

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Burbank Elementary

School Plan for Student Achievement
2024-2025

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

Needs Assessment

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

Accountability Measure I: Increase Achievement

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

CAASPP (SBAC) -The SBAC English Language Arts comparison data can be found in the table below. Cohort changes include a 12% increase in students from their 3rd to 4th grade year and a 14% increase from 4th to 5th. Grade level data, representing different cohorts of students, illustrate a 12% gain in grade 3, an 2% increase in grade 4, and a 17% increase in grade 5. In 2023 - 24, Burbanks root cause analysis of potential reasons for the gains suggest that the site focus on students social and emotional wellness set the foundations for preparing them to learn. Instructional practices that may have affected growth may include a site focus on engagement, fun, Kagan structures, analysis of assessments and the connection to standards, soft starts, building class communities and cognitively guided instructional practices.SBAC ELA (Met/Exceeded) 21 - 2222 - 2323 - 241 year differenceCohort Diff.3rd33%31%43%+ 12%na4th33%41%43%+ 2%+ 12%5th50%38%55%+ 17%+ 14%Overall39%37%48%+ 11%naBlack/African American41%46%65%+ 19%naHispanic35%33%42%+ 9%naELL21%26%28%+ 2%naRFEP63%72%90%+ 18% Burbank is specifically targeting student engagement, sense of belonging, and English Learners as a priority for this aforementioned acceleration. Other targeted subgroups include Hispanic and Black/African Americans as our targeted equity work. African Americans represented Burbank highest achieving subgroup. During the 2024 data analysis, due in part to the new formative data platform, iReady, there is an emphasis on ongoing formative measures as opposed to latent measures such as the traditional SBAC assessment. The 23-24 school year has specific guidelines in terms of an assessment matrix and ongoing data meetings that will account for progress monitoring during the school year. The 23-24 results for the SBAC include overall proficiency rates of 48% with grade level results listed as Grade 3 (43%) Grade 4 (43%) and Grade 5 (55%). Burbank African American students had proficiency rates of 65%, Hispanics 42%, English Learners 28%, and RFEP 90%.

ELA Goals

FRSA K-2 - 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 74% in June 2024. SBAC 3-5All Burbank students will achieve at least one year of academic growth in literacy and math by June 2025. ELA 55% of 3-5 students will score Met/Exceeded on SBAC, up from 48%.60% of Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA (37%) will meet their accelerated growth target in June 2025, up from 55% in June 2024.

Actions Plans and Progress Monitoring
The requirement for administering and inputting data for the Foundational Reading Skills Assessment is aligned with the skills that are being taught throughout the year. Teachers will be required to administer the assessments at 3 specific times during the year (see LBUSD Assessment Matrix), only assessing for the skills that have been taught. Teachers will continue to have the option to test the skills that have not been taught to determine what students already know. Collecting data this way will help us provide information as to which students are on track for being proficient by the end of the year in order to intervene quickly and effectively.

Baseline Data Optional:
Obtain a snapshot of current proficiency levels to plan for instruction and intervention

Set goals - District, School, Grade Level, Classrooms, Student Level

December and March Data Collection:

- Monitor progress toward goals
- Measure impact of Tier 1 instruction
- Measure impact of interventions
- Identify students in need of intervention
- Identify positive outliers
- Plan targeted professional development

End of Year Data

- Measure proximity to goals
- Plan for the following year
- CELEBRATE growth!!!

August- September 2024 PDSA

Staff participated in professional development around Speaking and Listening standard 1- S&L Standard 1:

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Staff utilized the following practices:

- Harmony Lessons
- Community Meetings
- Kagan Cooperative Structures
- Buddy Up
- Question Stems

October-December 2024 PDSA

Staff participated in professional development around writing, using Speaking and Listening Standard 3: ask and answer questions to clarify or gather information

Students will present their writing to the class during “author’s chair” and classmates will practice asking them questions about their work.

- Mini lessons in questioning
- Modeling questioning throughout the day

Kagan cooperative groups
Mini lessons on asking questions
Mini lessons on how to be a partner
(Rally Robin)
Sentence frames w/who, what, when, where, and why

January-March 2025 PDSA
Staff participated in professional development around writing:
Writing standard 5: Respond to questions and suggestions from peers, and add details to strengthen writing as needed (full standard on slide 10)
Staff utilized the following practices:
Oral rehearsal
4-5 sentence paragraph using a free map.
Mini lessons on biography
interactive writing

QCI and Coaching cycles:

Quality core instruction training:
Oct 8th, 15th, 22nd of 2024
Building Knowledge (reading comprehension)
Fluency

Dec 10th 2024, January 7th and 14th of 2025
Small group instruction

February 11th, 18th, and 25th of 2025
Small group instruction
Quick writes

Students with Disabilities Monitoring
1. Monthly Case Management Meetings to progress monitor cases
2. Daily Data collection by case carriers focused on progress toward goal attainment
3. Quarterly ELA Data Chats by Literacy and IIC
4. Annual and Triennial IEP's to progress monitor progress

Comprehensive Needs Assessment: Mathematics

Math Findings

CAASPP (SBAC) -The SBAC mathematics comparison data can be found in the table below. Cohort changes include a 6% increase in students from their 3rd to 4th grade year and a 2% increase from 4th to 5th. Grade level data, representing different cohorts of students, illustrate a 3% gain in grade 3, an 2% increase in grade 4, and an 8% increase in grade 5. In 2023 - 24, Burbanks root cause analysis of potential reasons for the gains suggest that the site focus on students social and emotional wellness set the foundations for preparing them to learn. Instructional practices that may have affected growth may include a site focus on engagement, fun, Kagan structures, analysis of assessments and the connection to standards, soft starts, building class communities and cognitively guided instructional practices. In Long Beach and at Burbank elementary, every effort is being made to accelerate learning loss and to close the achievement gap in children with an equity focus on traditionally marginalized students.SBAC Mathematics (Met/Exceeded) 21 - 2222 - 2323 - 241 year differenceCohort Diff.3rd31%25%28%+ 3%na4th24%34%31%+ 2%+ 6%5th26%28%36%+ 8%+ 2%Overall27%30%32%+ 2%naBlack/African American19%24%37%+ 13%naHispanic26%30%28%- 2%naELL13%23%21%- 2%naRFEP59%56%80%+ 24% i-Ready - 2024 iReady met or exceeded target growth: Overall, 55% of Burbank students met or exceeded target growth in the iReady diagnostic while 53% of students met or exceeded target growth on the mathematics iReady diagnostic. The following table outlines subgroup percentages for students who met or exceeded target growth on the SBAC ELA and mathematics. SubgroupN (number of students)ReadingN (number of students)MathematicsAfrican American34/5958%30/5852%Asian8/1267%10/1283%Hispanic160/30063%155/29852%White10/1471%9/1369%English Language Learner61/12150%59/11950%English Only133/22758%123/22954%Initial Fluent English 14/3244%19/3259%Reclassified Fluent English 18/2475%14/2458%

Math Goals

All Burbank students will achieve at least one year of academic growth in math by June 2025.SBAC 3-5Math: 43% of 3-5 students will score Met/Exceeded on SBAC, up from 32%.60% of Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC Math (43%) will meet their accelerated growth target in June 2025, up from 53% in June 2024.60% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 53% in March 2024.

Action Plans and Progress Monitoring
Burbank Math Professional Development 2024-2025

9/5 Math Module 1: TK-5 Instructional Vision for Mathematics Scope and Sequence
10/10 Math Module 2: 3-5 LBUSD TK-12 Math Vision

10/24 Math Module 3: 3-5 Revised Math Framework
3/13 Math Module 4: 3-5 Looking at Student Work Protocol

Grade Level Release Days: Grade Level Collaboration
Analyzing student work/math tasks and planning next steps
10/23 -5th Grade Lesson Study: Engagement Strategies & Instructional Moves for “Explain”
10/25 - 4th Grade Lesson Study
10/28 - 3rd Grade Lesson Study

QCI 1 : Equitable Instruction in Mathematics
5th- 10/29
4th- 10/30
3rd- 12/3

Oct.-Dec.PDSA Cycle Focus: Listening and Speaking
11/1 Math PD:TK-5
Bridging Listening & Speaking in Math with ST Math Puzzle Talk Math Routine

Jan.- March PDSA Cycle Focus: SMP 3 Justify and Critique
QCI 2 : Algebraic Thinking and Number Sense
5th-1/21
4th-1/22
3rd- 2/5

I-Ready Data Chat- What do you notice? What are your next steps?

QCI 3: Number Sense and Math Instructional Design- 3 part (Launch, Collaborate, Consolidate)
3/5 -3rd
3/12-4th
3/18- 5th
5/7- K
5/12-1st
5/13- 2nd
5/14-TK

Release Days: Grade level Collaboration
Analyzing student work and Intentional Planning Number Sense Routines
5th Grade Lesson Study: Number Sense Routine Instructional Moves & Engagement
3rd Grade Lesson Study: Number Sense Routine Instructional Moves & Engagement
Number Sense Routine Study

- Students with Disabilities Monitoring
1. Monthly Case Management Meetings to progress monitor cases
 2. Daily Data collection by case carriers focused on progress toward goal attainment
 3. Quarterly Math Data Chats by Literacy and IIC
 4. Annual and Triennial IEP's to progress monitor progress

Comprehensive Needs Assessment: English Learners

English Learner Findings
Burbank demonstrated gains of 61% in the ELPI. The ELPI metric of 61% indicates that 61% of EL's or multilingual learners demonstrated gains by 1 or more levels on the ELPAC. Burbank made a concerted effort to address the needs of our ELL population. We began by interviewing 5th grade students who were formerly ELL and inquired as to what they viewed as the most supportive strategies employed by teachers to support their language acquisition and ultimate re-designation. The students shared that small group instruction, word wall or language walls, opportunities to interact or engage with peers, sentence frames, and playing games all contributed to their success. Burbank began to explore soft starts to support not only social and emotional wellness, but also giving student opportunities to interact socially. We also started to self assess where we were in the process of making each strategy a part of our regular operation. Burbank also held meetings during ELAC to provide parents and students with the tools to not only understanding the ELPAC and also to expose students to the released test items. Teachers engaged students in discussion about the items with a specific emphasis on Speaking and Listening. Each facet of our work supported our ELL population demonstrate the second largest gains at the Elementary level in LBUSD.

English Learner Goals

Grades K-5ELL50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024

Adjacent levels of language levels supported in class placement for more strategically placed designated ELD

August Data analysis including ELL ELPAC Levels

Teachers schedules collected to ascertain when designated ELD is schedule for ELL

Weekly language support through the use of the Speaking and Listening Standards, reading, writing, language walls, classroom scaffolds including sentence frames, and ELPAC practice

Teacher examination of ELPAC (test drive) and items analysis

Designated and integrated ELD (Tier I)

ELAC Parents supported in examination of ELPAC and corresponding assessment domains

Interventions:

Newcomer support intervention September - March

After school tutorial of Level 3 ELPAC students to support their redesignation (October - January)

After school tutorial using district adopted ELL language program

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Social and Emotional Well Being Data Findings:

Culture and Climate: Burbank ensures conditions at Burbank are a safe, welcoming, and nurturing environment that enables learning to occur. Maslow's hierarchy of needs supports the theory that needs lower down in the hierarchy such as physiological needs, safety, love, and belonging must be satisfied before individuals can attend to higher needs. Maslow proposed that human beings possess two sets of needs. This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs, and the top level is known as growth or being needs. During the 2022-23 school year, students in grades 4 and 5 were surveyed on 4 separate occasions using two different metrics. The first measure was the Pulse Survey that is administered 3 times annually. The survey is meant to measure student's understanding of Identity, Agency, and Belonging. The second measure is the CORE survey that is administered one time annually. The CORE survey measure multiple factors includes, but is not limited to students' sense of belonging, safety, climate of support for learning.

