



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	California	04/20/22	June 08, 2022

School Mission and Vision Statements

MISSION STATEMENT:

Burbank Elementary School's mission is to serve and support the individual and collective achievement of all students in our care. We accomplish this mission of service and support by fully

including all constituents in the school community: children, families and caregivers, teachers and staff, community partners, and district colleagues.

In specific we, the educators of Burbank Elementary School, in collaboration with our students and families, hold these commitments as primary indicators of our current success and as guideposts for continuous improvement:

We commit to fully supporting and nourishing high expectations for academic, social-emotional, artistic, physical and civic accomplishments.

We recognize the delicate balance between and promote the constructive interaction among individual and collective perspectives.

We validate and advocate for home language and culture as key assets in our collective endeavor. We strive for our students participating in our Dual Language Immersion Program to become bilingual/biliterate in Spanish and English.

We believe in nourishing the progress of the whole child by providing wide and deep experiences so that each child can discover the love of learning.

We nurture the values of persistence, honesty, integrity, care for self and others, commitment, and responsibility in ourselves and in our children.

We promote the ability of students to reflect on their strengths and areas for improvement, solve problems, and forge new paths to make their goals attainable.

We will foster a learning environment that offers our students experiences with the 21st Century skills of Communication, Collaboration, Critical Thinking, Problem Solving, Creativity and Technology.

We appreciate and acknowledge individual and collective student achievements.

We consistently celebrate the success of each child in building self-esteem and self-efficacy.

We commit to continuous renewal so that we are all fully present and prepared to assume collective responsibility for attaining our goals.

We encourage all of our students to be creative thinkers and express themselves through the Arts.

VISION STATEMENT:

At Burbank School, we are committed to nourishing the progress of every child. Honoring the culture and linguistic assets in our school community provides the path to equitable outcomes and enduring success. By holding rigorous expectations of ourselves individually and collectively, we cultivate and cherish a school environment that fully supports the academic, social-emotional, creative and civic learning of all students in our care.

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)

Schoolwide Program

For the purpose of this plan we are a school wide program that support the social emotional aspect of a diverse population and make positive change that will lead to student academic achievement. We are a dual language immersion school that has also integrated arts into all content areas . We are committed and dedicated to HUSD's vision that students graduate from HUSD proud to be Made in Hayward and prepared for life beyond the classroom. Throughout the plan we are addressing the specific subgroup to ensure that the students are making adequate progress.

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.

In addressing the Every Student Succeeds Act (ESSA) all student needs will be achieved through our LCAP State Priorities as well as our Hayward Strategic Plan Goals. As seen in Priority 6 School Climate, Burbank students and staff actively participate in a positive proactive approach to school climate with the use of Mindfulness techniques, Focus 5, positive behavior intervention systems and structured play. We nurture a learning environment that promotes educational equity with a focus on Social Justice Standards through creative lessons and high student engagement participation. Priority 3 Parent Involvement, Burbank offers the opportunity to become engaged and involved through our various parent groups SSC, PTA, ELAC and AASAI. Burbank also has the services of a .5 Family Engagement Specialist. 2nd Cup of Coffee is also an informal opportunity to have casual conversations with site administration. Priority 2 State Standards, Priority 4 Pupil Achievement and Priority 5 Pupil Engagement are addressed through our SBDM, ILT and staff PD for our student academic needs, achievements, common core standards and anti bias-anti racism policy.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Panorama Survey
Student Climate Surveys
Staff Climate Surveys
Professional Development Staff Surveys
CHKS Survey
Parent Survey
ELAC Parent Survey

Burbank administration met with parent and staff groups monthly. During these meetings, parents and staff are encouraged to discuss, offer suggestions regarding programs, safety, budget and school foci.

All these surveys provide data that is crucial in ensuring that our students are academically and emotionally successful. We monitor student achievement and adjust as needed.

This year was our first year in administering the Panorama Survey which measured how both parents and students feel about the school in regards to students academic, safety, communication, support and overall climate.

As we receive district level data and site specific data from these surveys, we meet with the different stakeholders and share the data. This is done within the many meetings we hold within our community of learners. Data is also shared through our school website and school newsletters.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Aligned with union labor contracts, classroom observations are formal and informal. Data provided from observations align with the California Standards for the Teaching Profession and provide support for students to achieve academic success.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students will be assessed using state mandated, district adopted and site based assessments. In the fall, state assessment data is analyzed by the instructional and administrative staff to analyze the efficacy of the prior year's instructional practices, refine practices based on used learning theories and determine instructional goals and foci for the school year. Throughout the year, benchmark assessments are used to monitor students' progress towards mastery of grade level standards and to inform and modify practices. Staff reflects on teaching practices based on strategies implemented and learned from Professional Development around Anti Bias-Anti Racism, Culturally Responsive Teaching, Social Justice Standards and integrated Art.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school systematically administers multiple measures of achievement towards meeting proficiency on the state standards and achieving defined goals. Results from these assessments are used to monitor students' progress in all subject areas and are analyzed by the instructional and administrative staff. The information is used to guide and refine instruction, determine appropriate methods of intervention where needed, and identify differentiated instructional needs. Teachers use student work on an on going basis to reflect and change instructional strategies as needed to increase success and student engagement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff including Special Education staff qualify as Highly Qualified Teachers. All teaching staff that instruct English Learners hold a CLAD/BCLAD. All para educators meet NCLB requirements. All staff is offered Professional Development in on going Culturally Responsive Teaching, Anti Bias-Anti Racism and Deeper Learning Practices.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms are staffed with highly qualified teachers that possess a bachelor's degree and hold an appropriate teaching credential. More than half the staff possess a Masters degree and two staff members hold a Doctorate degree. In addition, all instructional staff is offered more than 40 hours of professional development that include training on state adopted curriculum, learning theories, evidence based practices, developmental theories, and differentiated student instruction, Culturally Responsive teaching and Anti Bias-Anti Racism.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to directly align with refining culturally relevant instructional practices, equity and anti bias-anti racism, deepen content knowledge, address the social-emotional aspect of a child, calibrate the use and administration of student assessments and performance data, and professional needs. Student performance will be monitored on an on going basis with a particular focus on our English Learners, Special needs and African American students to ensure equitable learning opportunities.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The school site offers support to teachers through instructional leadership provided by administration, a literacy coach, and an English Language Learner Specialist. Instructional assistance is provided in multiple formats, one- to-one consultation, in the classroom, as a grade level, as an entire staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a weekly basis for a 50-minute block. Teacher collaboration is designed to analyze students' instructional needs, share best practices in Culturally Responsive teaching, Anti Bias-Anti Racism and determine next steps in meeting grade level instructional goals.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional and supplemental materials are aligned to support instruction based on students mastering grade level content and performance standards.

