanish Language Arts
   • Maintain a Site Leadership Team to collaborate and coordinate with admin, support staff, and grade level team regarding grade level instructional needs
   • Maintain regularly scheduled PLC meetings to analyze student data, share best practices, and inform and modify curriculum.
   • Use the lesson design based on transference to modify lessons for Dual Language Learners.
   • Administrators to support instructional staff in aligning DLI program with DLI Principles, facilitate parent meetings/workshops in regards to the DLI program, update instructional staff with most recent evidence based practices and dual language learning theories.
2. Professional Development will be provided for all (DLI) instructional staff to support and deepen their knowledge about the CCSS and delivery of instruction in Spanish Language Arts and Transference
   • Administrators will facilitate the development, review, and revision of academic curricula
   • Partner Teacher will serve as on site coach and support instructors in the implementation of CCSS
   • Instructors will attend workshops and trainings provided by district and content area specialists
   • Administrators will monitor, coordinate and support with latest research on best practices.

2A. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in increasingly meaningful ways including aligning with The Common Core State Standards
   • Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners.
   • Instructors will attend workshops and training provided by the district Alameda County Office of Ed and community partnerships
3. Instructional and supplemental materials purchased will be aligned and support students ability to access the CCSS in Spanish Language Arts
   • Materials will be culturally and linguistically responsive
   • Software and technology will support the instructional program
   • Library Media Tech will facilitate students access to materials available in the library
   • Need for more Spanish Literature and materials

4 . Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes for Spanish Language Arts
- Formative and summative assessments will be administered on a routine basis
- PLC's will meet on a weekly basis
- PLC meeting notes that include data analysis and next steps will be collected
- Site Leadership Team (SLT) will meet on a bi-monthly basis
- Administrators will use meeting notes to confer with SLT
- Administrative and support staff will assist the grade levels and site leadership team
- PLC Release time scheduled a week after Assessments administered
- Results based facilitation of student data
- Results based notes of next steps

Measures:
The following measures will be used to determine the phase of implementation :
- Lesson plan samples
- Classroom observations
- Bilingual FastBridge assessment data
- Weekly PLC meeting notes
- Dual language meeting notes
- Student data reports collected from Illuminate
- Results based notes collected

People Assigned:
Principal
Assistant Principal
Partner Teacher
Dual Language Instructional Staff
EL Specialist

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I: Schoolwide Program 4000-4999: Books And Supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Dual Language Immersion Students

Strategy/Activity

Response to Intervention (RtI)
Task:
1. Continue to develop and refine current practices implemented at the school site that align with

the RTI Framework including data driven decision making, screening, progress monitoring, and a multi level prevention system .
- Maintain RTI committee from prior year
- Revise site based developed RTI framework and integrate CCIF lesson design with Transference skills based lesson design
- Collaboration with all site based staff that provide services to students in the development of the site based model (instructional staff, COST, SPED, Nurse, other

2. Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies - topics to include
- lesson design
- culturally and linguistically responsive practices
- grade level content knowledge
- administration of screening tools
- small group instruction
- Transference

3. Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in Spanish Language Arts
- culturally and linguistically responsive screening tools
- culturally and linguistically responsive materials
- software and technology

Measures:
The following measures will be used to determine phase and efficacy of implementation.
- SST process based on RTI framework : documents used and systems in place
- number of referrals for SSTs
- data from screening tools and prevention systems
- formative and summative assessment data

People Assigned:
Principal
Assistant Principal
Partner Teacher
EL Specialist
RTI Committee

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I: Schoolwide Program 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The data revealed that the educational practices that have been implemented with fidelity at Burbank Elementary have shifted in some being successful at increasing student achievement, while some need additional support and refinement. Identifying student learning outcomes, implementing evidenced based practices, administering formative and summative assessments, analyzing students data through collaboration, and refining culturally relevant instructional practices to address students' needs have been effective at yielding high student achievement result. We monitor, assess and refine based on what the data shows us.

Professional Development for Dual-language Immersion teachers was offered through collaboration times/PLCs. The RTI model was also implemented to identify students who needed additional supports, including intervention through small reading groups in Spanish literacy at the primary grade levels. Data from the reading intervention groups showed many students in the primary grades improved phonemic awareness in Spanish literacy.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19, school shut down and the social emotional well being of our students, this has slowed our progress towards our goals.