During the 23-24 school year, Burbank saw gains in all areas as measured by the CORE survey for parents, students, and teachers.

Student CORE Survey (percentages below represent favorable responses in each measurable area)

2021 - 2023

2022 - 2023

2023 - 2024

Climate of Support for Learning

79

89

92









Self Awareness

—

—

74

Family Survey (numbers below represent favorable responses)

2021 - 2023

2022 - 2023

2023 - 2024

Climate of Support for Learning

96

92

98

Safety

94

89

96



Fall 2023 - 24

Winter 2023 - 24

Spring 23 - 24

Fall 2024 - 25

Agency

78

80

86



82

86

83

Attendance:

Burbank will continue to focus on attendance because attendance rates affect the overall achievement rates of students. Burbank demonstrated increases in attendance rates during the 23-24 school year among cohorts groups. A cohort group is defined as the same group of students such as students who matriculated from grade 1 to 2. As an example, grade 1 students in 2022-23 had attendance rates of 88.5% while the same group of students in 23-24 had attendance rates of 91.9%. To support increased attendance rates, Burbank has prioritized students Social and Emotional well being and safety as priorities 1 and 2 site wide.

Cohort group data may be viewed below:

2021-22

2022-23

2023-24

Overall

88.1

90.4

91.6

TK

85.4

92.1

91.7

K

87.6

88.9

91

1

87

88.5

91.3

2

87.3

91

91.9

3

89.4

90.5

92.6

4

89.6

92

91.3

5

88.4

90.6

Culture/Climate Goals

Social and Emotional Factor that Affect Student Achievement Goals

Students Sense of Belonging favorable opinions will increase by 2% to 93%.
 Students overall favorable responses regarding their Growth Mindset will increase by 2% to 93%
 Students relationship skills will increase by 6% to attain 90% favorable responses.

Attendance Goals:

By June of 2025, the overall attendance rate for Burbank elementary students will increase by 2% reaching 93%.

By June of 2025, Burbank's African American/Black population of students will increase attendance rates by 3% to attain 93%.

By June of 2025, Burbank's Hispanic population of students will increase attendance rates by 2% to attain 93% total attendance.

Action Steps and Progress Monitoring

August data analysis with school staff

September Data Analysis with students

Quarterly Data Analysis of most recent Pulse Survey Data with Staff and Students

CORE Survey Data Analysis with Students in February

Individualized Student Conferences based on feedback from Students requesting meetings (Counselor and Principal)

Referral to FRC or Guidance Center to Support Student SEL

Development of Classroom Harmony Agreements in Every Classroom

MTPBIS through OMC to support student wellness

Monthly Attendance data review

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Literate & Mathematically Prepared SMART Goals: Burbank 5 Year Data Plan By June 2024, through the consistent implementation of Quality Core Instruction in all elementary and TK-8 classrooms, students will: TK-2 Literacy FRSA/Fluency: By June of 2023, 77% of kindergarten students will meet or exceed the FRSA. By June of 2023, 63% of 1st grade students will meet or exceed the FRSA. By June of 2023, 70% of 2nd grade students will meet or exceed the FRSA.</p> <p>2. iReady Grades 1 - 5 By June of 2024, iReady Reading typical growth targets will increase by the following rates: 22-23 Met Typical Growth Goal for 23-24 Typical Growth Grade 154%60% Grade 274%80% Grade 355%61% Grade 471%78% Grade 560%66% Overall 63%69%</p> <p>Subgroup information Black/African American and</p>	Goal Met	<p>Burbank students in grades 3 - 5 demonstrated gains on SBAC of 10.5% overall. All grade level cohorts increased in the number of students meeting or exceeding the standards. Grade 3 to 4 increased 12% and 4 to 5 increased 14%. FRSA</p>	<p>Burbank will continue to focus on QCI Tier I instruction with support from the IIC and site literacy lead. Student focus areas include SEL, safety, attendance, and engagement which will lead to improvements in academic achievement.</p>

<p>Hispanic iReady Reading Typical Growth 22-23 Met Typical GrowthGoal for 23-24 Typical Growth Black HispanicBlack HispanicGrade</p> <p>183%54%85%60%Grade</p> <p>260%77%66%80%Grade</p> <p>350%59%56%63%Grade</p> <p>457%72%67%75%Grade</p> <p>550%61%56%64%Overall</p> <p>57%64%66%67% By June of 2024, iReady mathematics typical growth targets will increase by the following rates: 22-23 Met Typical GrowthGoal for 23-24 Typical GrowthGrade</p> <p>167%73%Grade 260%70%Grade</p> <p>350%60%Grade 464%70%Grade</p> <p>575%80%Overall63%70%</p> <p>Subgroup information</p> <p>Black/African American and Hispanic iReady Reading Typical GrowthThe following chart illustrates subgroup information for black and hispanic students who met typical growth of 1 grade level on the iReady mathematics assessment. The goals for 23-24 to close the achievement gaps are located in columns 3 and 4.</p> <p>22-23 Met Typical GrowthGoal for 23-24 Typical Growth</p> <p>BlackHispanicBlack HispanicGrade</p>			
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167%45%7060Grade			
260%60%6666Grade			
350%46%5552Grade			
464%53%6760Grade			
575%53%77%60%Overall			
63%50%66%57%			
Action Steps:			
1. Principal to attend a reading collaborative hosted by LACOE and supported by LBUSD			
2. Daily support from IIC to deepen teachers knowledge of the Science of Reading through PD, focused feedback and team teaching			
3. Ongoing data analysis including diagnostic data in LROIX			
4. Tutoring support for students			
5. Dedicated monthly grade level meetings focused on data and action steps			
6. Teacher led parent workshops to support their knowledge of the CCSS for ELA.			
7. Teacher communication during parent conferences to inform parents of student progress			
8. Principal led individualized data meetings			
Progress Monitoring			
1. Progress monitoring quarterly			

	2. SSC examining effectiveness through data analysis 3. ELAC progress monitoring specific for ELL 4. i-Ready diagnostic results 5. Focused principal observation feedback			
Math	1) SBAC Math By June of 2024, 40% of Burbank students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, 40% of 3rd grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, 40% of 4th grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, 38% of 5th grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, 40% of African American students will meet or exceed proficiency on the SBAC mathematics exam. By June of 2024, ELL students will increase by 12% from 17% to 29%. Kinder: By June of 2024, 90 % of students will pass the EOC math exam. First: By June of 2024, iReady Reading typical growth	Goal Partially or Not Met	Burbank students demonstrated cohort gains in mathematics with students from grade 3 to 4 showing 6% gains while students in grades 4 to 5 demonstrated gains of 2%. Overall, Burbank demonstrated 2% overall gains on SBAC.	SSC analyzed and came to an agreement that Burbank partially met the goals in mathematics. Modifications for the 2024-25 school year will include a mathematics lead teacher to provide co-teaching and coaching support for QCI implementation. Grade levels will be provided with grade level release for calibration of practices that lead to a greater level of collective efficacy. This will include lesson studies and peer observation. QCI and collective efficacy will be supported at the district level through PD release days.

targets will increase by 55%Second: By June of 2024, iReady mathematics typical growth targets will increase by 70%Third: By June of 2024, iReady mathematics typical growth targets will increase by 60% By June of 2024, 31% will meet proficiency standards on the SBAC mathematics exam. Fourth: By June of 2024, 60% of 4th grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, iReady mathematics typical growth targets will increase by 75%.Fifth: By June of 2024, 50% of 5th grade students will meet or exceed proficiency standards on the SBAC mathematics exam. By June of 2024, iReady mathematics typical growth targets will increase by 80%.

Action Steps:

1. Math Lead to support Quality Core instruction through PD, focused feedback and team teaching
2. All teachers in grades 3 - 5 will attend QCI professional development days through LBUSD

<p>3. Ongoing data analysis including diagnostic data in LROIX</p> <p>4. Tutoring support for students</p> <p>5. Dedicated monthly grade level meetings focused on data and action steps</p> <p>6. Teacher led parent workshops to support their knowledge of the CCSS for mathematics and cognitively guided instruction.</p> <p>7. Teacher communication during parent conferences to inform parents of student progress</p> <p>8. Principal led individualized data meetings</p> <p>Monitoring</p> <p>I-Ready diagnostic</p> <p>Edulastic assessments</p> <p>Focused instructional feedback from principal</p> <p>Math lead to support quality core instruction</p>			
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English Learner	<p>1) By June of 2024, Burbank EL students will demonstrate 10% gains in students who meet well developed criteria on the ELPAC. By June of 2024, Burbank EL students will demonstrate 11% growth in students who meet the somewhat developed criteria on the ELPAC.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Teacher identification of EL's and present levels on ELPAC 2. Monthly focus on increasing teacher knowledge about ELPAC 3. October teacher test drive of the ELPAC exam 4. November PD surrounding designated ELD 5. Parent education through ELAC including ELL data, ELPAC analysis, and reclassification information <p>Monitoring</p> <ol style="list-style-type: none"> 1. Ellevation 2. ELPAC 3. Submission of teacher schedules for designaged ELD 4. i-Ready diagnostic results 5. Quarterly students surveys for SEL 	Goal Met	Burbank demonstrated the 2nd overall highest growth in ELL students meeting growth targets. 63.6% of ELL demonstrated growth/making progress according to California Dashboard. Burbank ELL population grew 14.2% in comparison to the state average of a decline of 3%.	Burbank will continue the strategies that were developed collaboratively by using student voices to learn which instructional strategies led to, in their perspectives, growth in language development. Burbank will continue to support ELL's through integrated and designated ELD, use of word walls, analysis of the ELPAC, incorporating soft starts, and prioritizing Social and Emotional Learning through the use of the Harmony program.
Culture/Climate	1) Culture/Climate SEL &	Goal Met	The 2023-24 CORE survey results	Burbank will continue to make our top priority the

Harmony SMART
 Goals: Attendance Goals: By June of 2024, the overall attendance rate for Burbank elementary students will increase by 3% reaching 93%. By June of 2024, Burbank's African American/Black population of students will increase attendance rates by 2% to attain 93%. By June of 2024, Burbank's Hispanic population of students will increase attendance rates by 3% to attain 93% total attendance. Action Steps: August Identification of Targeted Students for At Risk, Moderate and Severely Chronic attendance August data analysis by teachers to target/flag students with at risk attendance Weekly Notifications to teachers, students and families regarding attendance progress. Attendance Clerk/IOA, counselor, and principal to review attendance data weekly. Referrals for home visits will be made by the principal/counselor to All-In Attendance support. Monthly SART Meetings facilitated by the principal, counselor, and All-In Attendance support. Weekly classroom teachers targeted

illustrated Burbank's culture and climate rates increase into the 99% percentile of CORE district in the areas of social and emotional wellness. The specific domains include 1) growth mindset 2) self awareness 3) self efficacy 4) self management

Social and Emotional factors that affect student achievement. Burbank will support students through the purposeful design of co-creating classroom norms, Harmony goals and community agreements. We will continue to utilize restorative justice as a tool to support students understanding of themselves and others. We will continue to use terminology consistent with the CASEL competencies. .

parent contact for communication, intervention, and relationship building followed up by the form letters for tardies/absences Weekly incentive programs for students who exhibit satisfactory attendance S.E.L./Student Wellness Ninety percent of Burbank students will have favorable perceptions related to identity, agency, and belonging as measured by the CORE survey. Eighty percent of Burbank students will have favorable perceptions related to self-management, self-efficacy, and social awareness. Eighty-five percent of students surveyed will have positive perceptions related to their development of close relationships with students and adults at Burbank as measured by the CORE survey.