We maximize our instructional time by integrating arts throughout our curriculum, implementing community building and positive behavior systems (ie: Playworks, Mindfulness, Restorative Practices

We ensure that our lessons follow the Common Core Instructional Framework and teaching practices are culturally relevant

We continued to expand student use of technology in the classroom to enhance student learning 1:1 (post Pandemic)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of Instructional time for all content areas including English Language Development, Language Arts, and Mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing is determined by students' instructional needs towards mastering grade level content and performance standards. In collaboration with coaches, specialists, and administrative staff, grade levels teams determine the lesson pace, interventions, and differentiated instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards -based instructional materials, including the instructional materials that support the Dual Language Program. Students are provided with the appropriate district-adopted, state approved textbook for ELA, Math, Science and History/Social Science

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school will provide daily, culturally and linguistically responsive instructional programs/materials, aligned to state standards as well as the districts state adopted curriculum. This includes acceleration materials and intervention materials to meet the needs of every student; English only, SEL's, EL's, student with disabilities and gifted and talented students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Every student has access to standards -based instructional materials, extended learning opportunities, small group instruction. Differentiated instruction addresses the needs that enables students to progress towards meeting standards. Professional Development will be ongoing in the areas of culturally and linguistically responsive instructional practices, anti bias and anti racism, in order to better support our students.

Evidence-based educational practices to raise student achievement

PLC's set yearly goals for student achievement and regularly monitor progress towards measurable attainment of site and the District Strategic goals/plan. Student data will be collected, analyzed, and used in PLC's to inform and modify curriculum and instruction based on results.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school allocates resources towards activities, materials, staff, and other services to assist under-achieving students. These resources allow for the implementation of:

Family Engagement Specialist (FES)

Our FES has established relationships with local agencies and shares these with our families to fulfill families basic needs. Our FES coordinates with our COST team and has provided support in the following areas:

- Workshops/training for Parents to support their child's academic achievement
- Family safety and nutrition
- Support school wide events

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) annually determines the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC and advisory committees monitor the School Plan for Student Achievement and the budget for categorical funding. Participation is also encouraged through out Burbank PTA, ELAC and AASAI parent groups.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing, and other services that accelerate learning for underperforming students. The English Learner Advisor Committee and Site Based Decision Making Team provide recommendations to the SSC on the particular needs of student groups. These funds are used to hire intervention/acceleration teachers, hiring of staff for mindfulness, hiring literacy coach, structure play and purchasing of online and appropriate materials for intervention/acceleration.

Fiscal support (EPC)

The school's general and categorical funds are allocated to align with the EPCs in all content areas, Board Goals, district initiatives, and the school's School Plan for Student Achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council 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, AASAI, as well as parents who have attended the 2nd Cup of Coffee have also given input on the school plan. The 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 identify 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 2022, 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 still are in need of more social emotional learning resources.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	137	148	134
Grade 1	133	122	119
Grade 2	118	127	121
Grade3	121	118	122
Grade 4	128	118	114
Grade 5	118	121	115
Grade 6	112	115	109
Total Enrollment	867	869	834

Conclusions based on this data:

1. The analysis you see here is from the previous school year. However, our enrollment has decreased by 5% in these past three years. We have noticed that the district has been experiencing a decline in enrollment due to the cost of living in the Bay Area.
2. Kindergarten, grade 3 and grade 5 have seen the greatest decrease in enrollment over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	329	325	315	37.9%	37.4%	37.8%
Fluent English Proficient (FEP)	206	190	150	23.8%	21.9%	18.0%
Reclassified Fluent English Proficient (RFEP)	51	27	7	13.6%	8.2%	2.2%

Conclusions based on this data:

1. This year our EL students took the ELPAC. As of this date there is no data to compare. The analysis you see below is from the previous school year. We will look to accelerate our student learning in the coming school year. There is a 4% decrease of English Learners enrolled from 2017 to 2019.
2. The percents of FEP and RFEP have also decreased over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	131	123	125	126	118	0	126	118	0	96.2	95.9	0.0
Grade 4	118	124	114	118	121	0	118	121	0	100	97.6	0.0
Grade 5	135	115	116	129	111	0	129	111	0	95.6	96.5	0.0
Grade 6	116	112	110	115	109	0	115	109	0	99.1	97.3	0.0
All Grades	500	474	465	488	459	0	488	459	0	97.6	96.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2422.	2422.		21.43	24.58		26.19	21.19		26.98	28.81		25.40	25.42	
Grade 4	2450.	2453.		14.41	19.83		27.97	24.79		24.58	19.83		33.05	35.54	
Grade 5	2461.	2501.		10.85	13.51		23.26	37.84		19.38	26.13		46.51	22.52	
Grade 6	2506.	2498.		12.17	12.84		29.57	22.02		23.48	27.52		34.78	37.61	
All Grades	N/A	N/A	N/A	14.75	17.86		26.64	26.36		23.57	25.49		35.04	30.28	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.63	17.80		41.27	52.54		38.10	29.66	
Grade 4	16.10	19.01		51.69	46.28		32.20	34.71	
Grade 5	13.18	20.72		36.43	54.05		50.39	25.23	
Grade 6	11.30	14.68		43.48	36.70		45.22	48.62	
All Grades	15.37	18.08		43.03	47.49		41.60	34.42	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.22	16.95		53.97	50.85		23.81	32.20	
Grade 4	17.80	16.53		51.69	56.20		30.51	27.27	
Grade 5	16.28	28.83		41.09	53.15		42.64	18.02	
Grade 6	26.09	19.27		46.96	56.88		26.96	23.85	
All Grades	20.49	20.26		48.36	54.25		31.15	25.49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.22	17.80		59.52	66.10		18.25	16.10	
Grade 4	12.71	9.09		70.34	75.21		16.95	15.70	
Grade 5	6.20	10.81		62.02	72.07		31.78	17.12	
Grade 6	10.43	5.50		69.57	62.39		20.00	32.11	
All Grades	12.91	10.89		65.16	69.06		21.93	20.04	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.22	22.88		53.17	54.24		24.60	22.88	
Grade 4	19.49	19.83		55.08	47.93		25.42	32.23	
Grade 5	23.26	24.32		38.76	51.35		37.98	24.32	
Grade 6	24.35	18.35		53.91	44.04		21.74	37.61	
All Grades	22.34	21.35		50.00	49.46		27.66	29.19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students did not take the CAASPP ELA test in the 2019-2020 school year nor the 2020-2021 school year due to the pandemic, therefore there is no measurable data to compare from that school year. 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 students meeting and exceeding overall ELA standard increased by 3.4% from 2016-2017 to 2018-2019.