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

More consistent analysis of data, monitoring and backwards planning should be a priority. The data from FastBridge revealed that our students require more instructional support in the development of Spanish Language. Identifying student learning outcomes, implementing evidence based practices, administering formative and summative assessments, analyzing student data through collaboration, and refining instructional practices to address students' needs continue to be a focus in achieving high student achievement results. Applying this knowledge and refining these practices to enhance the Dual Language program will be included in next steps as well as continued training in our Anti Bias- Anti Racism teaching practices.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. Burbank 3rd - 6th grade students will increase performance on CAASPP Math by reducing 10% of students not meeting standard Math, as measured on the CA Dashboard, by Spring 2024.

Identified Need

Results from the most recent CAASPP Test were used to form this goal . School wide 26.3 percent of

3rd- 6th graders met or exceeded standard in Mathematics . Furthermore, 5 percent of English Learners and 20.5 percent of students identified as Socioeconomically Disadvantaged met or exceeded standard . Also, 22 % of Latinx students and 13% percent of African American students met or exceeded standard. Lastly, 2.5 percent of students with disabilities met or exceeded standard in Mathematics .

Group data to be collected to measure gains :

Grade level PLC will engage in Cycle of Inquiry around students' learning and will facilitate the process for monitoring and evaluating the data . The data will be analyzed by grade level teams , administrative staff , support staff and Site Leadership Team in order to identify standards that students systematically score proficient, mitigate errors and identify best practices and appropriate interventions .

Groups participating in this goal (e.g. students, parents, teachers, administrators) :

All students at Burbank Elementary are expected to reach proficiency in Mathematics. Particular efforts are geared towards our African American students as per our prior ATSI status to provide an equitable educational program for these students. Like efforts are also pursued for our significant subgroups - English Language Learners, Socioeconomically Disadvantaged, and Latinx students .

Anticipated annual growth for each group :

All students will engage in Deeper Learning activities as part of their regular Mathematics instruction during the 23-24 school year.

Deeper Learning in Mathematics will be reflected in growth toward standard in Math, as measured on the CA Dashboard, by Spring 2023.

These standards will be measured using multiple assessments such as formative assessments, Interim Assessment Block (IAB), and CAASPP results .

Means of evaluating progress toward this goal :

- Results from assessments distinctively aligned to the Common Core state standards will be collected throughout the year.
- CAASPP

- District formative assessments

The following stakeholders were involved in analyzing the data and developing this goal .
- Site Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	26.3 Met and Exceeded	40% Meet and Exceed

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Burbank will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it.

Common Core State Standards Implementation
Task :
1 . Instructors will use the Common Core Instructional Framework and the current Math adoption to develop lessons and measure student achievement .
- Provide all staff with copies of the CCIF and CCSS .
- Maintain a Site Leadership Team to collaborate and coordinate with Admin , support staff , and grade level team regarding grade level instructional needs
- Maintain regularly scheduled grade level team meetings to analyze student data , share best practices , and inform and modify curriculum
2 Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS and delivery of instruction in Mathematics .
- Staff and Assistant Principal to facilitate the development , review , and revision of academic curricula
- Instructors attend workshops and trainings provided by district and content area specialists
2 A . Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in increasingly meaningful way , including aligning with The Common Core State Standards .
- Instructors attend workshops and training provided by district , Alameda County Office of Ed and community partnerships
- Visual Thinking Strategies (VTS) will be implemented as a strategy integrated into core curriculum .
- Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti

Bias-Anti Racism training to build trust and be supportive as a community of learners.

- 3 . Instructional and supplemental materials purchased will be aligned and support students ability to access the CCSS for Mathematics materials will be culturally and linguistically responsive
  - Software and technology will support the instructional program
  - Library Media Tech wilt staff the library to facilitate students access to materials available in the library
- 4 . Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes in Mathematics Formative and summative assessments will be administered on a routine basis
  - PLC's will meet on a weekly basis
  - PLC meeting notes that include data analysis and next steps will be collected
  - Site Leadership Team (SLT) will meet on a bi monthly basis
  - Administrators will use meeting notes to confer with SLT
  - Administrative and support staff will assist the grade levels and site leadership team
  - PLC Release time scheduled a week after Benchmark Assessments administered
  - Results based facilitation of student data
  - Results based notes of next steps

The following measures will be used to determine the phase of implementation :

- Lesson plan samples
- Classroom observations
- assessment data
- Weekly PLC meeting notes
- Students data reports collected from Illuminate
- Results based notes collected