Action Steps:

1. September focus on promoting SEL within classroom with soft starts, buddy ups, and meet ups
2. Student development of class norms and agreements
3. Monthly professional development to support SEL
4. Weekly collaboration with the

SEL facilitator to support student wellness 5. The September Attendance Challenge 6. Weekly monitoring of attendance data 7. Monthly Collaboration with the All In Attendance support Monitoring Quarterly wellness surveys by class Monthly data analysis and updates ELAC and SSC monitoring of the SPSA effectiveness through data analysis LROIX attendance reports			
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Program Impact				
Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Burbank will fund a .5 Counselor to increase pupil engagement by reducing chronic absenteeism and increasing students connection to school. The counselor will collaborate with school staff (teachers and Intermediate Office Assistant (attendance). The position will develop programs to impact students' academic success, pupil engagement and parent involvement. The position will identify students in need of academic and behavioral interventions, coordinate counseling groups and engage students with social skills training and programs to ensure success with positive school behavior. The counselor will also coordinate response to intervention services by reviewing retention candidates and students who are not proficient on Benchmarks, Math facts and Unit assessments. (IN 1)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact

A .5 Literacy teacher will provide academic support and intervention in the areas of ELA to support student reading comprehension, fluency, and decoding that will result in increased comprehension rates among students reading below grade level. This position will include but is not limited to a focus on foundational reading and closing gaps in learning. (IN 2)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Burbank is projecting a need for additional nurse assistant time to support our students health needs and care due to the ongoing COVID crisis. A .095 position is needed to ensure health support is available to students 5 days per week. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Burbank teachers will collectively plan lessons and rigorous learning activities and tasks for students during substitute release days utilizing the LBUSD Scope and Sequence and Understanding and Expectations documents in ELA and mathematics by attending release days which will include a focus on including, but not limited to, common instructional practices, tasks, and peer observations to increase teacher collective efficacy. This will support our ongoing work in supporting our teachers in Quality Core Instruction. (PD 1)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Parents will be invited to attend parent workshops and community events aimed at increasing their understanding to support at school and at home on topics including, but not limited to reclassification of ELs, ELPAC, the common core state standards, SBAC testing, FRSA, and fluency. The funds may also be used to support targeted at promise students with reading materials to support their reading fluency and overall achievement in the CCSS. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Burbank is partnering with community based organizations to create a learning garden for students in kindergarten through grade 5. The learning garden will be include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Burbank's study of the importance of enriching learning environments requires greater focus on solidifying structures including, but not limited to communication tools such as books, periodicals, banners, flexible seating, hallways displays, convention displays, personalized tablecloths, and exterior fence advertising to increase academics, school pride, communicate norms, character education and overall sense of belonging. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

Common Core aligned classroom instruction processes.

- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Core Program - Writing

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

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Burbank has 16 newcomers who only speak in their native language. Newcomer individualized instruction will accelerate their language acquisition by working in small group with a teacher who was also a newcomer. EL Reclassification 100	Burbank has 16 students who are designated as newcomers to the country. In addition to both designated and integrated ELD, these students may also benefit from individualized instruction for newcomer support.	Newcomers	LCFF \$11,365 Substitute teacher full day (1) for 42 days - LCFF 100%	08/29/2024 - 06/23/2025 Weekly	IIC, principal, teacher	Monthly monitoring by IIC and principal. EL Reclassification 100
Data suggests that additional support is needed to help student meet the FRS. Elementary Reading - FRSA 100	Burbank will fund a college aide to provide classroom support in foundational reading practice to students serving at the direction of the supervising teachers at a grade level.	Identified At-Risk Students	LCFF \$13,411 College Student Aide (1) for 648 hours annually - LCFF 100%	08/27/2024 - 06/12/2025 Daily	Principal and classroom teachers	FRSA Elementary Reading - FRSA 100

Burbank students require additional supports to support their acquisition of comprehension skills and reading fluency to support their acquisition of the CCSS ELA standards. Elementary Reading - FRSA 60, EL Reclassification 20, Other 20	A .5 Literacy teacher will provide academic support and intervention in the areas of ELA to support student reading comprehension, fluency, and decoding that will result in increased comprehension rates among students reading below grade level. This position will include but is not limited to a focus on foundational reading and closing gaps in learning.	Identified At-Risk Students, English Learners, Other Targeted Students	Title 1 \$89,188 Teacher on Special Assignment (TOSA) .5 FTE - Title 1 100%	08/27/2024 - 06/13/2025 Weekly	IIC TOSA Principal	Benchmark data CORE 5 data District Synergy assessments Elementary Reading - FRSA 60, EL Reclassification 20, Other 20
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Burbank invites parents to participate in early registration, which takes place in Feb -March. If parents need assistance with gathering or completing the registration requirements, they are given community resources available at Burbank or in the surrounding area. Parents are invited to attend the Kindergarten Orientation that is held in June. Kindergarten teachers provide an overview detailing the split day kinder program. Parents are given resources by the kindergarten team to aid with kindergarten curriculum/expectations. Burbank invites community agencies like the Department of Public Health, Public Libraries and the Police Department to answer questions and provide information specific to the Burbank area. Burbank provides the orientation in English and Spanish.</p> <p>Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a 3.5 hours program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, Interactive Writing and Name Game, Shared and Modeled Reading, High-Scope math, math vocabulary, and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.</p>	<p>In January, parents of Burbank 5th grade students are encouraged to attend the Education Celebration to learn about the various middle schools and the programs they offer. Burbank hosts two parent meetings (one each in English and Spanish) regarding the transition to middle school. At these meetings, parents learn how to complete the school of choice applications and what the deadline is for submission. The counselor reviews the applications and meets with small groups of 5th grade students to discuss their choices. Visits to neighborhood middle schools are also arranged for 5th graders so they can see what a middle school campus is like.</p>	<p>Not Applicable to ES</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Due to the ongoing COVID crisis, Burbank is in need of additional support in the form of a health assistant to manage the health of Burbank students. Basic Services 100	Burbank is projecting a need for additional nurse assistant time to support our students health needs and care due to the ongoing COVID crisis. A .095 position is needed to ensure health support is available to students 5 days per week.	LCFF \$4,929 Health Assistant .095 FTE - LCFF 100%	08/29/2024 - 06/23/2025 Daily	Nurse, Principal	Nurse, principal, office supervisor
Burbank's emphasis on creating a learning environment that engages students in interactive learning experiences that support science. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 20, Other 30	Burbank is partnering with community based organizations to create a learning garden for students in kindergarten through grade 5. The learning garden will be include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening.	LCFF \$11,375 Services - LCFF 100%	08/27/2024 - 06/13/2025 Weekly	Learning Garden Team, Principal, Teachers, Eagle Scouts	Principal and Facilities

Burbank needs to continue to reflect and adapt our learning environments to support research in Equity. Elementary Reading - FRSA 30, Culture-Climate Survey (Student-Staff) 50, SEL Survey 20	Burbank's study of the importance of enriching learning environments requires greater focus on solidifying structures including, but not limited to communication tools such as books, periodicals, banners, flexible seating, hallways displays, convention displays, personalized tablecloths, and exterior fence advertising to increase academics, school pride, communicate norms, character education and overall sense of belonging.	LCFF \$10,000 Materials - LCFF 100%	08/27/2024 - 06/13/2025 Daily	Principal, Safe and Civil Schools Team, and the Burbank Community Team	CORE survey results, parent feedback, student feedback, teacher feedback
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Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Burbank teachers need time to collectively plan and collaborate during substitute release days to deepen their understanding of QCI. Core Curriculum 100	Burbank teachers will collectively plan lessons and rigorous learning activities and tasks for students during substitute release days utilizing the LBSD Scope and Sequence and Understanding and Expectations documents in ELA and mathematics by attending release days which will include a focus on including, but not limited to, common instructional practices, tasks, and peer observations to increase teacher collective efficacy. This will support our ongoing work in supporting our teachers in Quality Core Instruction.	LCFF \$11,365 Substitute teacher full day (21) for 2 days - LCFF 100%	08/29/2024 - 06/23/2025 Quarterly	Principal, Office Supervisor, ILT, IIC	Principal, agendas, student achievement results, ILW.

Describe Teacher Involvement

All teachers at Burbank Elementary are involved with the school community. Their participation includes, but is not limited to, collaboration with the staff as a whole, grade level teaming, Student Success Teams, School Site Council, Burbank Community Team, Instructional Leadership Team, Operational Team and various adjunct committees that serve the school at large. Burbank teachers interact in these capacities to improve student achievement and strengthen the bond of the Home to School Compact. For example, the staff's partnership with the Burbank Community Team, the parent/teacher organization, helps to provide additional resources and activities through fundraising. Also, in the vein of supporting student academic success, teachers provide parent workshops, and collaboratively engage in dialogue and action as part of the cycle for improvement regarding data analysis, instructional practices and curricular programs. Teachers participate regularly in data analysis at grade level, staff and leadership meetings in order to differentiate instruction to meet all students' needs.

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Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
The ELAC recommended that parent involvement funds be slated for use for parent workshops as outlined in the description above. EL Reclassification 20, Culture-Climate Survey (Parent) 50, Other 30	Parents will be invited to attend parent workshops and community events aimed at increasing their understanding to support at school and at home on topics including, but not limited to reclassification of EL's, ELPAC, the common core state standards, SBAC testing, FRSA, and fluency. The funds may also be used to support targeted at promise students with reading materials to support their reading fluency and overall achievement in the CCSS.	Par Inv \$4,113 Teacher Hourly Extra Comp (4) for 11 hours annually - Par Inv 100%	08/27/2024 - 06/13/2025 Monthly	Principal, counselor, teachers.	Principal, counselor, sign in sheets, presentations, reclassification, surveys

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	179425
Title I Parent and Family Involvement (3008)	4643

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	65240

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Scott Fleming	06-23-2025
Staff	Classroom Teacher	Deborah Garcia	06-23-2026
Staff	Classroom Teacher	Maria (Katie) Andersen	06-23-2026
Staff	Classroom Teacher	Leonor Esquivel	06-23-2025
Staff	Other School Personnel	Maria Ledesma	06-23-2026
Community	Parent/Community Member	Dina [REDACTED]	06-23-2025
Community	Parent/Community Member	Lilia [REDACTED]	06-23-2025
Community	Parent/Community Member	Nataly [REDACTED]	06-23-2026
Community	Parent/Community Member	Gloria [REDACTED]	06-23-2026
Community	Parent/Community Member	Andrea [REDACTED]	06-23-2026

English Learner Advisory Committee Membership

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

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

Name	Representing
Aldahi [REDACTED]	Parent of EL Student
Antonio [REDACTED]	Parent of EL Student
Elena [REDACTED]	Parent of EL Student
Juana [REDACTED]	Parent of EL Student
Naty [REDACTED]	Parent of EL Student
Ruby [REDACTED]	Parent of EL Student
Sandra [REDACTED]	Parent of EL Student
Dina [REDACTED]	Parent of Non-EL Student
Caroline Denton	Staff Member

Katie Andersen	Staff Member
Maria Ledesma	Staff Member

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>ELAC Recommendations included:</p> <p>1. Approving a \$12,000 budget for newcomer language support for the 19 newcomers. A teacher will provide specifically designed instruction in English and Spanish to support their language development.</p> <p>2) Approving a \$12,000 budget for supporting teacher collaboration by utilizing substitutes to release teachers for collaborative planning and lesson studies.</p> <p>3) Approving a \$7,000 extra hourly for teacher budget for parent conferences to discuss academic progress..</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students</p> <p>EL Student Grades</p> <p>Reclassification Data</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/12/2024