2. In Research/Inquiry the percent of students below standard increased by 2.7% from 2016-2017 to 2018-2019.
3. In the other domains, the percent of students show a decrease in the past three years.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	131	123	125	130	118	0	130	118	0	99.2	95.9	0.0
Grade 4	118	124	114	118	122	0	118	122	0	100	98.4	0.0
Grade 5	135	115	116	132	115	0	132	115	0	97.8	100	0.0
Grade 6	116	112	110	116	110	0	116	110	0	100	98.2	0.0
All Grades	500	474	465	496	465	0	496	465	0	99.2	98.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2416.	2415.		16.92	10.17		25.38	30.51		20.77	31.36		36.92	27.97	
Grade 4	2442.	2440.		6.78	9.84		21.19	19.67		39.83	28.69		32.20	41.80	
Grade 5	2442.	2474.		6.82	13.91		12.88	13.91		21.21	25.22		59.09	46.96	
Grade 6	2493.	2485.		12.07	16.36		17.24	14.55		26.72	20.00		43.97	49.09	
All Grades	N/A	N/A	N/A	10.69	12.47		19.15	19.78		26.81	26.45		43.35	41.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.46	15.25		31.54	46.61		40.00	38.14	
Grade 4	12.71	14.75		35.59	30.33		51.69	54.92	
Grade 5	12.12	17.39		22.73	26.09		65.15	56.52	
Grade 6	18.10	20.00		25.00	26.36		56.90	53.64	
All Grades	17.94	16.77		28.63	32.47		53.43	50.75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.00	15.25		38.46	51.69		41.54	33.05	
Grade 4	11.86	13.11		48.31	40.16		39.83	46.72	
Grade 5	4.55	13.91		31.82	46.09		63.64	40.00	
Grade 6	13.79	13.64		39.66	30.00		46.55	56.36	
All Grades	12.50	13.98		39.31	42.15		48.19	43.87	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.46	21.19		46.15	55.93		25.38	22.88	
Grade 4	11.02	18.03		44.07	42.62		44.92	39.34	
Grade 5	10.61	11.30		38.64	43.48		50.76	45.22	
Grade 6	12.93	19.09		47.41	30.00		39.66	50.91	
All Grades	15.93	17.42		43.95	43.23		40.12	39.35	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Students did not take the CAASPP Math test in the 2019-2020 school year nor in the 2020-2021 school year due to the pandemic, therefore there is no measurable data to compare from that school year. 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 in 4th and 5th grade are showing growth in meeting and exceeding standards while grades 3 and 6 are declining.
- Math instruction continues to be an area for growth across all grade levels: only 32% of all students assessed met or exceeded standards
- Overall, students score higher in concepts and procedures than in the other two areas, at 51% versus 44% and 39%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1432.7	1408.7	1416.7	1440.2	1420.3	1429.6	1414.9	1381.7	1386.6	76	66	55
1	1459.4	1448.9	1449.5	1458.9	1455.6	1468.0	1459.3	1441.7	1430.5	67	67	52
2	1481.8	1492.5	1470.3	1471.8	1504.8	1478.9	1491.3	1479.8	1461.0	52	53	48
3	1468.4	1491.0	1493.0	1455.2	1490.3	1500.6	1481.3	1491.2	1484.8	41	46	50
4	1500.5	1500.7	1520.8	1491.9	1496.2	1534.6	1508.6	1504.7	1506.6	33	39	35
5	1502.7	1511.3	1532.9	1490.8	1503.4	1546.1	1514.2	1518.7	1519.1	41	31	41
6	1513.1	1507.7	1517.0	1499.5	1505.2	1521.9	1526.2	1509.6	1511.7	36	38	27
All Grades										346	340	308

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.16	18.18	16.36	32.89	27.27	32.73	21.05	31.82	30.91	*	22.73	20.00	76	66	55
1	44.78	5.97	5.77	28.36	38.81	34.62	17.91	43.28	42.31	*	11.94	17.31	67	67	52
2	30.77	22.64	12.50	50.00	39.62	41.67	*	28.30	20.83	*	9.43	25.00	52	53	48
3	*	6.52	16.00	29.27	54.35	36.00	34.15	32.61	40.00	34.15	6.52	8.00	41	46	50
4	*	10.26	22.86	48.48	46.15	40.00	*	28.21	37.14	*	15.38	0.00	33	39	35
5	*	12.90	21.95	51.22	48.39	43.90	*	25.81	31.71	*	12.90	2.44	41	31	41
6	*	10.53	14.81	36.11	36.84	40.74	*	39.47	29.63	*	13.16	14.81	36	38	27
All Grades	26.30	12.65	15.26	38.15	40.29	37.99	21.97	33.53	33.44	13.58	13.53	13.31	346	340	308

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	43.42	18.18	18.18	31.58	34.85	38.18	17.11	27.27	21.82	*	19.70	21.82	76	66	55
1	50.75	16.42	30.77	31.34	46.27	34.62	*	31.34	21.15	*	5.97	13.46	67	67	52
2	50.00	43.40	39.58	38.46	41.51	27.08	*	7.55	25.00	*	7.55	8.33	52	53	48
3	*	26.09	36.00	36.59	54.35	52.00	29.27	13.04	6.00	29.27	6.52	6.00	41	46	50
4	36.36	30.77	57.14	39.39	51.28	40.00	*	12.82	2.86	*	5.13	0.00	33	39	35
5	34.15	38.71	65.85	41.46	41.94	31.71	*	3.23	2.44	*	16.13	0.00	41	31	41
6	33.33	31.58	33.33	38.89	36.84	51.85	*	21.05	0.00	*	10.53	14.81	36	38	27
All Grades	38.44	27.65	38.64	35.84	43.53	38.64	14.74	18.53	12.99	10.98	10.29	9.74	346	340	308

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.95	12.12	7.27	21.05	22.73	18.18	38.16	42.42	52.73	*	22.73	21.82	76	66	55
1	35.82	7.46	1.92	31.34	22.39	21.15	*	44.78	44.23	20.90	25.37	32.69	67	67	52
2	28.85	7.55	6.25	30.77	39.62	33.33	21.15	30.19	29.17	*	22.64	31.25	52	53	48
3		2.17	2.00	*	23.91	24.00	41.46	54.35	48.00	41.46	19.57	26.00	41	46	50
4	*	7.69	5.71	*	28.21	37.14	*	43.59	25.71	*	20.51	31.43	33	39	35
5	*	6.45	2.44	39.02	16.13	19.51	36.59	54.84	53.66	*	22.58	24.39	41	31	41
6	*	5.26	3.70	*	7.89	22.22	*	47.37	29.63	33.33	39.47	44.44	36	38	27
All Grades	21.39	7.35	4.22	27.46	23.82	24.68	28.90	44.41	41.88	22.25	24.41	29.22	346	340	308

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.53	15.15	13.21	32.89	65.15	73.58	*	19.70	13.21	76	66	53
1	64.18	41.79	22.00	29.85	53.73	70.00	*	4.48	8.00	67	67	50
2	57.69	33.96	6.38	40.38	60.38	76.60	*	5.66	17.02	52	53	47
3	*	10.87	24.00	65.85	71.74	54.00	*	17.39	22.00	41	46	50
4	*	5.13	42.86	63.64	69.23	51.43	*	25.64	5.71	33	39	35
5	26.83	3.23	19.51	58.54	80.65	75.61	*	16.13	4.88	41	31	41
6	*	5.26	11.11	61.11	55.26	70.37	*	39.47	18.52	36	38	27
All Grades	43.35	19.41	19.47	46.24	63.82	67.66	10.40	16.76	12.87	346	340	303