People Assigned
Principal
Assistant Principal
Site Leadership Team Partner Teacher

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,695.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Math Software Program
5,000.00	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Math tutoring

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Response to Intervention (Rtl)

1 . Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data driven decision making, screening, progress monitoring, and a multi level prevention system .
- Maintain RTI committee from prior year
- Revise site based developed RTI framework and integrate CCIF lesson design
- Collaboration with all site based staff that provide services to students in the development of the site based model (instructional staff , COST , SPED , Nurse , other)
2 . Instructional staff to attend workshops facilitated by on site content area specialists , district , and / or outside agencies topics to include :
- lesson design
- culturally and linguistically responsive practices
- grade level content knowledge
- administration of screening tools
- small group instruction
3 . Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework
- culturally and linguistically responsive screening tools
- culturally and linguistically responsive materials
- software and technology ie : adopted Math program
The following measures will be used to determine phase and efficacy of implementation

- SST process based on RTI framework : documents used and systems in place
- number of referrals for SSTs
- data from screening tools and prevention systems
- formative and summative assessment data

People Assigned :
Principal
Assistant Principal
RTI Committee

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The data revealed that the educational practices that have been implemented with fidelity at Burbank Elementary have shifted in some being successful at increasing student achievement , while some need additional support and refinement . Identifying student learning outcomes, implementing evidenced based practices, administering formative and summative assessments, analyzing students data through collaboration, and refining instructional practices to address students' needs have been effective at yielding high student achievement results.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19, school shut down and the social emotional well being of our students, this has slowed our progress towards our goals.

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

More consistent analysis of data, monitoring and backwards planning should be a priority as planning rigorous lessons and reassessing.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by a growth standard of 10% as measured on the CA Dashboard, by Spring 2024.

Spanish Language Development -- Our Spanish Learners in our SLD/DLI Classes will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master Spanish alongside their other content areas.

Academic Language Development -- All ALD students will engage in Deeper Learning activities as part of their regular ALD instruction during the 23-24 school year.

Identified Need

- For Spanish Language Development a cluster analysis of the Pre LAS/LAS was used. For Academic Language Development a cluster analysis of the CAASPP was used.

Group data to be collected to measure gains:
- Grade level PLC will engage in Cycle of Inquiry around students learning and will facilitate the process for monitoring and evaluating the data The data will be analyzed by the grade level teams, administrative staff, support staff and Site Leadership Team based upon identifying the standards that students systematically score proficient, mitigating errors, and identifying best practices and appropriate interventions.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
- Spanish Language Learners enrolled in the Dual Language program and students receiving Academic Language Development instruction. Also included is an Advanced SLD for our native Spanish speakers after being RFEP.

Anticipated annual growth for each group:
- Students are expected to demonstrate overall growth in Spanish Language Arts. All grade

levels will meet grade level benchmarks as determined by multiple measures assessment tools.

Means of evaluating progress towards this goal:
- Results from the District assessments distinctively aligned to the Common Core state standards will be collected
- CAASPP
- District formative assessments

- The following stakeholders were involved in analyzing the data and developing this goal
- Site Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team
- Dual Language Instructors

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Levels	10.28 Proficient	All English Learners improve by one ELPI Level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELD, SLD and ALD students

Strategy/Activity

Burbank will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.

Common Core State Standards Implementation
Task:
1. Instructors who use the Common Core Instructional Framework to develop Spanish Language Development and Academic Language Development lessons as a means to allow access to the CCSS.
Lessons will address
- text complexity
- academic vocabulary
and include
- structured language practice routines
2. Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS and Language Development
- Assistant Principal to facilitate the development, review, and revision of academic curricula
- Partner Teacher to serve as an on site coach and support instructors in the implementation of CCSS

- Instructors attend workshops and trainings provided by district and content area specialists
- Vertical alignment collaboration based on Language Development instructional assignments

2A. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in an increasingly meaningful way, including alignment with Common Core State Standards
- Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners.
- Instructors will attend workshops and training provided by district. Alameda County Office of Ed and community partnerships
- The Burbank Art Lead will coordinate, review and support the School Strategic Art Plan

3. Instructional and supplemental materials purchased will be aligned and support students' ability to access the CCSS through Language Development classes
- Materials will be culturally and linguistically responsive
- Software and technology will support the instructional program
- Assessments will measure students' proficiency in Spanish language production and application
- Library Media Tech will facilitate students' access to materials available in the library

4. Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes.
When defining student needs based on the data, language development needs will be assessed. Also language learning theory will support the identification of best practices where language could be a hindrance to the student accessing the content.
- Formative and summative assessments will be administered on a routine basis
- PLC's will meet on a weekly basis
- PLC's meeting notes that include data analysis and next steps will be collected
- Site Leadership Team (SLT) will meet on a bi monthly basis
- Administrators will use meeting notes to confer with SLT
- Administrative and support staff will assist the grade levels and site leadership team
- PLC Release time scheduled a week after assessments administered
- Results based facilitation of student data
- Results based notes of next steps

Measures:

- Assessment data
- Language Development meeting notes
- Classroom observations
- Weekly grade level team meeting notes
- Students data reports collected from Illuminate and Universal Screener
- Results based noted collected

People Assigned:
Principal
Assistant Principal
Partner Teacher
Spanish Language Development Instructors
Academic Language Development Instructors
El Specialist

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I: Schoolwide Program 4000-4999: Books And Supplies Books and Supplies for Spanish Language Development
4600.00	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries ELPAC release/sub days

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in Spanish, Academic and English Development

Strategy/Activity

Response to Intervention (RtI)
Task:
1. Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data-driven decision making, screening, progress monitoring, and a multi-level prevention system that include needs of Spanish Language Learners and students assigned to Academic Language Development classes
  • Maintain RTI committee from prior year
  • Revise site based developed RTI 2 framework and integrate CCIF lesson design with language development needs
  • Collaboration with all site based staff that provide sen / ices to students in the development of the site based model (instructional staff, COST, SPED, Nurse, other)
2. Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies topics to include:
  • lesson design
  • culturally and linguistically responsive practices
  • grade level content knowledge
  • administration of screening tools
  • small group instruction
3. Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in Spanish Language Arts for DLI students and English Language Arts for all students
  • culturally and linguistically responsive screening tools
  • culturally and linguistically responsive materials
  • software and technology

Measures:
  • site based RTI Framework
  • classroom observations

People Assigned:
Principal
Assistant Principal
RTI Committee
Partner Teacher
ELL Specialist

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We need to ensure that our students in English Language Development, Spanish Language Development and Academic Language Development are making progress towards their language development goals as set forth by our
local assessments.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19, school shut down and the social emotional well being of our students, this has slowed our progress towards our goals.

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

The data revealed that the educational practices that have been implemented with fidelity at Burbank Elementary have been successful at increasing student achievement in English Language Arts and Math and must be applied in the content areas of all Language Development. Identifying student learning outcomes , implementing evidence based practices, administering formative and summative assessments, analyzing student data through collaboration, and refining instructional practices to address students' needs have been effective at yielding high student achievement

results. Applying this knowledge and refining these practices to enhance the English, Spanish Language
Development and Academic Language Development curriculum will be included in next steps. We monitor, assess and refine based on what the data shows us. Continued training in Anti Bias-Anti Racism training and Culturally Responsive Teaching.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities as part of our arts integration on a daily basis using a variety of discourse techniques as per the visual and performing art standards.

Identified Need

As part of our ongoing collaboration with TurnAround Arts, sustainability in the use of strategies to integrate art is much needed for our students to be expressive and creative.

Our PLC with engage in deeper learning practices around the VAPA standards and incorporating the Social Justice Standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
VAPA Standards	each grade level provides content to their students	students have a variety. of techniques and strategies to integrate art into their learning

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructors will use the VAPA and Social Justice Standards to develop integrated art lessons:
- provide all staff with copies of VAPA standards
- maintain a regularly grade level team meetings to share best practices
- maintain and Arts Leadership Team to collaborate and coordinate with Admin, support staff and grade level meetings regarding strategies

Professional Development will be provided for all staff to support and deepen their knowledge of VAPA standards, Social Justice Standards, Culturally Responsive Teaching and delivery of Visual Thinking Strategies (VTS).
- Principal, Assistant Principal and ALT to facilitate the development and integration of the arts
- Instructors attend workshops and training provided by district and art specialists

Instructional and supplemental materials purchased that will be aligned to support students ability to access the VAPA standards
- materials will be culturally and linguistically responsive

The school will offer increased learning time for students to participate in:
- annual talent show
- annual musical
- annual Creativity festival where student work is showcase
- offering after school enrichment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials for showcasing student performances
5,000.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Professional Development

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

New goal

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

New goal

New goal

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):
All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. All Burbank students will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

Identified Need

Results from the current CA dashboard on Suspension rates as well as the Burbank student climate survey were used to analyze the school climate and learning environment along with the California Healthy Kids Survey

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS survey	80% if students reporting feeling safe at school	90% of students feeling safe at school

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Burbank will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.