6. What was SSC's response to ELAC recommendations?	SSC approved 2 of the 3 measures including the budget for newcomer support and for the teacher collaboration budget. The final measure was not approved with SSC members noting that further discussion and reconsideration of the money to be spent elsewhere. The principal noted that teachers do have the ability to submit extra hourly forms if their meeting times exceed 4 hours per month for required meetings.
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Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/12/2024
2. The SSC approved the **Home-School Compact** on 11/12/2024
3. The SSC approved the **Parent Involvement Guidelines** on 11/12/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 12/09/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

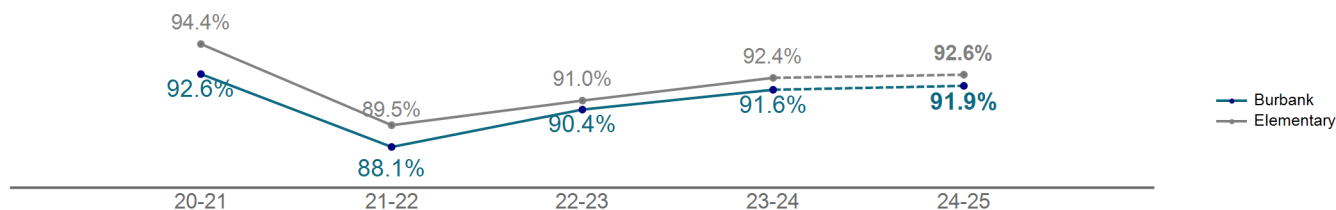
Printed Name: _____ Date: _____

ELAC Chair: _____

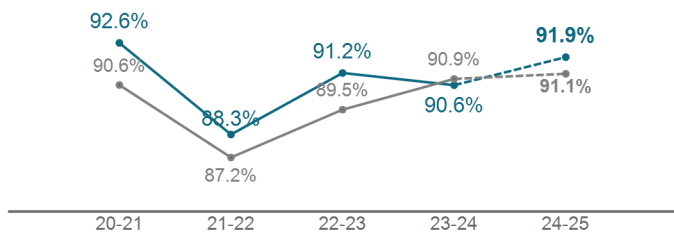
Printed Name: _____ Date: _____

Attendance Rate

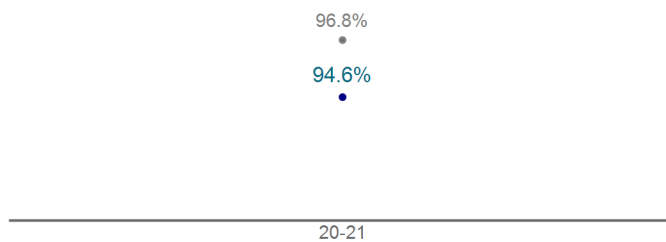
Burbank
All Students
N = 574



African American
N = 82



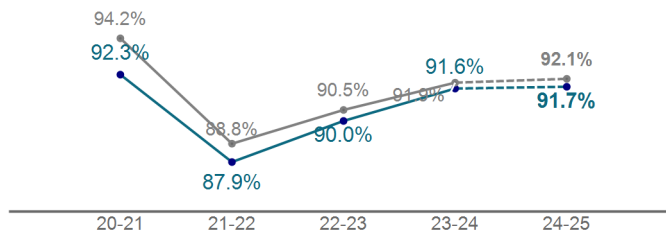
Asian



Filipino

Subgroup with fewer than 20 students.

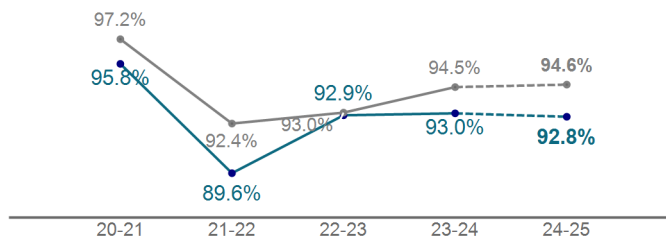
Hispanic
N = 411



Pacific Islander

Subgroup with fewer than 20 students.

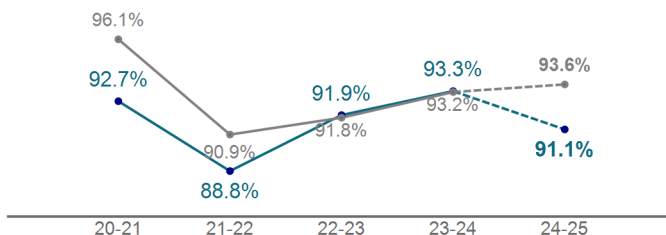
White
N = 32



Native American

Subgroup with fewer than 20 students.

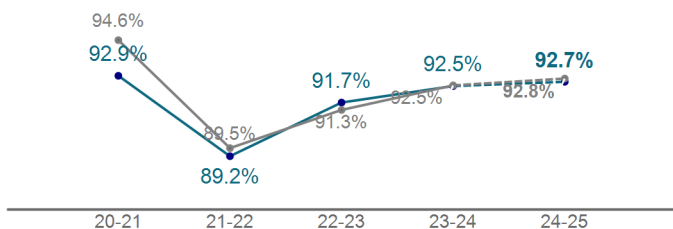
Other
N = 28



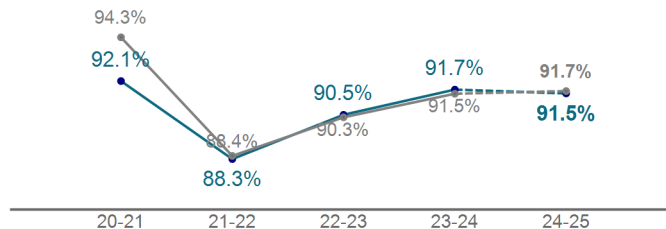
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

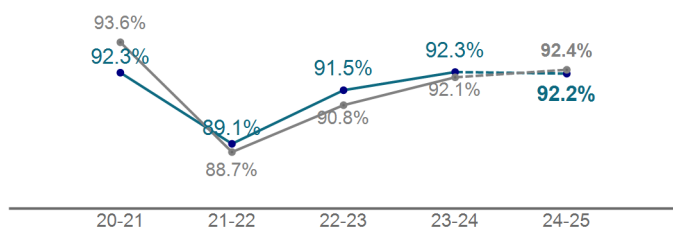
EL + RFEP
N = 174



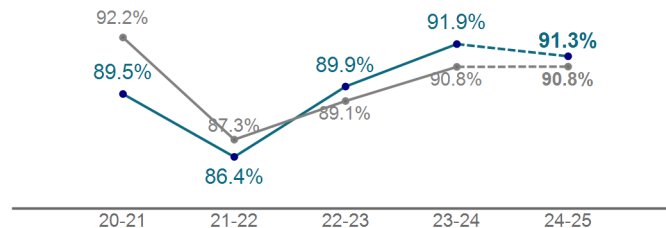
Low SES
N = 446



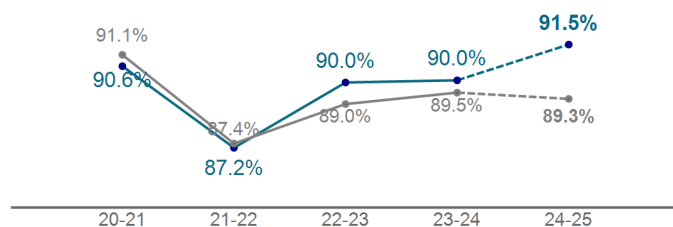
English Learner
N = 150



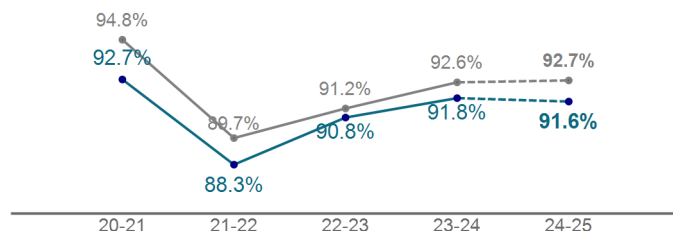
Special Education
N = 84



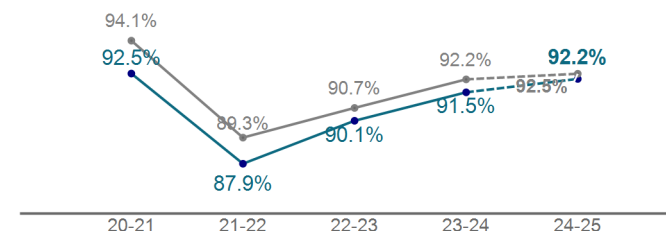
Homeless or Foster Youth
N = 41



Female
N = 304



Male
N = 270



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

SBAC ELA 2024 :: School Data by Subgroup

Burbank

Category		Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	269	269	52%	30	22	29	18	48%	↑10	<div><div></div><div></div><div></div></div>	↑11	
		All Elementary	51%	31	20	23	26	49%	↑1	<div><div></div><div></div><div></div></div>	↑4	
		District	51%	29	22	27	23	49%	↑1	<div><div></div><div></div><div></div></div>	↑2	
Grade	Gr. 03	84	57%	39	18	25	18	43%	↑12	<div><div></div><div></div><div></div></div>	-	
		All Elementary	53%	30	23	20	27	47%	↑-	<div><div></div><div></div><div></div></div>	-	
		District	52%	30	23	20	28	48%	↑-	<div><div></div><div></div><div></div></div>	-	
	Gr. 04	83	57%	28	29	24	19	43%	↑2	<div><div></div><div></div><div></div></div>	↑10	
		All Elementary	52%	33	19	21	27	48%	↑3	<div><div></div><div></div><div></div></div>	↑2	
		District	52%	33	19	20	28	48%	↑2	<div><div></div><div></div><div></div></div>	↑1	
	Gr. 05	102	45%	25	20	37	18	55%	↑17	<div><div></div><div></div><div></div></div>	↑12	
		All Elementary	49%	30	20	27	24	51%	↓1	<div><div></div><div></div><div></div></div>	↑6	
		District	49%	30	20	27	24	51%	↓1	<div><div></div><div></div><div></div></div>	↑5	
Ethnicity	Hispanic	198	58%	34	23	26	16	42%	↑9	<div><div></div><div></div><div></div></div>	↑13	
		All Elementary	58%	36	23	23	19	42%	↑1	<div><div></div><div></div><div></div></div>	↑5	
		District	57%	33	25	27	16	43%	↑1	<div><div></div><div></div><div></div></div>	↑2	
	African American	40	35%	25	10	43	23	65%	↑19	<div><div></div><div></div><div></div></div>	↑9	
		All Elementary	67%	46	21	19	14	33%	↓-	<div><div></div><div></div><div></div></div>	↑3	
		District	66%	42	24	22	12	34%	↑2	<div><div></div><div></div><div></div></div>	↑3	
	Other	10*	30%	30		40	30	70%	↑14	<div><div></div><div></div><div></div></div>	-	
		All Elementary	32%	18	13	22	46	68%	↓2	<div><div></div><div></div><div></div></div>	↑1	
		District	32%	16	15	28	41	68%	↑1	<div><div></div><div></div><div></div></div>	↑-	
	Asian	9*	67%	33	33	11	22	33%	↑3	<div><div></div><div></div><div></div></div>	-	
		All Elementary	35%	17	18	23	42	65%	↑3	<div><div></div><div></div><div></div></div>	↑6	
		District	32%	15	18	29	38	68%	↑2	<div><div></div><div></div><div></div></div>	↑4	