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.16	25.76	32.73	46.05	53.03	43.64	15.79	21.21	23.64	76	66	55
1	49.25	8.96	51.92	38.81	79.10	32.69	*	11.94	15.38	67	67	52
2	53.85	52.83	56.25	38.46	37.74	37.50	*	9.43	6.25	52	53	48
3	*	56.52	76.00	58.54	36.96	18.00	*	6.52	6.00	41	46	50
4	54.55	64.10	82.86	39.39	30.77	17.14	*	5.13	0.00	33	39	35
5	48.78	74.19	97.56	41.46	9.68	0.00	*	16.13	2.44	41	31	41
6	52.78	57.89	74.07	38.89	31.58	14.81	*	10.53	11.11	36	38	27
All Grades	44.51	43.24	64.61	43.06	44.71	25.32	12.43	12.06	10.06	346	340	308

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	15.79	3.03	3.70	64.47	72.73	64.81	19.74	24.24	31.48	76	66	54
1	41.79	19.40	14.00	34.33	53.73	40.00	23.88	26.87	46.00	67	67	50
2	36.54	5.66	21.28	36.54	69.81	42.55	26.92	24.53	36.17	52	53	47
3		2.17	2.00	43.90	56.52	60.00	56.10	41.30	38.00	41	46	50
4	*	2.56	11.43	60.61	61.54	57.14	33.33	35.90	31.43	33	39	35
5	*	9.68	7.32	60.98	58.06	68.29	*	32.26	24.39	41	31	41
6	*	2.63	7.41	33.33	26.32	37.04	58.33	71.05	55.56	36	38	27
All Grades	20.23	7.06	9.54	47.98	58.53	53.62	31.79	34.41	36.84	346	340	304

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	67.11	36.36	25.45	21.05	37.88	50.91	*	25.76	23.64	76	66	55
1	32.84	7.46	3.85	49.25	68.66	65.38	17.91	23.88	30.77	67	67	52
2	30.77	11.32	10.64	59.62	64.15	55.32	*	24.53	34.04	52	53	47
3	*	10.87	20.00	53.66	80.43	62.00	26.83	8.70	18.00	41	46	50
4	*	20.51	8.57	51.52	61.54	68.57	*	17.95	22.86	33	39	35
5	*	12.90	2.44	63.41	67.74	78.05	*	19.35	19.51	41	31	41
6	*	13.16	11.11	77.78	76.32	66.67	*	10.53	22.22	36	38	27
All Grades	35.26	16.76	12.38	50.00	63.53	62.87	14.74	19.71	24.76	346	340	307

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- As of this year, we have no measurable data to compare from the previous school year. The analysis you see below is from the previous school year. This is a great area of need and will continue to accelerate teaching and learning.
The majority of English Learners are in Level 2 and 3 (almost 75%)
- A majority of students in grades 1-6 fall under "somewhat/moderately" developed in the Writing and Reading Domains (63%).
- The Speaking Domain has the largest percentage of students categorized as "well developed" at 43%.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
834	64.4	37.8	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	315	37.8
Foster Youth	2	0.2
Homeless	14	1.7
Socioeconomically Disadvantaged	537	64.4
Students with Disabilities	79	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	68	8.2
American Indian or Alaska Native	4	0.5
Asian	41	4.9
Filipino	46	5.5
Hispanic	610	73.1
Two or More Races	35	4.2
Native Hawaiian or Pacific Islander	12	1.4
White	18	2.2

Conclusions based on this data:

1. The majority of our student group population is Latino/a (Hispanic), at 73.1% from previous year's data.

2. 64.4% of our student population are socioeconomically disadvantaged.

3. English learners make up almost 38% of the population.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. Our absence rate has increased over the past years and we need to dedicate more resources to students that are considered chronically absent.
2. This is data from the previous year. Our suspension rate decreased over the past year as we have implemented PBIS and Restorative Justice Practices to build our positive discipline systems.

School and Student Performance Data

Academic Performance English Language Arts

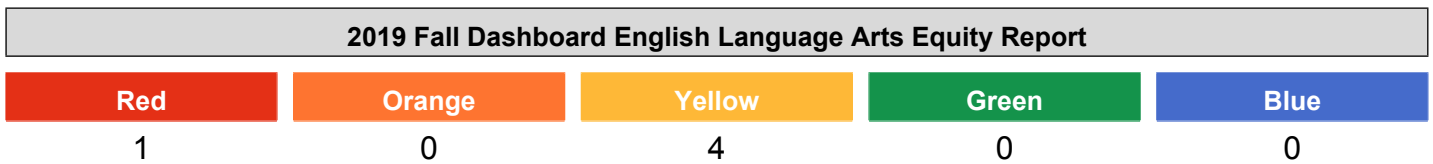
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 15.8 points below standard Increased ++8 points 452	<p>English Learners</p> Yellow 35.6 points below standard Increased ++4.7 points 242	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Yellow 27.9 points below standard Increased ++4.1 points 339	<p>Students with Disabilities</p> Red 94.7 points below standard Declined -3.3 points 48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 48.3 points below standard Increased ++12.5 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 40.4 points above standard Increased Significantly ++20.8 points 13	 No Performance Color 45.1 points above standard Increased Significantly ++23.3 points 21
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.1 points below standard Increased ++5.4 points 362	 No Performance Color 10.6 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83 points below standard Increased ++13.9 points 139	28.3 points above standard Increased ++11.6 points 103	7.1 points below standard Increased Significantly ++16.5 points 157

Conclusions based on this data:

1. Data from previous year of state testing:
Distance from Standard (DFS) in ELA increased from the prior year by 8 points.
2. All subgroups showed positive growth toward reaching standard with the exception of our students with disabilities.
3. African American standards are -48.3 DFS while Latino/a (Hispanic) students are -19.1 DFS compared to -15.8 DFS for "All" students.

School and Student Performance Data

Academic Performance Mathematics

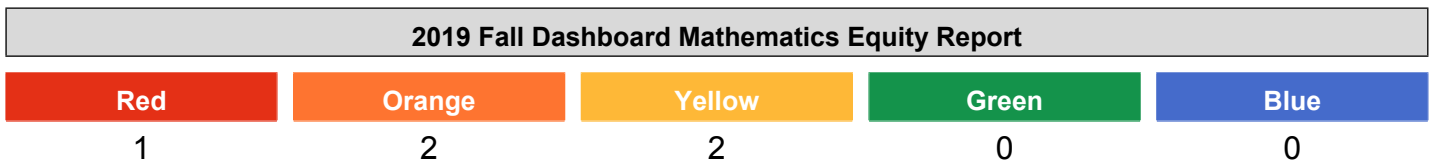
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>45.6 points below standard</p> <p>Increased ++4.5 points</p> <p>452</p>	<p>English Learners</p> <p>Orange</p> <p>59.8 points below standard</p> <p>Maintained -0.7 points</p> <p>241</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>55.1 points below standard</p> <p>Increased ++4.1 points</p> <p>339</p>	<p>Students with Disabilities</p> <p>Red</p> <p>116.7 points below standard</p> <p>Declined -7.4 points</p> <p>48</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 78.3 points below standard Increased ++13.7 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 20.6 points above standard Increased ++11.1 points 13	 No Performance Color 27.2 points above standard Increased Significantly ++22.6 points 21
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.5 points below standard Maintained ++1.2 points 361	 No Performance Color 38.7 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.4 points below standard Increased ++8.7 points 139	11.2 points below standard Maintained ++2.3 points 102	43 points below standard Increased ++13.4 points 158

Conclusions based on this data:

1. Data from previous year of state testing:
Distance from Standard (DFS) in Math increased by 4.5 points from the prior year.
2. Students with disabilities and English Learners made less growth than other subgroups.
3. African American students are 78.3 points below standard although they did show 13.7 point growth.