Improving Student Outcomes

1. Maximizing the use of recess and lunch as a classroom to teach social skills, conflict resolution, and good sportsmanship.
- Assistant Principal / PE teacher / Supervising Staff, Principal to monitor and model the inclusive and responsible forms of play to students and staff during recess
- Assistant Principal coordinates junior coaches as leaders during recess
- YEP Operation Supervisor and YEP leaders carry over practice into the YEP after school program
- Recess Coach and Playworks structures recess framework

2. Study trips will be used as a method to enrich learning, provide positive experiences, and to allow for all students to have equitable access to resources and build background knowledge

3. Student centered activities that promote and use positive reinforcement strategies will continue to be implemented:
- PBIS
- Choose Love SEL Curriculum
- Anti Defamation League
- Restorative Circles
- Arts Integration
- Playworks framework and Junior Coaches
- Student Ambassadors for ADL
- Spirits Days
- Student Council
- Super Citizen Program
- Academic Based Awards Assemblies (CAASPP scores)
- Ally Week
- Reclassified Celebration
- DLI Celebration
Measures:
The following measures will be used to determine the phase and efficacy of implementation:
- formative and summative assessment data of students enrolled in Extended Day Classes
- classroom rosters
- student climate survey
- detention/suspension rates
People Assigned:
Principal
Assistant Principal
Recess Coach
SBDM
PBISTeam

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31,000.00	Title I: Schoolwide Program

	2000-2999: Classified Personnel Salaries Recess Coach
5,000	Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Support for before during and afterschool supervision and special events
5,000	Title I: Schoolwide Program 5800: Professional/Consulting Services And Operating Expenditures SEL

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall suspension rates and referrals to the office have decreased. Most of the occurrence take place during recess or lunch time.   A combination of consistent PD around SEL and Recess coach will alleviate the referrals to the office.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Consistency of recess coach is needed as well as more resources for SEL.

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

Continue with Recess Coach and Professional Development in social emotional learning that embodies kindness, safety and zero tolerance for bullying.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement: Burbank will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10 percent.

Identified Need

Maintain monthly parent engagement activity log. Monitor and evaluate with Family Engagement Specialist.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent climate survey		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Burbank will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

Improving Parent Engagement

1. Regular Communication with parent/caretaker related to academics, announcing special events, informing of advisory group meetings, and other forms of parent/caretaker involvement will continue to be provided. Multiple forms of communication include:
- Principal's monthly newsletter
- Monthly calendar
- Infinite Campus all call

- Webpage
- PeachJar

2. School cafeteria, library or available room will serve as a location for parent/caretaker trainings, workshops, advisory group meetings, and a workspace for parent/caretakers volunteering at the school.

- Principal and support staff with PTA, AASAI, ELAC group will coordinate trainings / workshops for parents/caretakers
- Administration, support staff and staff will engage parents / caretakers that are non responsive or feel marginalized from the school community
- 2nd Cup of Coffee

3. Site funds will be allocated to support the involvement of parent / caretakers in our students' education.

- materials and supplies for trainings/workshops and promotion thereof
- consultants
- childcare
- refreshments

Measures: The following measure will be used to determine the efficacy of implementation:

- parent climate survey
- workshop/training attendance data
- workshop/training evaluations data

People Assigned:
Principal
Assistant Principal
ELL Specialist
Parent Engagement Specialist
Partner Teacher
Support Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,520.00	Title I: Schoolwide Program None Specified Childcare, materials, refreshments , finger printing

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Burbank Elementary will decrease chronic absenteeism by 20% in the 23-24 school year.

Identified Need

2021-2022 Attendance data was used as well as the CA Dashboard Chronic Absenteeism rate.

Group data to be collected to measure gains :
Monthly attendance data will be monitored and evaluated by SBDM and ELAC as well as the front office
Groups participating in this goal (e.g., students, parents, teachers, administrators):
All subgroups will maintain the 98% monthly average

Growth will depend upon the disaggregation of data.