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

SBAC ELA 2024 :: School Data by Subgroup

Burbank

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	White	9*	22%	11	11	44	33	78%	↓22	<div></div>	-
		All Elementary	24%	11	13	25	51	76%	↑1	<div></div>	↑2
		District	26%	12	14	30	44	74%	↑-	<div></div>	↓-
	Cambodian	8*	63%	38	25	13	25	38%	↑8	<div></div>	-
		All Elementary	39%	19	20	24	37	61%	↑1	<div></div>	↑5
		District	37%	18	20	30	33	63%	↑2	<div></div>	↑3
	Pacific Islander	2*	100%	100				0%	-	<div></div>	-
		All Elementary	66%	37	29	25	9	34%	↑3	<div></div>	↓2
		District	57%	28	29	31	11	43%	↑5	<div></div>	↑2
	Filipino	1*	0%			100	100%	-	<div></div>	-	
		All Elementary	27%	16	12	25	48	73%	↓4	<div></div>	↑1
		District	27%	13	14	32	42	73%	↑1	<div></div>	↑4
Gender	Female	140	49%	30	19	31	20	51%	↑10	<div></div>	↑9
		All Elementary	48%	27	20	24	28	52%	↑1	<div></div>	↑4
		District	46%	24	22	29	25	54%	↑2	<div></div>	↑3
	Male	129	57%	31	26	27	16	43%	↑10	<div></div>	↑14
		All Elementary	55%	35	20	21	24	45%	↑-	<div></div>	↑4
		District	55%	33	22	25	20	45%	↑1	<div></div>	↑1
	Nonbinary	All Elementary*	100%	100				0%	↓50	<div></div>	-
		District	46%	24	22	34	20	54%	↓6	<div></div>	↑3
Special Populations	EL + RFEP	103	60%	39	21	28	12	40%	↑6	<div></div>	↑7
		All Elementary	67%	44	23	20	13	33%	↑-	<div></div>	↑5
		District	63%	38	25	25	12	37%	↑1	<div></div>	↑3
	ELL	83	72%	48	24	18	10	28%	↑1	<div></div>	↑6

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SBAC ELA 2024 :: School Data by Subgroup

Burbank

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	ELL	All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	20	10%		10	70	20	90%	↑18		-
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	1*	100%	100				0%	↓100		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	50	10%	2	8	40	50	90%	↓1		↑3
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	25	60%	40	20	28	12	40%	↑17		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	26	62%	42	19	27	12	38%	↑11		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	217	52%	29	23	30	18	48%	↑10		↑12
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	40	83%	68	15	13	5	18%	↑10		↑10
		All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	40	83%	68	15	13	5	18%	↑10		↑10

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SBAC ELA 2024 :: School Data by Subgroup

Burbank

Category		Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
Special Populations	Spec Ed. Speech/RSP	All Elementary	77%	58	20	13	10	23%	↓-			↑4
		District	79%	57	22	14	7	21%	↑-			↑2

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SBAC Math 2024 :: School Data by Subgroup

Burbank

Category		Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	275	275	68%	42	26	22	10	32%	↑2	<div><div></div><div></div><div></div></div>	↑4	
		All Elementary	56%	30	26	23	21	44%	↑4	<div><div></div><div></div><div></div></div>	↓1	
		District	64%	38	25	19	17	36%	↑2	<div><div></div><div></div><div></div></div>	↓2	
Grade	Gr. 03	85	72%	48	24	21	7	28%	↑3	<div><div></div><div></div><div></div></div>	-	
		All Elementary	51%	28	24	27	22	49%	↑3	<div><div></div><div></div><div></div></div>	-	
		District	51%	27	23	27	23	49%	↑2	<div><div></div><div></div><div></div></div>	-	
	Gr. 04	88	69%	33	36	24	7	31%	↓3	<div><div></div><div></div><div></div></div>	↑5	
		All Elementary	55%	26	29	25	20	45%	↑5	<div><div></div><div></div><div></div></div>	↓-	
		District	54%	25	29	25	21	46%	↑5	<div><div></div><div></div><div></div></div>	↓1	
	Gr. 05	102	64%	45	19	21	16	36%	↑8	<div><div></div><div></div><div></div></div>	↑3	
		All Elementary	62%	37	26	18	20	38%	↑3	<div><div></div><div></div><div></div></div>	↓2	
		District	62%	36	26	18	20	38%	↑3	<div><div></div><div></div><div></div></div>	↓3	
Ethnicity	Hispanic	203	72%	48	24	20	8	28%	↓2	<div><div></div><div></div><div></div></div>	↑3	
		All Elementary	63%	34	29	22	14	37%	↑3	<div><div></div><div></div><div></div></div>	↓2	
		District	71%	43	27	18	12	29%	↑2	<div><div></div><div></div><div></div></div>	↓2	
	African American	41	63%	29	34	22	15	37%	↑12	<div><div></div><div></div><div></div></div>	↑4	
		All Elementary	73%	45	29	17	9	27%	↑3	<div><div></div><div></div><div></div></div>	↓1	
		District	80%	55	25	13	7	20%	↑2	<div><div></div><div></div><div></div></div>	↓2	
	Other	10*	30%	10	20	40	30	70%	↑26	<div><div></div><div></div><div></div></div>	-	
		All Elementary	37%	18	19	25	38	63%	↑2	<div><div></div><div></div><div></div></div>	↓2	
		District	43%	22	21	23	34	57%	↑2	<div><div></div><div></div><div></div></div>	↓2	
	White	9*	44%	11	33	44	11	56%	↑6	<div><div></div><div></div><div></div></div>	-	
		All Elementary	27%	10	17	28	44	73%	↑4	<div><div></div><div></div><div></div></div>	↓3	
		District	38%	17	21	25	37	62%	↓-	<div><div></div><div></div><div></div></div>	↓4	

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SBAC Math 2024 :: School Data by Subgroup

Burbank

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Asian	9*	67%	44	22	11	22	33%	↑3		-
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	Cambodian	8*	63%	38	25	13	25	38%	↑8		-
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2
	Pacific Islander	2*	100%	100				0%	-		-
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
	Filipino	1*	0%			100	100%	100%	↑100		-
Gender	Female	142	70%	46	25	20	9	30%	↑2		↓2
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	133	65%	38	27	23	11	35%	↑3		↑10
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	All Elementary*	100%	100				0%	↓25		-
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	109	68%	51	17	25	7	32%	↑4		↑9
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	89	79%	62	17	16	6	21%	↓2		↑6

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SBAC Math 2024 :: School Data by Subgroup

Burbank

5/7/25

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	ELL	All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	20	20%	5	15	65	15	80%	↑24		-
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	1*	100%	100				0%	↓50		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	50	16%	16	50	34	84%	84%	↓2		↓3
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	28	82%	57	25	14	4	18%	↑2		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	29	83%	59	24	14	3	17%	↓-		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	219	66%	39	27	25	10	34%	↑4		↑7
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	40	90%	78	13	8	3	10%	↑5		↑3
		All Elementary	80%	58	22	12	9	20%	↑2		↑-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	40	90%	78	13	8	3	10%	↑5		↑3

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SBAC Math 2024 :: School Data by Subgroup

Burbank

Category		Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
Special Populations	Spec Ed. Speech/RSP	All Elementary	76%	51	25	13	11	24%	↑2			↓-
		District	83%	63	20	10	7	17%	↑1			↓-

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

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

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Burbank

Category		Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
			Not+Nearly Met		Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	102	102	70%	15	55	24	7	30%	↑5	<div><div></div></div>	-	
		All Elementary	70%	17	53	20	10	30%	↓-	<div><div></div></div>	-	
		District	73%	17	57	19	7	27%	↑1	<div><div></div></div>	-	
Grade	Gr. 05	102	70%	15	55	24	7	30%	↑5	<div><div></div></div>	-	
		All Elementary	70%	17	53	20	10	30%	↓-	<div><div></div></div>	-	
		District	69%	17	52	21	10	31%	↑1	<div><div></div></div>	-	
Ethnicity	Hispanic	79	72%	19	53	23	5	28%	↑3	<div><div></div></div>	-	
		All Elementary	77%	19	58	17	6	23%	↓1	<div><div></div></div>	-	
		District	80%	20	60	16	4	20%	↑1	<div><div></div></div>	-	
	African American	12*	67%	67		25	8	33%	↑17	<div><div></div></div>	-	
		All Elementary	81%	26	55	16	3	19%	↓-	<div><div></div></div>	-	
		District	86%	24	62	12	2	14%	↑1	<div><div></div></div>	-	
	Cambodian	5*	40%	40		40	20	60%	↑60	<div><div></div></div>	-	
		All Elementary	60%	5	55	27	13	40%	↑1	<div><div></div></div>	-	
		District	63%	8	55	26	11	37%	↑3	<div><div></div></div>	-	
	Asian	4*	50%	50		25	25	50%	↑50	<div><div></div></div>	-	
		All Elementary	51%	6	44	27	22	49%	↑6	<div><div></div></div>	-	
		District	55%	7	48	30	15	45%	↑2	<div><div></div></div>	-	
	Other	4*	75%	75		25	25%		↑25	<div><div></div></div>	-	
		All Elementary	50%	10	41	30	20	50%	↑1	<div><div></div></div>	-	
		District	56%	10	46	28	16	44%	↑1	<div><div></div></div>	-	
	Pacific Islander	1*	100%	100			0%		-	<div><div></div></div>	-	
		All Elementary	83%	10	72	10	7	17%	↓-	<div><div></div></div>	-	
		District	91%	14	76	6	4	9%	↓2	<div><div></div></div>	-	

The percentages in each Claim may not equal 100% due to rounding.
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SBAC Science 2024 :: School Data by Subgroup

Burbank

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	White	1*	0%		100			100%	↑33	<div></div>	-
		All Elementary	41%	5	36	32	26	59%	↑-	<div></div>	-
		District	50%	6	44	30	19	50%	↑1	<div></div>	-
	Filipino	1*	0%		100			100%	-	<div></div>	-
		All Elementary	52%	4	47	24	24	48%	↓3	<div></div>	-
		District	55%	6	49	32	13	45%	↓1	<div></div>	-
Gender	Female	53	74%	19	55	23	4	26%	↑7	<div></div>	-
		All Elementary	70%	16	55	20	10	30%	↑1	<div></div>	-
		District	73%	15	58	20	7	27%	↑1	<div></div>	-
	Male	49	65%	10	55	24	10	35%	↑5	<div></div>	-
		All Elementary	70%	18	52	20	11	30%	↓1	<div></div>	-
		District	73%	18	55	19	8	27%	↑-	<div></div>	-
	Nonbinary	District	61%	9	52	26	13	39%	↑7	<div></div>	-
Special Populations	EL + RFEP	48	81%	21	60	17	2	19%	↓5	<div></div>	-
		All Elementary	84%	25	58	12	4	16%	↓2	<div></div>	-
		District	84%	22	62	13	3	16%	↓-	<div></div>	-
	ELL	37	89%	27	62	11		11%	↓1	<div></div>	-
		All Elementary	97%	35	62	3		3%	↑-	<div></div>	-
		District	98%	40	58	2		2%	↑-	<div></div>	-
	RFEP	11*	55%		55	36	9	45%	↓17	<div></div>	-
		All Elementary	55%	3	51	32	13	45%	↑7	<div></div>	-
		District	76%	12	64	20	5	24%	↓-	<div></div>	-
	GATE/Excel	20	30%	5	25	50	20	70%	↓10	<div></div>	-
		All Elementary	21%		20	40	39	79%	↑11	<div></div>	-

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SBAC Science 2024 :: School Data by Subgroup