School and Student Performance Data

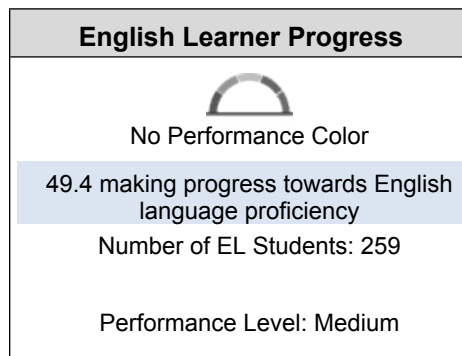
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
21.6	28.9	1.1	48.2

Conclusions based on this data:

1. Data from previous year of state testing: 49.4% of our English Learners improved one ELPI level.
2. Of English Learners, 21.6% decreased one ELPI level.
3. Of English Learners, 29% maintained ELPI levels 1-3H.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A
2. n/a
3. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	1	1

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 7.6 Increased +1.2 902	<p>English Learners</p> Yellow 6.3 Maintained 0 379	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color 26.9 Increased +15.2 26	<p>Socioeconomically Disadvantaged</p> Orange 8.7 Increased +1.1 665	<p>Students with Disabilities</p> Orange 14.7 Increased +7.8 102

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 18.8 Increased +8.1 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 2.6 Declined -0.7 38	 Blue 2.2 Declined -3.4 46
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.4 Increased +1.1 691	 No Performance Color 5.9 Increased +1.7 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Maintained 0 16

Conclusions based on this data:

1. Data from previous year of state testing:
The Black Student Union has helped African-American and Black students build positive relationships and connected them to adult mentors at school. This work will need to continue to improve attendance rates for African American students. (8.1 increase in chronic absenteeism)
2. 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 and the SST process. (ex: Homeless, African American, Students w/Disabilities, Latino/a)
3. Positive Behavior Interventions and 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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

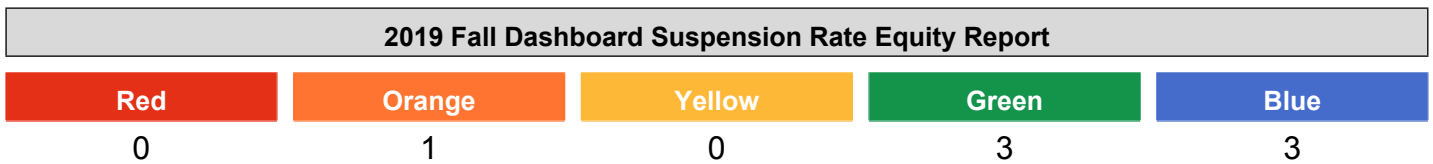
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.6</p> <p>Declined Significantly -1.3</p> <p>912</p>	<p>English Learners</p> <p>Blue</p> <p>0.5</p> <p>Declined -0.5</p> <p>387</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>6.9</p> <p>Increased +1</p> <p>29</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.2</p> <p>Declined Significantly -1.3</p> <p>673</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2</p> <p>Declined -1</p> <p>102</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 6.2 Declined -4.5 65	 No Performance Color Less than 11 Students - Data 4	 Blue 0 Maintained 0 38	 Blue 0 Declined -2.8 47
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3 Declined Significantly -1.3 699	 No Performance Color 2.9 Increased +2.9 34	 No Performance Color Less than 11 Students - Data 9	 No Performance Color 0 Maintained 0 16

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3	1.6

Conclusions based on this data:

1. Data from previous year:
Restorative Justice practices provide positive discipline systems that decreased suspension rates by 1.3. We continue using RJ practices.
2. PBIS: Positive behavior systems reward students for following school expectations; fewer negative behaviors have been observed.
3. The Black Student Union has helped African-American and Black students build connections with school and adults. There is still work to do for our AA suspension rate.

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

Spanish Language Arts

LEA/LCAP Goal

21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

Goal 1

Goal title: 21st Century Success in Spanish

Spanish Language Arts -- All DLI students will engage in Deeper Learning activities as part of their regular Spanish Language Arts instruction during the 22-23 school year.

Deeper Learning in Spanish Language Arts will be reflected in growth of previous F & P Benchmark System and Writing Task rubrics by Spring 2023.

Identified Need

What did you use to form this goal (findings from data analysis)?

- Currently, there is not a state standardized test that is available or required to administer in the area of Spanish Language Arts to students in the Dual Language Program. This year, Burbank DLI students K-3 were assessed in Spanish Reading using the Fountas and Pinnell Benchmark System while writing for all students in Spanish was assessed using CCSS K-6 Writing Tasks in Spanish.

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):

- All students enrolled in the Dual Language Programs are considered focus students.

Anticipated annual growth for each group:

- Our goal for 2022-23 is that students demonstrate growth towards mastery. Growth towards achievement in Spanish Language Arts standards will be measured using multiple assessments such as benchmark tests, Fountas and Pinnell, HUSD Writing Tasks, and any applicable CAASPP results

Means of evaluating progress toward this goal:

- Results from the benchmark assessments distinctively aligned to the Common Core state standards will be collected three times in the school year - once in the fall, winter, and spring.
- K-2 Assessment Binder
- Fountas and Pinnell
- CAASPP
- District formative assessments
- Writing Assessment District Benchmark

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 the goal
- Site Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team
- Dual Language Instructors

Actions to improve achievement to exit program improvement (if applicable)
n/a

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Formative and summative teacher assessment data	baseline as determined by the DLI staff	progression and growth as data is collected from formative and summative teacher 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)

Dual Language Immersion students

Strategy/Activity

Common Core State Standards Implementation

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 Benchmark 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
- Walkthroughs
- Classroom observations
- Formative and summative 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
 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)

5,000

Title I: Schoolwide Program
 4000-4999: Books And Supplies

Strategy/Activity 2

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
 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)

5,000

Source(s)

Title I: Schoolwide Program
 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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.

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, and school shut down, this has slowed our progress towards goals in 2020 & 2021.

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 from Fountas & Pinnell, Cycle of Inquiry and Spanish Writing Benchmarks revealed that our students require more instructional support in the development of Spanish Language. Identifying student learning outcomes, implementing evidenced 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

Language Development

LEA/LCAP Goal

21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery .

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 2

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 22-23 school year.