Monthly attendance reports will be collected

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance	95% ADA	98% ADA

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Burbank staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

Student attendance will be regularly monitored and reported to administration team.
- Attendance clerk to inform administration of students with excessive amounts of tardies and/or absences.
- Proper protocol to be followed up with Attendance Clerk, Assistant Principal and FES for chronically absent and/tardy student,
- Perfect attendance certificates awarded on a trimester basis
- Daily absence phone calls made by attendance clerk and / or all call through Infinite Campus
2: Collaboration with COST, Nurse, Assistant Principal, CWA and Family Engagement Specialist
- refer to site based RTI model
- Home Visits when necessary
- parent meeting
3: Student Centered positive promotion, incentives purchased through site discretionary monies
- monthly raffles for perfect attendance
- monthly certificates
- end of the year raffle
- Certificate and prize for perfect attendance given at the end of the year
Measures:
- attendance reports
- month to month review of truancy/absence data school wide, grade level and class by class
People Assigned:
Principal Assistant Principal
Attendance Clerk
Classroom Teacher
EL Specialist
COST
Family Engagement Specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Attendance Incentives

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Burbank Elementary had a significant decrease in chronic absenteeism from the prior school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19, this has slowed our progress towards our goal.

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

More collaboration with COST, attendance clerk, Family Engagement Specialist and CWA to increase average daily attendance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Equity

LEA/LCAP Goal

LEA Goal:
- 21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students

LCAP Goal:
- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Goal 8

Equity -- All of our students will have access to culturally and linguistically relevant and responsive course materials and instructional as well as social-emotional pedagogical strategies, as part of an ongoing effort to provide our teachers and staff with the latest professional development opportunities, including but not limited to Anti Bias-Anti Racism, Deeper Learning, Culturally Responsive and Social Emotional training.
Students in our focus populations (African American, Latinx, English Learners, Foster Youth, and Students with Disabilities) will increase their CAASPP scores in ELA and Mathematics by an additional 3 points toward standard versus the overall school population, by Spring 2024.

Identified Need

The Pandemic of 2020 added new stressors and traumas for our students, particularly those in marginalized populations. Academic learning is hindered if students are not given the tools to cope with stress and trauma, thereby widening the opportunity gap. Given these factors, attention will be geared towards students in our focus populations and supports will follow the RTI model to connect students in focus populations with academic and social-emotional interventions and resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey Spring 2022	70% of students in Gr. 3-5 and 60% of students in Gr. 6 reported positive student-teacher relationships. The breakdown of positive responses was: 79% Black or African American, 61% Filipino, 71% Hispanic and 68% unspecified race.	80% of students in Gr. 3-5 and 70% of students in Gr. 6 reporting positive student-teacher relationships.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey Spring 2022	79% of students in Gr. 6 responded favorably to the question on Diversity and Inclusion, regarding diversity, integration and fair treatment of students from different races, ethnicities and cultures. Of these 79% , 97% of Black or African American students, 82% of Hispanic and 69% of ELL students responded favorably.	90% of students in Gr. 6 will respond favorably to Diversity and Inclusion at school. Of these 90%, 100% of Black or African American, 90% Hispanic and 80% of ELL students will respond favorably.
Panorama Student Survey Spring 2022	44% of students in Gr. 3-5 and 66% of students in Gr. 6 responded favorably to the question on Cultural Awareness.	55% of students in Gr. 3-5 and 75% of students in Gr. 6 will respond favorably to questions on Cultural Awareness.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Focus groups (Black or African American, ELs, Foster Youth and Students with Disabilities)

Strategy/Activity

Reinforcement of trauma-informed school-wide practices through the implementation of:
- SEL curriculum and pedagogy, including small group pullouts
- Choose Love SEL Curriculum
- PBIS Tier 2 supports, including "check in and check out" system
- COST services and supports
- RTI framework
- Building trust and relationships all as a community of learners looking through the lens of
Anti Bias-Anti Racism and CRT.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

8,197.00	Title I: Schoolwide Program 5800: Professional/Consulting Services And Operating Expenditures PD for staff as well as purchase of materials and supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Data will be reviewed at the end of the school year, feedback from staff, parents and students will be critical.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic, much of our equity work was sidelined during 20-21, and in 21-22, while this work took center stage when it could via the districtwide ABAR initiatives, it was often interrupted by staff shortages and a brief return to distance learning.