Burbank

Category		Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	GATE/Excel	District	35%	3	33	39	25	65%	↑8	<div><div></div><div></div><div></div></div>	-	
	Foster	All Elementary	84%	39	45	13	3	16%	↓3	<div><div></div><div></div><div></div></div>	-	
		District	89%	32	57	8	2	11%	↓1	<div><div></div><div></div><div></div></div>	-	
	Homeless	10*	90%	20	70	10		10%	↑3	<div><div></div><div></div><div></div></div>	-	
		All Elementary	85%	30	56	13	2	15%	↓2	<div><div></div><div></div><div></div></div>	-	
		District	86%	28	59	12	1	14%	↑-	<div><div></div><div></div><div></div></div>	-	
	Homeless/Foster	10*	90%	20	70	10		10%	↓3	<div><div></div><div></div><div></div></div>	-	
		All Elementary	85%	30	54	13	2	15%	↓2	<div><div></div><div></div><div></div></div>	-	
		District	87%	28	59	12	1	13%	↓-	<div><div></div><div></div><div></div></div>	-	
	Low SES	84	70%	14	56	23	7	30%	↑5	<div><div></div><div></div><div></div></div>	-	
		All Elementary	79%	20	58	16	6	21%	↓2	<div><div></div><div></div><div></div></div>	-	
		District	82%	20	61	15	4	18%	↓1	<div><div></div><div></div><div></div></div>	-	
	Special Ed.	18*	83%	44	39	11	6	17%	↑17	<div><div></div><div></div><div></div></div>	-	
		All Elementary	89%	44	45	8	3	11%	↓-	<div><div></div><div></div><div></div></div>	-	
		District	92%	41	51	6	2	8%	↑1	<div><div></div><div></div><div></div></div>	-	
	Spec Ed. Speech/RSP	18*	83%	44	39	11	6	17%	↑17	<div><div></div><div></div><div></div></div>	-	
		All Elementary	86%	35	51	10	4	14%	↓-	<div><div></div><div></div><div></div></div>	-	
		District	89%	34	55	8	3	11%	↑1	<div><div></div><div></div><div></div></div>	-	

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

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

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Burbank

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
All Students	181		181	60		14	23	25	38
		All ES	44		25	22	25	29	
		District	30		33	15	16	36	
Grade	Gr. 04 (Minimum Growth Target: 44)		80	67		13	23	24	41
		All ES	43		25	24	27	24	
		District	42		26	24	27	24	
	Gr. 05 (Minimum Growth Target: 35)		101	54		15	24	26	36
		All ES	44		24	19	23	34	
		District	42		25	20	22	33	
E L A Ethnicity	Hispanic		138	63		13	23	25	38
		All ES	44		25	22	24	29	
		District	29		34	15	16	36	
	African American		23	46		22	26	22	30
		All ES	42		25	21	23	31	
		District	28		34	15	15	37	
	Other	8^	-			25	13	63	
		All ES	45		22	21	29	28	
		District	32		30	16	19	35	
	Asian	7^	-		29	29	43		
		All ES	52		23	20	23	34	
		District	35		31	14	15	40	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Burbank

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Cambodian	7^	-	<div><div></div><div>1429</div><div>2929</div><div></div></div>			
			All ES	53	<div><div></div><div>2022</div><div>2534</div><div></div></div>			
			District	34	<div><div></div><div>3016</div><div>1638</div><div></div></div>			
		Pacific Islander	2^	-	<div><div></div><div></div><div>5050</div><div></div></div>			
			All ES	34	<div><div></div><div>2916</div><div>3916</div><div></div></div>			
			District	30	<div><div></div><div>3413</div><div>1737</div><div></div></div>			
		White	2^	-	<div><div></div><div></div><div>5050</div><div>0</div></div>			
			All ES	41	<div><div></div><div>2622</div><div>2627</div><div></div></div>			
			District	28	<div><div></div><div>3315</div><div>1834</div><div></div></div>			
	Filipino	1^	-	<div><div></div><div></div><div>100</div><div>0</div></div>				
		All ES	40	<div><div></div><div>2424</div><div>2527</div><div></div></div>				
		District	35	<div><div></div><div>2916</div><div>1738</div><div></div></div>				
Gender	Female	92	54	<div><div></div><div>1529</div><div>2234</div><div></div></div>				
		All ES	45	<div><div></div><div>2422</div><div>2529</div><div></div></div>				
		District	32	<div><div></div><div>3115</div><div>1736</div><div></div></div>				
	Male	89	66	<div><div></div><div>1217</div><div>2843</div><div></div></div>				
		All ES	43	<div><div></div><div>2521</div><div>2429</div><div></div></div>				
		District	27	<div><div></div><div>3515</div><div>1535</div><div></div></div>				
	Nonbinary	All ES^	-23	<div><div></div><div>100</div><div>0</div><div></div></div>				
		District	5	<div><div></div><div>536</div><div>1229</div><div></div></div>				
Special Populations		EL + RFEP	69	49	<div><div></div><div>1433</div><div>2230</div><div></div></div>			

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^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Burbank

5/7/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A Special Populations	EL + RFEP	All ES	43	<div><div>25</div><div>22</div><div>23</div><div>30</div></div>			
		District	29	<div><div>34</div><div>14</div><div>14</div><div>38</div></div>			
	ELL	51	50	<div><div>16</div><div>33</div><div>22</div><div>29</div></div>			
		All ES	43	<div><div>25</div><div>22</div><div>23</div><div>30</div></div>			
		District	33	<div><div>32</div><div>17</div><div>16</div><div>35</div></div>			
	RFEP	18^	-	<div><div>11</div><div>33</div><div>22</div><div>33</div></div>			
		All ES	44	<div><div>25</div><div>24</div><div>22</div><div>29</div></div>			
		District	26	<div><div>35</div><div>12</div><div>13</div><div>40</div></div>			
	GATE/Excel	38	42	<div><div>18</div><div>24</div><div>29</div><div>29</div></div>			
		All ES	41	<div><div>26</div><div>21</div><div>28</div><div>25</div></div>			
		District	31	<div><div>31</div><div>16</div><div>18</div><div>35</div></div>			
	Foster	All ES	32	<div><div>32</div><div>31</div><div>15</div><div>22</div></div>			
		District	9	<div><div>40</div><div>19</div><div>13</div><div>28</div></div>			
	Homeless	17^	-	<div><div>12</div><div>24</div><div>12</div><div>53</div></div>			
		All ES	47	<div><div>25</div><div>20</div><div>21</div><div>33</div></div>			
		District	27	<div><div>35</div><div>14</div><div>14</div><div>37</div></div>			
	Homeless/Foster	17^	-	<div><div>12</div><div>24</div><div>12</div><div>53</div></div>			
		All ES	45	<div><div>26</div><div>22</div><div>20</div><div>32</div></div>			
		District	25	<div><div>35</div><div>15</div><div>14</div><div>36</div></div>			
	Low SES	148	64	<div><div>11</div><div>22</div><div>25</div><div>41</div></div>			
		All ES	44	<div><div>25</div><div>22</div><div>24</div><div>30</div></div>			

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^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Burbank

5/7/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
		N		Declined	Below Target	Above Target	Accelerated*	
ELA	Special Populations	Low SES	District	29	<div><div></div><div>33</div><div>15</div><div>16</div><div>35</div></div>			
		Special Ed.	28	76	<div><div></div><div>7</div><div>18</div><div>29</div><div>46</div></div>			
			All ES	38	<div><div></div><div>30</div><div>18</div><div>21</div><div>30</div></div>			
			District	28	<div><div></div><div>35</div><div>15</div><div>15</div><div>35</div></div>			
		Spec Ed. Speech/RSP	28	76	<div><div></div><div>7</div><div>18</div><div>29</div><div>46</div></div>			
			All ES	43	<div><div></div><div>28</div><div>19</div><div>20</div><div>32</div></div>			
			District	31	<div><div></div><div>34</div><div>15</div><div>15</div><div>36</div></div>			

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^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Burbank

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
All Students	182		182	48		16	26	30	27
			All ES	39		22	28	29	21
			District	22		35	19	19	27
Grade	Gr. 04 (Minimum Growth Target: 42)		80	64		13	16	34	38
			All ES	48		17	28	32	23
			District	47		17	29	32	23
	Gr. 05 (Minimum Growth Target: 39)		102	36		20	34	26	20
			All ES	31		28	28	25	19
			District	30		29	28	25	18
Math Ethnicity	Hispanic		139	46		19	26	27	27
			All ES	38		23	28	28	20
			District	20		36	20	18	26
	African American		23	58		9	35	30	26
			All ES	38		25	26	26	23
			District	18		38	18	17	26
	Other		8^	-		13	13	50	25
			All ES	40		22	27	29	22
			District	27		32	18	20	30
	Asian		7^	-			29	43	29
			All ES	46		18	25	31	25
			District	25		32	18	21	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Burbank

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Ethnicity	Cambodian	7^	-	<div><div>14</div><div>43</div><div>14</div><div>29</div></div>			
			All ES	42	<div><div>20</div><div>27</div><div>30</div><div>24</div></div>			
			District	24	<div><div>33</div><div>19</div><div>21</div><div>27</div></div>			
		Pacific Islander	2^	-	<div><div></div><div>50</div><div></div><div>50</div><div>0</div></div>			
			All ES	49	<div><div>20</div><div>35</div><div>24</div><div>22</div></div>			
			District	24	<div><div>34</div><div>19</div><div>20</div><div>28</div></div>			
		White	2^	-	<div><div></div><div>100</div><div></div><div></div><div></div></div>			
			All ES	43	<div><div>20</div><div>28</div><div>33</div><div>20</div></div>			
			District	27	<div><div>31</div><div>20</div><div>21</div><div>28</div></div>			
	Filipino	1^	-	<div><div></div><div>100</div><div></div><div></div><div>0</div></div>				
		All ES	45	<div><div>14</div><div>32</div><div>32</div><div>21</div></div>				
		District	37	<div><div>25</div><div>19</div><div>22</div><div>35</div></div>				
Gender	Female	93	45	<div><div>17</div><div>32</div><div>30</div><div>20</div></div>				
		All ES	38	<div><div>23</div><div>28</div><div>29</div><div>20</div></div>				
		District	21	<div><div>35</div><div>19</div><div>19</div><div>26</div></div>				
	Male	89	53	<div><div>16</div><div>20</div><div>29</div><div>35</div></div>				
		All ES	40	<div><div>22</div><div>28</div><div>28</div><div>22</div></div>				
		District	23	<div><div>34</div><div>19</div><div>19</div><div>28</div></div>				
	Nonbinary	All ES^	30	<div><div></div><div>100</div><div></div><div></div><div>0</div></div>				
		District	11	<div><div>45</div><div>15</div><div>6</div><div>33</div></div>				
Special Populations		EL + RFEP	70	47	<div><div>19</div><div>26</div><div>26</div><div>30</div></div>			

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^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Burbank

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
			N		Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	EL + RFEP	All ES	40			21	29	27	22
		District	20			37	19	16	27
	ELL	52	45			23	23	25	29
		All ES	40			23	27	26	23
		District	24			34	20	18	27
	RFEP	18^	-			6	33	28	33
		All ES	40			18	33	30	20
		District	15			40	18	15	28
	GATE/Excel	38	52			8	26	45	21
		All ES	41			19	30	32	19
		District	28			29	21	22	29
	Foster	All ES	32			31	21	21	28
		District	11			39	20	14	27
	Homeless	18^	-			11	22	22	44
		All ES	42			22	30	26	23
		District	20			37	19	17	27
	Homeless/Foster	18^	-			11	22	22	44
		All ES	41			23	29	25	23
		District	19			37	19	16	27
	Low SES	149	51			15	25	33	28
		All ES	39			23	28	28	21