Deeper Learning in Language Arts will be reflected in growth of 5 points toward standard in ELA, as measured on the CA Dashboard, by Spring 2023.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- 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:

- K 2 Assessment Binder
- Results from the District benchmark assessments distinctively aligned to the Common Core state standards will be collected three times in the school year. Once in the fall, winter, and spring
- Fountas and Pinnell Benchmark Assessment for K-3
- CAASPP
- District formative assessments

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
- Dual Language Instructors

Actions to improve achievement to exit program improvement (if applicable).

n/a

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and ELPI Levels	48% Improved one ELPI Level	55% of English Learners improve one ELPI LevelE

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)

Students in Spanish Language Development and Academic Language Development

Strategy/Activity

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 Benchmark 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
- Results based noted collected

People Assigned:

Principal

Assistant Principal

Partner Teacher

Spanish Language Development Instructors

Academic Language Development Instructors

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)

7,000

Title I: Schoolwide Program
4000-4999: Books And Supplies
Spanish Language Development Materials

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 Language Development and Academic Language 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 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 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)

3,000

Source(s)

Title I: Schoolwide Program
 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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 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, and school shut down, this has slowed our progress towards goals in 2020, 2021.

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 area of Spanish Language Arts. Identifying student learning outcomes, implementing evidenced 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 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

English-Language Arts

LEA/LCAP Goal

21st Century Success in ELA : All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 3

Language Arts -- All students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 22-23 school year.

Deeper Learning in Language Arts will be reflected in growth of 5 points toward standard in ELA, as measured on the CA Dashboard, by Spring 2023.

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 44 percent of 3rd-6th graders met or exceeded standard in English Language Arts on the CAASPP. In addition, 12 percent of English Language Learners and 37.5 percent of students identified as Socio-economically Disadvantaged met or exceeded standard. Lastly, 9 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 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 are expected to reach proficiency in English Language Arts. Particular efforts are geared towards our significant subgroups - English Language Learners, Socio-economically Disadvantaged, and Latino 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 2022-23 is that students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 22-23 school year.

Deeper Learning in Language Arts will be reflected in growth of 5 points toward standard in ELA, as measured on the CA Dashboard, by Spring 2023.

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

Means of evaluating progress toward this goal:

- K-2 Assessment Binder
- Results from the IAB's distinctively aligned to the Common Core state standards will be collected twice in the school year.
- Fountas and Pinnell Benchmark Assessment for K-3, 4-6 (phase in with half the class).
- CAASPP
- District formative assessments
- District writing tasks for K-2 (3-6 in Spanish) (two times a year)
- 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

Actions to improve achievement to exit program improvement (If applicable).

n/a

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	44% Exceeded and Met	50% Exceed and Meet

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

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
- Lab site 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.

- 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

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

Measures:

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

- lesson plan samples
- walkthroughs
- classroom observations
- formative and summative 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)
8,575.00	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Data Talks
4,725.00	LCFF Supplemental and Concentration Funds 3-6th grade Sub release (F&P)
74,462.00	Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Partner Teacher (.5 FTE)
10,000.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Software, technology maintenance, online subscriptions
12,435.00	LCFF Supplemental and Concentration Funds 4000-4999: 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

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)
13,505.00	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Before / After School Intervention
2,100.00	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Student Success Team teacher release

Annual Review

SPSA Year Reviewed: 2021-22

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.

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, and school shut down, this has slowed our progress towards goals in 2020 & 2021.

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. Applying this knowledge and refining these practices to enhance the special education program will be included in next steps.

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

English Language Development

LEA/LCAP Goal

21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 4

English Language Development -- Our English Learners (ELs) will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master English alongside their other content areas.

ELs will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured on the EL Progress Indicator on the CA Dashboard. ELs making progress toward proficiency will increase by 5% by Spring 2023

Identified Need

What data did you use to form this goal (findings from data analysis)?

- Data from the current California Summative ELPAC indicates that the percent of our English Learners who are proficient or at Performance level 4 is 12.65%. The state average is 16.4%. The data suggests that Burbank is slightly below the state average. Furthermore, Burbank Elementary has 13.53% of English Learners at the Level I, whereas the state average is 15.71%. By June of 2022, we would like to see all our English Learners move up a level.
- Grade level PLC will engage in Cycle of Inquiry, Deeper Learning Practices and CRT around student learning and will facilitate the process for monitoring and evaluating the data. The data will be analyzed by the grade level teams, administrative staff, and support staff based upon identifying the standards that students systematically score proficient, mitigating errors, and identifying best practices and appropriate interventions In addition, the Language Review Team will monitor the progress of all EL students.

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

- Our English Learners (ELs) will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master English alongside their other content areas.

ELs will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured on the EL Progress Indicator on the CA Dashboard. ELs making progress toward proficiency will increase by 5% by Spring 2023.

Anticipated annual growth for each group:

All English Learners will meet or exceed the annual growth targets and increase by 10%.

Means of evaluating progress toward this goal :

- ELPAC Scores
- ADEPT Scores
- ELD Progress Reports
- ELA Benchmark data
- K-2 Assessment Binder
- LRT Documents
- CAASPP

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 the data developing this goal

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

Actions to improve achievement to exit program improvement (if applicable).

n/a.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative test	12.65% Level 4 proficient	16.5% Level 4 proficient

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)

English Learners

Strategy/Activity

Increase the Number of ELs Making Progress in Learning English

Task:

1. All English Learners will be enrolled in an English Language Development class based on proficiency of the English Language .

- K- daily 30 minutes
- 1st-6th grade daily 45 minutes

2. English Language Development strategies will be used throughout the day in all content areas .

Instructors will receive on going professional development through site based content area specialists, district workshops/trainings, and/or outside agencies.

- 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.
- collaboration based on Language Development groups

3. All English Language Learners and recently Reclassified students will be monitored through the process of the Language Review Team (LRT).

- ELL Specialist will monitor ELL students' academic achievement and annual growth in English Language proficiency, coordinate Language Review Team meetings once a year, work with EL students, support EL students needs in the development of the RTI framework, serve as a team member at SST meetings designated for an EL, facilitate parent ELAC meetings/workshops based on EL needs, support the administration of the ELPAC and ADEPT, provide information to instructors on updated and evidence based practices for EL students.

Measures:

- ELPAC Data
- ELD Rosters
- Language Development Rosters
- Student Performance Data

People Assigned:

Principal
 Assistant Principal
 ELL Specialist
 Instructional 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)
4,725.00	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries ELPAC release days
	None Specified 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Reduce the Number of Long Term ELs

Task:

1. All English Learners will be enrolled in and English Language Development class based on proficiency of the English Language.
 - K daily 30 minutes
 - 1-6 th grade daily 45 minutes
2. English Language Development strategies will be used throughout the day in all content areas. Instructors will receive on going professional development through site based content area specialists , district workshops / trainings , and / or outside agencies .

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: 2021-22

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 would like to see more of our English Learners meet or exceed standards in English language Arts.

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, and school shut down, this has slowed our progress towards goals in 2020 & 2021.

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.

Closely monitor our English Learners so that they are on track in moving at least one ELPI level each year. Continue to provide instructional staff with training in CRT and AB/AR training.

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

Mathematics

LEA/LCAP Goal

LEA Goal :

21 st Century Success in Math : All students will master the Common Core Standards in Math or demonstrate growth towards mastery

LCAP Goal :

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 5

Mathematics -- All students will engage in Deeper Learning activities as part of their regular Mathematics instruction during the 22-23 school year.

Deeper Learning in Mathematics will be reflected in growth of 5 points toward standard in Math, as measured on the CA Dashboard, by Spring 2023.