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

We will continue to implement next year as intended, based on the school's feedback on the Spring 2022 survey.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$228,412.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Supplemental and Concentration Funds	$75,695.00
Title I: Schoolwide Program	$152,717.00

Subtotal of state or local funds included for this school: $228,412.00

Total of federal, state, and/or local funds for this school: $228,412.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	56,065	56,065.00
Title I	136,172	136,172.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	75,695.00
Title I: Schoolwide Program	152,717.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	121,000.00
2000-2999: Classified Personnel Salaries	36,000.00
4000-4999: Books And Supplies	29,000.00
5000-5999: Services And Other Operating Expenditures	27,695.00
5800: Professional/Consulting Services And Operating Expenditures	13,197.00
None Specified	1,520.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	32,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	16,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	27,695.00

1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	89,000.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	36,000.00
4000-4999: Books And Supplies	Title I: Schoolwide Program	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I: Schoolwide Program	13,197.00
None Specified	Title I: Schoolwide Program	1,520.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,400.00
Goal 2	15,695.00
Goal 3	9,600.00
Goal 4	10,000.00
Goal 5	41,000.00
Goal 6	1,520.00
Goal 7	1,000.00
Goal 8	8,197.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Irma Torres-Fitzsimons	Principal
Adrianna De Anda	Classroom Teacher
Daniel Gonzalez	Classroom Teacher
Daniele Ja	Classroom Teacher
Alejandra Melgoza	Other School Staff
Liz Morales-Contreras	Parent or Community Member
Angela Potenti	Parent or Community Member
Savitha Moorthy	Parent or Community Member
Cosmin Nistor	Parent or Community Member
Keith Darby	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/23/203.

Attested:

	Principal, Irma Torres-Fitzsimons on 5/12/2023
	SSC Chairperson, Keith Darby on 5/12/2023

Parent and Family Engagement Policy

Title I School-Level
Burbank Elementary School
September 2022

With approval from the local governing board, **Burbank** Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at **Burbank** Elementary School, the following practices have been established:

a) Each year, **Burbank** presents its Title I status at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.

b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, 2nd Cup of Coffee with Admin., English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTA), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, Burbank website, classand through phone messages.

c) **Burbank** has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the **Burbank**Student Handbook.

d) The school provides parents of participating children with the following:

1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, Burbank website, classand through phone messages.

2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, inform parents of our Dual Language Immersion program and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.

3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conference, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.

e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

Building Capacity for Involvement
(Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

a) Burbank provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly 2nd Cup of Coffee with Admin. meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI)

meetings, Parent-Teacher Association (PTA) meetings, and School Site Council (SSC) meetings.

b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through the 2nd Cup of Coffee with Admin., ELACs, AASAI, PTA, and SSC meetings.

c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.

d) We have a Family Engagement Specialist, who is housed on site. The FES focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.

e) Overall 15%+ of our population is Spanish speaking, and all information is sent home in both English and Spanish.

f) The school will provide additional support as requested by parents.

Accessibility

Burbank Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Blackboard Connect, Class Dojo, posted on the Burbank Website, and 2nd Cup of Coffee with Admin, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and works directly with parents.   Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

Burbank Elementary School

Student/Parent/Family/Teacher
School Compact

Name _____ **Room #** _____

Student Pledge:

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents and teachers want to help me do my very best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

As a student, I will:

- Believe that I can learn and will learn.
- Be responsible for my own behavior
- Be kind
- Ask for help when I need it
- I will set academic goals and put every effort into obtaining those goals.
- Come to school on time ready to learn and with assignments completed.
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my TV watching and video use and instead study or read every day after school
- Respect the school, classmates, staff and families
- Incorporate physical activity into my daily activities

Student's Signature

_____ Date_____

Parent/ Family/Pledge:

I realize that my child's years are very important, and I understand that my participation in my child's education will help their achievement and attitude. Therefore, to help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

As a parent/family/guardian, I will:

- Consistently monitor my child's progress in school
- Attend Back to School Night, Parent Conferences, and Open House, and other events.
- Support the school's code of conduct
- Talk to my child regularly about the value of education and learning
- Respect the school, staff, students, and families (no bullying)
- Monitor and limit my child's TV viewing and video use
- Read to my child and encourage my child to read every day (20 minutes for grades TK -3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a question, comment or concern
- Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition
- Make every effort to participate in school, home and community sponsored activities.

Parent's Signature

_____ Date_____

Staff Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

As a staff member, I will:

- Provide high-quality curriculum and standards based instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning and be aware of specific individual needs
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades TK, K-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher's Signature

_____ Date_____

We make a commitment to work together to carry out this agreement.