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Burbank

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)						
					Growth Target						
			N		Declined	Below Target	Above Target	Accelerated*			
Math	Special Populations	Low SES	District	21	36				19	18	27
		Special Ed.	28	43	21				25	25	29
			All ES	39	26				25	23	27
			District	20	38				18	17	28
		Spec Ed. Speech/RSP	28	43	21				25	25	29
			All ES	40	25				26	24	26
			District	20	37				18	17	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA 2024

	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
School Name	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	30.8%	-4.8%	27.6%	0.4%	26.2%	-0.4%	38.3%	-15.9%	African American	27.0%	4.2%
Alvarado	64.0%	6.8%	55.1%	-0.3%	67.9%	16.1%	67.9%	3.9%	African American	42.9%	15.6%
Avalon	23.7%	-2.4%	40.7%	14.8%	17.9%	4.5%	31.3%	-2.1%	Hispanic	20.2%	-0.1%
Barton	27.9%	4.6%	41.1%	15.4%	18.8%	0.7%	26.3%	-0.2%	African American	19.6%	10.4%
Birney	41.2%	-6.5%	31.2%	-16.7%	52.9%	4.5%	40.8%	-6.1%	African American	32.4%	-7.6%
Bixby	64.4%	-1.0%	47.9%	-14.9%	74.4%	12.4%	74.0%	1.6%	African American	50.0%	2.0%
Bryant	47.4%	4.0%	46.2%	14.1%	46.8%	-1.3%	49.1%	-0.9%	African American	23.8%	-8.2%
Burbank	47.6%	10.2%	42.9%	11.5%	43.4%	1.9%	54.9%	17.0%	Hispanic	42.4%	8.9%
Burcham	61.2%	-10.6%	57.9%	-1.0%	57.9%	-17.6%	68.6%	-12.4%	Hispanic	53.2%	-9.6%
Carver	68.2%	-2.6%	60.3%	-6.8%	69.1%	-4.9%	75.0%	3.6%	Hispanic	55.1%	-4.0%
Chavez	32.6%	1.1%	26.1%	-9.3%	36.7%	6.7%	34.8%	4.9%	Hispanic	31.0%	5.3%
Cleveland	81.2%	3.8%	88.1%	12.3%	78.7%	-7.4%	78.0%	8.3%	Hispanic	77.4%	4.9%
Cubberley	68.9%	1.3%	76.7%	-3.6%	66.3%	-14.4%	75.6%	4.8%	African American	43.2%	-2.1%
Dooley	42.6%	1.2%	35.3%	-10.9%	47.2%	0.6%	44.9%	12.5%	African American	32.2%	-0.6%
Edison	23.8%	-11.4%	15.2%	-9.8%	26.8%	-0.6%	30.7%	-19.3%	African American	23.3%	-3.6%
Emerson	74.4%	3.5%	72.2%	1.3%	74.1%	3.9%	77.1%	5.7%	Hispanic	65.2%	1.6%
Fremont	80.6%	0.3%	77.8%	-2.0%	81.0%	-3.4%	84.3%	6.2%	Hispanic	75.6%	8.5%
Gant	80.6%	1.6%	83.2%	7.7%	78.3%	1.8%	80.2%	-5.8%	Hispanic	75.0%	6.0%
Garfield	37.5%	-6.0%	40.0%	-3.3%	39.4%	3.5%	34.0%	-18.8%	Hispanic	31.9%	-7.2%
Gompers	48.6%	-10.9%	48.4%	-5.9%	42.1%	-10.8%	55.2%	-15.4%	African American	31.8%	-11.9%
Grant	32.2%	-4.9%	25.0%	-18.9%	37.9%	7.5%	33.3%	-3.5%	African American	15.2%	-18.9%
Harte	39.9%	3.9%	39.3%	2.8%	32.7%	3.7%	47.1%	5.1%	African American	20.9%	4.3%
Henry	69.4%	3.2%	63.4%	0.7%	67.5%	0.1%	77.3%	9.2%	Hispanic	68.7%	5.8%
Herrera	33.1%	-7.2%	28.6%	0.3%	25.9%	-5.8%	42.2%	-15.0%	African American	18.6%	-6.9%
Holmes	64.0%	6.4%	66.1%	6.1%	78.7%	17.2%	51.5%	0.6%	African American	52.0%	5.4%
Hudson	28.7%	-8.1%	30.8%	-14.8%	26.9%	-1.3%	28.6%	-9.4%	African American	24.3%	4.3%
Kettering	69.9%	-0.4%	68.1%	0.0%	76.6%	4.1%	64.3%	-6.2%	Hispanic	46.3%	-7.9%
King	30.1%	-2.9%	29.1%	-1.9%	24.5%	-2.9%	36.5%	-3.2%	African American	20.7%	-5.4%
Lafayette	37.7%	2.5%	40.0%	1.5%	33.6%	7.7%	39.5%	-2.2%	African American	34.8%	4.8%
Lincoln	41.9%	1.8%	42.6%	4.8%	38.8%	2.2%	44.6%	-2.5%	Hispanic	40.1%	2.9%
Longfellow	62.7%	2.0%	64.2%	8.7%	54.0%	-7.5%	68.5%	4.4%	African American	35.2%	-8.6%
Los Cerritos	63.3%	-9.3%	60.7%	-9.3%	70.7%	0.4%	58.0%	-19.5%	African American	41.7%	-12.9%
Lowell	81.3%	6.3%	84.6%	5.4%	81.5%	9.9%	77.6%	3.3%	Hispanic	69.0%	7.8%
Macarthur	59.7%	0.0%	67.4%	-5.2%	57.4%	3.9%	54.5%	1.8%	Hispanic	59.7%	3.6%
Madison	55.7%	-1.5%	56.7%	6.7%	45.3%	-17.9%	63.9%	5.8%	African American	40.0%	0.0%
Mann	38.8%	3.4%	40.7%	7.4%	28.9%	-6.3%	45.8%	8.5%	African American	36.0%	5.0%
McKinley	39.1%	2.3%	36.9%	12.3%	30.4%	-5.2%	48.2%	0.0%	African American	27.3%	-22.7%
Muir	40.7%	-0.6%	38.2%	-1.8%	34.3%	1.2%	37.5%	-1.3%	Hispanic	36.2%	-2.6%
Naples	84.1%	-2.4%	74.4%	-13.8%	92.5%	7.7%	83.3%	-2.7%	Hispanic	71.8%	-3.2%
Newcomb	79.2%	-1.9%	78.9%	7.3%	69.1%	-4.7%	77.6%	-7.4%	African American	62.5%	-12.5%
Oropeza	41.6%	9.2%	40.9%	-1.8%	39.7%	9.5%	43.6%	16.9%	African American	20.0%	2.5%
Powell	32.4%	-3.6%	29.4%	-16.3%	49.5%	11.9%	32.2%	-5.6%	Other	18.2%	0.0%
Prisk	77.4%	-1.0%	77.2%	2.2%	77.4%	3.0%	77.5%	-8.2%	African American	47.8%	0.2%
Riley	61.0%	15.6%	61.8%	27.0%	55.4%	4.5%	66.7%	16.0%	African American	48.0%	24.0%
Robinson	28.8%	-2.6%	18.8%	0.5%	15.0%	-11.1%	34.1%	-1.8%	African American	25.5%	2.7%

SBAC ELA 2024

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
63	3.6%	Hispanic	275	30.7%	-3.5%	23.1%	-11.0%	6.8%	-4.9%	6.0%	-1.2%
21	33.7%	Cambodian	47	61.4%	10.4%	33.3%	7.0%	0.0%	-5.3%	0.0%	-5.3%
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
56	8.1%	Hispanic	108	15.6%	4.7%	22.2%	-5.6%	6.7%	1.0%	6.4%	0.4%
37	44.0%	Filipino	34	31.0%	-5.4%	23.1%	-12.1%	3.6%	-6.1%	2.0%	-4.9%
28	37.9%	White	33	60.7%	6.9%	57.1%	-12.1%	20.7%	-1.0%	20.7%	-1.0%
21	28.8%	Hispanic	95	36.4%	8.2%	36.4%	-38.6%	23.5%	-5.0%	9.5%	-1.6%
198	22.6%	African American	40	39.8%	5.9%	38.5%	11.4%	17.5%	9.8%	17.5%	10.0%
77	16.5%	White	43	28.6%	0.0%	33.3%	-26.7%	25.0%	-22.8%	23.5%	-24.3%
78	30.6%	Other	42	44.4%	-30.6%	80.0%	25.5%	23.3%	1.6%	23.3%	2.5%
100	0.0%	Hispanic	100	24.4%	-4.2%	0.0%	-17.6%	13.3%	-13.0%	7.5%	-4.4%
84	6.8%	White	82	100.0%	40.0%	100.0%	50.0%	70.0%	2.6%	65.6%	2.6%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
59	10.2%	Hispanic	269	34.7%	1.1%	29.0%	-1.7%	3.4%	-5.9%	3.0%	-4.7%
30	0.7%	Hispanic	162	22.1%	-12.7%	25.0%	3.9%	3.2%	-24.8%	3.6%	-11.6%
46	13.7%	White	71	37.5%	-12.5%	66.7%	46.7%	50.0%	3.8%	34.1%	-4.3%
78	13.8%	White	85	66.7%	29.2%	75.0%	8.3%	48.1%	-1.9%	48.1%	-1.9%
92	25.0%	Asian	25	78.3%	11.6%	25.0%	-50.0%	59.4%	-12.1%	59.4%	-12.1%
207	30.2%	Filipino	29	24.8%	-7.6%	30.0%	11.8%	4.2%	-20.8%	4.2%	-20.8%
22	47.3%	Other	24	33.3%	14.6%	43.8%	-19.4%	28.6%	-15.9%	17.5%	-17.8%
33	34.8%	Cambodian	26	23.2%	-5.9%	7.4%	-13.0%	3.4%	-10.3%	3.4%	-9.9%
43	38.0%	Asian	39	34.3%	0.5%	20.7%	-14.4%	7.4%	-5.1%	4.4%	-2.5%
249	9.1%	Other	27	54.7%	3.2%	80.0%	-1.8%	35.7%	-4.3%	35.7%	-4.3%
43	17.1%	Asian	42	25.2%	-15.7%	30.8%	-7.5%	6.5%	-1.0%	5.9%	-1.5%
50	4.2%	Hispanic	73	44.4%	-15.6%	43.8%	13.8%	28.0%	10.4%	26.9%	9.3%
37	34.0%	Filipino	24	26.8%	-6.5%	6.7%	-21.3%	8.3%	-6.0%	2.6%	-6.1%
41	36.3%	Other	23	70.6%	-0.8%	66.7%	22.2%	20.0%	-2.7%	20.0%	-2.7%
29	9.7%	Hispanic	227	25.0%	-2.0%	10.0%	-12.9%	7.1%	-7.6%	6.7%	-9.1%
46	1.3%	Hispanic	338	31.3%	3.6%	26.5%	6.0%	13.9%	8.8%	13.9%	8.8%
342	22.4%	Asian	24	42.2%	4.8%	25.0%	-7.3%	27.7%	11.8%	29.9%	14.5%
71	52.4%	White	89	41.3%	-6.2%	50.0%	7.1%	35.0%	9.4%	34.1%	8.6%
36	33.3%	White	36	60.0%	-9.6%	42.1%	-7.9%	30.0%	-0.8%	30.0%	0.4%
58	18.4%	White	135	76.9%	6.3%	0.0%	-57.1%	60.7%	6.2%	38.8%	4.6%
77	8.0%	White	31	44.4%	-22.2%	33.3%	-21.2%	45.8%	-2.0%	48.0%	0.2%
25	29.6%	Asian	23	42.9%	-23.8%	16.7%	-27.1%	25.0%	15.9%	25.0%	15.9%
25	2.6%	Hispanic	83	19.4%	-0.6%	28.6%	-1.4%	0.0%	-13.3%	0.0%	-6.1%
33	10.9%	Hispanic	173	26.7%	-3.0%	18.2%	-31.8%	14.3%	8.2%	13.9%	8.0%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
39	17.1%	White	72	60.0%	-20.0%	33.3%	-66.7%	53.3%	3.3%	53.3%	3.3%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
30	19.2%	Hispanic	186	37.4%	10.7%	31.6%	3.0%	15.4%	9.5%	13.3%	7.6%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
23	39.1%	White	69	53.3%	-21.7%	45.5%	-23.3%	55.3%	-8.6%	53.8%	-10.0%
25	27.0%	Cambodian	24	54.2%	22.7%	40.0%	-8.0%	15.0%	-9.1%	15.0%	2.3%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%