Identified Need

What data did you use to form this goal

Results from the most recent CAASPP Test were used to form this goal . School wide 32 percent of 3rd- 6th graders met or exceeded standard in Mathematics . Furthermore, 10 percent of English Learners and 26.4 percent of students identified as Socioeconomically Disadvantaged met or exceeded standard . Also, 29 % of Latino students and 25 % percent of African American students met or exceeded standard. Lastly, 6.8 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 Latino students .

Anticipated annual growth for each group :

All students will engage in Deeper Learning activities as part of their regular Mathematics instruction during the 22-23 school year.

Deeper Learning in Mathematics will be reflected in growth of 5 points 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 the benchmark assessments distinctively aligned to the Common Core state standards will be collected three times in the school year . Once in the fall , winter , and spring .
- Fountas and Pinnell
- K 2 Assessment Binder
- CAASPP
- District formative assessments

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

Actions to improve achievement to exit program improvement (if applicable).

n / a

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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CAASPP Math	32% Met and Exceeded	40% Meet and Exceed
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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

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

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

- Walkthroughs
- Lesson plan samples
- Classroom observations
- Formative and summative 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)

6,117

Source(s)

Title I: Schoolwide Program
5000-5999: Services And Other Operating Expenditures
Math Software Program

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 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

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
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)

[Empty box for Amount(s)]

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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, and school shut down, this has slowed our progress towards goals in 2020 & 2021.

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

A 21st Century School Climate

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 6

Attendance/School Climate -- All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

Our school's Chronic Absenteeism rate will decrease by 5% as measured on the CA School Dashboard by Spring 2023. In addition, our Suspension Rate will decrease by 1%.

Identified Need

What data did you use to form this goal (findings from data analysis)?

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.

The Panorama Survey was administered in the Spring of 2022 and currently awaiting results.

Data to be collected to measure gains:

Administrative staff will monitor the number of suspensions, type of suspensions, and the frequency of suspensions by any one student or groups of students, paying particular attention to our African American males. The student attendance system, Infinite Campus, will be used to document student behavior. In consult with the classroom teacher, support staff, results of Panorama student survey, and referencing the RTI framework, the Learning Environment will be assessed to determine possible factors that can be disrupting the Learning Environment and outline next steps for improving the Learning Environment Groups.

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

All Burbank students are the focus students . Particular attention will be geared towards students repeatedly demonstrating behaviors resulting in negative consequences such as detention or suspensions. Suspension data revealed a decrease in our prior 18-19 disproportionate suspensions of African American students . Burbank school is in the third year of Positive Behavior Intervention and Supports (PBIS) Tier 1 structures and will be entering its first year of Tier 2 structures. This will include interventions to support social emotional learning needs with the goal of decreasing negative consequences.

All of our students will feel safe and supported at school every day, and will attend and engage in

classes daily, as a result of our staff’s continued efforts to create a supportive and welcoming environment.

Our school’s Chronic Absenteeism rate will decrease by 5% as measured on the CA School Dashboard by Spring 2022. In addition, our Suspension Rate will decrease by 1%.

Means of evaluating progress toward this goal:

- Formative and Summative assessments will be used as a measure to determine the implications that the Learning Environment has on student achievement.
- The annual student survey will be used to analyze students' perception of the school climate.
- Annual Parent Survey that data will be collected
- Suspension and attendance rates will be monitored on a regular basis

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, Safety Team, AASAI and Student Council.

Actions to improve achievement to exit program improvement (if applicable).

n/a

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS survey	80% of students reporting feeling safe at school	90% of students feeling safe at school
Panorama Survey Spring 2022	51% of students in Gr. 3-5 and 44% of students in Gr. 6 reported positive student relationships	60% of students in Gr. 3-5 and 55% of students in Gr. 6 reporting positive student relationships
Panorama Survey Spring 2022	66% of students in Gr. 3-5 and 45% of students in Gr. 6 reported feeling a strong sense of belonging	80% of students in Gr. 3-5 and 60% of students in Gr. 6 reporting feeling a strong sense of belonging

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

Improving Student Outcomes

Task:

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)
28,233.00	Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Recess Coach
	None Specified

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

Improving Parent Engagement

Task:

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)

1,360.00

Source(s)

Title 1: Parent Allocation

Childcare , Materials , refreshments

Annual Review

SPSA Year Reviewed: 2021-22

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 occurrences take place during recess or lunch recess . A combination of PD and having a consistent Recess coach has alleviated 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.

Due to COVID-19, and school shut down, this has slowed our progress towards goals in 2020 & 2021.

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 our 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

Attendance

LEA/LCAP Goal

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

LCAP Goal:

- Increase average daily attendance by 2%

Goal 7

Attendance/School Climate -- All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

Our school's Chronic Absenteeism rate will decrease by 5% as measured on the CA School Dashboard by Spring 2023. In addition, our Suspension Rate will decrease by 1%.

Identified Need

What data did you use to form this goal (findings from data analysis)?

2018-19 Attendance data was used as well as the CA Dashboard Chronic Absenteeism rate.

Distance Learning attendance was used as well for 2020-2021 and the current 2021-22 attendance data is currently being evaluated.

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

Anticipated annual growth for each group:

Growth will depend upon the disaggregation of data.

Means of evaluating progress toward this goal:

Monthly attendance reports will be collected

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

The LEA plan has the same goal in the subject area.

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

The SSC, ELAC, and SBDM were involved in analyzing data.

Actions to improve achievement to exit program improvement (if applicable).

n/a

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance	96% 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

Task 1: 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 YIS 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)

Annual Review

SPSA Year Reviewed: 2021-22

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 maintained an average of 96% attendance in the 2019-20 school year. However, there was an increase of 1.3 points for chronic absenteeism from prior 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, and school shut down, this has slowed our progress towards goals in 2020 and 2021.

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, Parent 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, Latino/a, 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 2023.

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.
Panorama Student Survey Spring 2022	79% of students in Gr. 6 responded favorably to the question on Diversity and Inclusion, regarding diversity,	90% of students in Gr. 6 will respond favorably to Diversity and Inclusion at school. Of these 90%, 100% of Black or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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.	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, 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)

6,000

Source(s)

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: 2021-22

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	\$192,237.00

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	\$56,065.00
Title 1: Parent Allocation	\$1,360.00
Title I: Schoolwide Program	\$134,812.00

Subtotal of state or local funds included for this school: \$192,237.00

Total of federal, state, and/or local funds for this school: \$192,237.00

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	56,065.00
Title 1: Parent Allocation	1,360.00
Title I: Schoolwide Program	134,812.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	103,367.00
2000-2999: Classified Personnel Salaries	28,233.00
4000-4999: Books And Supplies	32,435.00
5000-5999: Services And Other Operating Expenditures	16,117.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental and Concentration Funds	4,725.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	28,905.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	12,435.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	10,000.00
	Title 1: Parent Allocation	1,360.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	74,462.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	28,233.00
4000-4999: Books And Supplies	Title I: Schoolwide Program	20,000.00
5000-5999: Services And Other Operating Expenditures	Title I: Schoolwide Program	6,117.00
5800: Professional/Consulting Services And Operating Expenditures	Title I: Schoolwide Program	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,000.00
Goal 2	10,000.00
Goal 3	125,802.00
Goal 4	4,725.00
Goal 5	6,117.00
Goal 6	29,593.00
Goal 8	6,000.00

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
- 4 Classroom Teachers
- 5 Parent or Community Members

Name of Members	Role
Irma Torres-Fitzsimons	Principal
Adrianna De Anda	Classroom Teacher
Katelyn Dascomb	Classroom Teacher
Daniele Ja	Classroom Teacher
Laurie Sexton-Bickart	Classroom Teacher
Mizgon Darby	Parent or Community Member
Karen Chavez	Parent or Community Member
La Shara Jason	Parent or Community Member
Lillian Villegas	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
	English Learner Advisory Committee

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 4-20-22.

Attested:

	Principal, Irma Torres-Fitzsimons on 4-20-22
	SSC Chairperson, Adrianna De Anda on 4-20-22

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Burbank Elementary School

Funding Source: LCFF Supplemental and Concentration Funds **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Software, technology maintenance, online subscriptions	5000-5999: Services And Other Operating Expenditures	\$10,000.00	English-Language Arts	<p>Common Core State Standards Implementation</p> <p>Task:</p> <ol style="list-style-type: none"> Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement. <ul style="list-style-type: none"> 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 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. <ul style="list-style-type: none"> 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 Lab site teachers will continue to create learning opportunities for their colleagues by opening their classrooms, share their experiences and plan professional development at Burbank <p>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</p>

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.

- 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

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

Measures:

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

- lesson plan samples
- walkthroughs
- classroom observations
- formative and summative 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
 Common Core State Standards Implementation

Supplemental Materials

4000-4999: Books And Supplies

\$12,435.00 English-Language Arts

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
- Lab site 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.

- 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

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

Measures:

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

- lesson plan samples
- walkthroughs
- classroom observations
- formative and summative 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
 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.

Before / After School Intervention

1000-1999: Certificated Personnel Salaries

\$13,505.00 English-Language Arts

- 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

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

Response to Intervention (RTI)

Burbank Elementary School

Student Success Team teacher release

1000-1999: Certificated
Personnel Salaries

\$2,100.00

English-Language
Arts

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

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:

<p>ELPAC release days</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$4,725.00</p>	<p>English Language Development</p>	<p>Principal Assistant Principal Partner Teacher ELL Specialist RTI Committee</p> <p>Increase the Number of ELs Making Progress in Learning English</p> <p>Task:</p> <ol style="list-style-type: none"> All English Learners will be enrolled in an English Language Development class based on proficiency of the English Language . <ul style="list-style-type: none"> K- daily 30 minutes 1st-6th grade daily 45 minutes English Language Development strategies will be used throughout the day in all content areas . Instructors will receive on going professional development through site based content area specialists, district workshops/trainings, and/or outside agencies. <ul style="list-style-type: none"> -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. collaboration based on Language Development groups All English Language Learners and recently Reclassified students will be monitored through the process of the Language Review Team (LRT). <ul style="list-style-type: none"> ELL Specialist will monitor ELL students' academic achievement and annual growth in English Language proficiency, coordinate Language Review Team meetings once a year, work with EL students, support EL students needs in the development of the RTI framework, serve as a team member at SST meetings designated for an EL, facilitate parent ELAC meetings/workshops based on EL needs, support the administration of the ELPAC and ADEPT, provide information to instructors on updated and evidence based practices for EL students. <p>Measures:</p> <ul style="list-style-type: none"> ELPAC Data ELD Rosters
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- Language Development Rosters
- Student Performance Data

Data Talks

1000-1999: Certificated
Personnel Salaries

\$8,575.00 English-Language
Arts

People Assigned:
Principal
Assistant Principal
ELL Specialist
Instructional Staff
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
 - Lab site 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.

- 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

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

Measures:

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

- lesson plan samples
- walkthroughs
- classroom observations
- formative and summative 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
- Common Core State Standards Implementation

3-6th grade Sub release (F&P)

\$4,725.00 English-Language Arts

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
- Lab site 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.

- 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

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

Measures:

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

- lesson plan samples
- walkthroughs
- classroom observations
- formative and summative 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

LCFF Supplemental and Concentration Funds Total Expenditures: \$56,065.00

LCFF Supplemental and Concentration Funds Allocation Balance: \$0.00

Burbank Elementary School

Funding Source: Title 1: Parent Allocation

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Childcare , Materials , refreshments		\$1,360.00	A 21st Century School Climate	<p>Improving Parent Engagement</p> <p>Task:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • materials and supplies for trainings/workshops and promotion thereof • consultants • childcare • refreshments <p>Measures: The following measure will be used to determine the efficacy of implementation:</p> <ul style="list-style-type: none"> • parent climate survey • workshop/training attendance data • workshop/training evaluations data

Burbank Elementary School

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

Title 1: Parent Allocation Total Expenditures: \$1,360.00

Title 1: Parent Allocation Allocation Balance: \$0.00

Funding Source: Title I: Schoolwide Program \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PD for staff as well as purchase of materials and supplies	5800: Professional/Consulting Services And Operating Expenditures	\$6,000.00	Equity	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.
Partner Teacher (.5 FTE)	1000-1999: Certificated Personnel Salaries	\$74,462.00	English-Language Arts	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
- Lab site 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.

- 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

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

Measures:

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

- lesson plan samples
- walkthroughs
- classroom observations
- formative and summative 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
Common Core State Standards Implementation

Math Software Program

5000-5999: Services And
Other Operating
Expenditures

\$6,117.00 Mathematics

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

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

- Walkthroughs
- Lesson plan samples
- Classroom observations
- Formative and summative 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
 Improving Student Outcomes

Task:

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

2000-2999: Classified Personnel Salaries

\$28,233.00 A 21st Century School Climate

- 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
 Common Core State Standards Implementation

Task:

1. Instructors will use the Common Core Instructional Framework to develop lessons and measure student

4000-4999: Books And Supplies

\$5,000.00 Spanish Language Arts

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 Benchmark 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
- Walkthroughs
- Classroom observations
- Formative and summative 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

4000-4999: Books And
Supplies

\$5,000.00 Spanish Language
Arts

Partner Teacher
Dual Language Instructional Staff
ELL Specialist
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

Spanish Language Development Materials	4000-4999: Books And Supplies	\$7,000.00	Language Development	<p>People Assigned: Principal Assistant Principal Partner Teacher ELL Specialist RTI Committee Common Core State Standards Implementation</p>
				<p>Task:</p> <p>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</p> <ul style="list-style-type: none"> - text complexity - academic vocabulary <p>and include</p> <ul style="list-style-type: none"> - structured language practice routines <p>2. Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS and Language Development</p> <ul style="list-style-type: none"> • 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 <p>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</p> <ul style="list-style-type: none"> -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 Benchmark 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

- Results based noted collected

4000-4999: Books And Supplies \$3,000.00 Language Development

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

Title I: Schoolwide Program Total Expenditures:	\$134,812.00
Title I: Schoolwide Program Allocation Balance:	\$0.00
Burbank Elementary School Total Expenditures:	\$192,237.00