SBAC ELA 2024

Gender Diff
10.2%
11.5%
3.4%
0.7%
9.3%
21.4%
8.4%
8.0%
12.7%
4.8%
16.5%
8.8%
10.9%
0.0%
18.0%
5.6%
2.9%
1.1%
16.1%
17.3%
0.4%
8.0%
9.8%
6.0%
8.3%
3.9%
10.9%
9.6%
4.5%
1.5%
8.6%
2.8%
12.3%
8.4%
5.5%
8.3%
3.5%
13.0%
2.0%
15.6%
17.3%
7.4%
5.7%
4.0%
11.0%

SBAC ELA 2024

Roosevelt	32.3%	2.3%	27.9%	-0.6%	27.1%	2.6%	40.0%	2.8%	African American	21.6%
Signal Hill	53.3%	1.3%	51.4%	10.3%	44.4%	-8.9%	64.4%	2.7%	African American	43.1%
Smith	31.1%	-3.8%	32.3%	1.4%	27.0%	-4.1%	33.9%	-8.6%	Hispanic	27.5%
Stevenson	38.3%	6.3%	45.3%	13.7%	33.8%	5.3%	34.8%	-0.6%	Hispanic	34.7%
Tincher	72.3%	3.5%	68.6%	-5.8%	80.2%	14.4%	75.0%	7.4%	African American	51.2%
Twain	52.1%	-3.7%	58.6%	-2.2%	53.3%	1.9%	45.9%	-10.4%	African American	28.0%
Webster	31.5%	2.1%	31.9%	-0.5%	40.3%	14.5%	21.3%	-8.2%	African American	16.7%
Whittier	24.9%	2.3%	20.0%	-2.0%	25.3%	5.6%	28.4%	2.2%	African American	12.9%
Willard	33.6%	1.4%	35.9%	3.6%	36.0%	5.8%	29.2%	-4.9%	African American	15.6%

SBAC ELA 2024

-2.0%	51	19.2%	Asian	27	28.4%	1.5%	26.0%	6.6%	11.5%	-0.5%	11.3%
0.0%	58	31.0%	Asian	58	46.4%	-2.1%	35.7%	-14.3%	19.0%	-0.2%	8.3%
-5.3%	240	24.0%	Asian	33	31.9%	4.6%	26.8%	-8.2%	11.1%	6.9%	6.8%
5.8%	173	1.9%	African American	41	27.3%	2.8%	50.0%	18.4%	14.7%	3.6%	14.7%
1.2%	41	33.6%	Asian	46	53.1%	11.2%	58.3%	6.8%	25.9%	-2.9%	25.5%
-9.5%	25	41.2%	White	26	66.7%	19.6%	58.3%	3.8%	36.0%	1.0%	22.0%
5.3%	42	13.3%	Hispanic	130	34.6%	7.7%	0.0%	-20.8%	27.6%	15.5%	25.0%
1.4%	31	38.2%	Cambodian	47	17.6%	-1.0%	11.1%	-2.7%	4.0%	-4.6%	4.7%
-14.4%	32	29.4%	Cambodian	20	25.5%	-0.8%	18.8%	-14.6%	20.0%	15.0%	20.0%

SBAC ELA 2024

-0.3%	6.5%
-1.9%	9.4%
4.1%	9.9%
3.6%	2.4%
-2.8%	13.7%
-0.6%	3.2%
13.6%	1.5%
-1.2%	3.4%
15.0%	8.4%

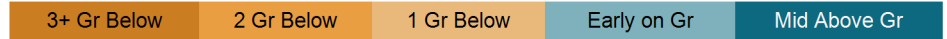
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	82	12	85	1	4	
			2	87	13	77	8	2	
			3	88	6	70	16	8	
	Teacher	McVicker, D	1	25	8	92			
			2	25	4	84	12		
			3	27		67	22	11	
		Medina, R	1	28	11	82	4	4	
			2	28	11	75	11	4	
			3	29	3	66	17	14	
		Neria, M	1	25	24	76			
			2	29	28	72			
			3	29	17	72	10		
	Ethnicity	African American	1	11		91	9		
			2	12	8	75	17		
			3	12		58	25	17	
		Asian	1	3		100			
			2	4		100			
			3	3		100			
		Hispanic	1	61	15	84	2		
			2	64	16	75	6	3	
			3	64	6	73	17	3	
		Pacific Islander	1	1		100			
			2	1			100		
			3	1			100		
		White	1	1		100			
			2	2		100			
			3	3		67	33		
		Other	1	5	20	80			
			2	4		100			
			3	5	20	60	20		

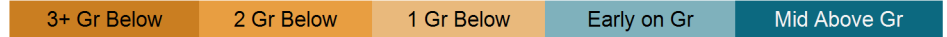
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	41	12	85	2		
			2	44	11	77	11		
			3	47	4	70	15	11	
		Male	1	41	12	85	2		
			2	43	14	77	5	5	
			3	41	7	71	17	5	
	Special Populations	Low SES	1	68	9	88	1		
			2	71	7	82	8	3	
			3	70	6	70	16	9	
		ELL	1	14		100			
			2	17	12	82	6		
			3	16		88	13		
		RFEP	1	1		100			
			2	1		100			
			3	1		100			
		EL + RFEP	1	15		100			
			2	18	11	83	6		
			3	17		88	12		
		Special Ed.	1	10	10	90			
			2	11	18	82			
			3	10		10	60	30	
		Spec Ed. Speech/RSP	1	2		50	50		
			2	3		67	33		
			3	2		50	50		
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	1		100			
			2	1		100			
			3	1		100			

i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	71	46	48	41		
			2	69	28	59	10	3	
			3	69	30	49	13	7	
	Teacher	Creason, R	1	24	13	75	8	4	
			2	24	8	58	25	8	
			3	23		48	35	17	
		Franco, M	1	22	73	27			
			2	22	36	64			
			3	22	45	55			
		Ramirez, J	1	21	62	38			
			2	22	41	55	5		
			3	24	46	46	4	4	
	Ethnicity	African American	1	8	63	38			
			2	8	25	75			
			3	8	38	38	25		
		Hispanic	1	54	43	52	6		
			2	52	25	63	10	2	
			3	51	29	55	8	8	
		White	1	5	60	20	20		
			2	5	60	20	20		
			3	6	33	33	17	17	
		Other	1	4	50	50			
			2	4		25	25	50	
			3	4		25	25	50	
	Gender	Female	1	30	43	50	33		
			2	30	33	53	10	3	
			3	30	33	43	13	10	
		Male	1	41	49	46	5		
			2	39	23	64	10	3	
			3	39	28	54	13	5	
	Special Populations	Low SES	1	61	48	48	5		
			2	59	29	59	10	2	
			3	56	29	52	14	5	

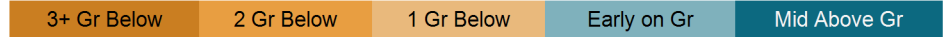
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
2	Special Populations	ELL	1	22	59	41		
			2	22	45	55		
			3	22	45	55		
		RFEP	1	5	20	80		
			2	5		80	20	
			3	5	20	60	20	
		EL + RFEP	1	27	52	48		
			2	27	37	59	4	
			3	27	41	56	4	
		Special Ed.	1	8	88	13		
			2	8	63	38		
			3	9	67	33		
		Spec Ed. Speech/RSP	1	2	100			
			2	2	50	50		
			3	3	67	33		
		Homeless	1	5	40	60		
			2	4	100			
			3	3	100			
		GATE/Excel	1	6		67	17	17
			2	6		50	17	33
			3	6		50		50

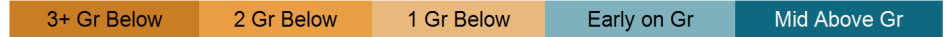
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	85	15	39	45	1	
			2	80	6	29	58	6	1
			3	83		2	18	57	18 5
	Teacher	Barrera, S	1	28	25	54	21		
			2	27	7	70	19	4	
			3	29	3	31	59	7	
		Esquivel, L	1	27	11	44	44		
			2	26	8	15	73	4	
			3	28	4	21	64	7	4
		Walker, M	1	27	22	74		4	
			2	27	4	81		11	4
			3	27			48	41	11
	Ethnicity	African American	1	18	11	22	67		
			2	15		13	73	13	
			3	17			18	35	41 6
		Asian	1	2		100			
			2	2		50	50		
			3	2		100			
		Hispanic	1	58	17	47	36		
			2	56	7	36	55	2	
			3	57		2	21	67	7 4
		White	1	5	20	80			
			2	5		20	60	20	
			3	5			20	20	60
		Other	1	2			50	50	
			2	2				50	50
			3	2				50	50
	Gender	Female	1	46	15	46	37	2	
			2	43	9	30	53	5	2
			3	46		4	15	61	13 7
		Male	1	39	15	31	54		
			2	37	3	27	62	8	
			3	37		22	51	24	3

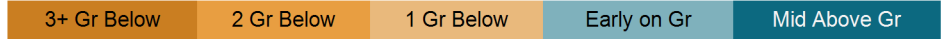
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	Low SES	1	70	16	39	44	1	
			2	67	7	27	61	3	
			3	68	3	19	57	18	3
		ELL	1	29	17	45	38		
			2	28	7	39	54		
			3	28	21	75		4	
		RFEP	1	5	100				
			2	5	100				
			3	5		40	40	20	
		EL + RFEP	1	34	15	38	47		
			2	33	6	33	61		
			3	33	18	70		9	3
		Special Ed.	1	10	30	60	10		
			2	10	10	70	10	10	
			3	10	10	40	40	10	
		Spec Ed. Speech/RSP	1	5	60	40			
			2	5	20	80			
			3	5	20	60	20		
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	6	50	50			
			2	6	17	83			
			3	6	33	67			
		GATE/Excel	1	12	92		8		
			2	12	58	33	8		
			3	12	33	42	25		

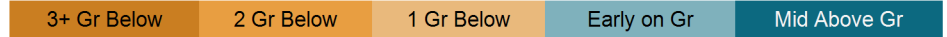
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	84	23	27	45	4	
			2	82	10	24	55	9	2
			3	85	13	12	51	15	9
	Teacher	Cortes, E	1	32	13		78	6	3
			2	33	15		61	18	6
			3	30		3	47	33	17
		Han, L	1	25	24	36	36	4	
			2	26	15	23	58	4	
			3	28	11	18	50	11	11
		Quintero, J	1	23		52	35	13	
			2	22	18	41	41		
			3	28	29	14	54	4	
	Ethnicity	African American	1	12	25	17	58		
			2	11	18	9	55	18	
			3	12		33	17	25	17 8
		Asian	1	3	33		67		
			2	3		33	33	33	
			3	3		33	33	33	
		Hispanic	1	61	23	31	41	3	2
			2	62	10	27	53	6	3
			3	62	10	13	55	13	10
		Pacific Islander	1	1			100		
			2	1			100		
			3	1			100		
		White	1	2	50		50		
			2	1			100		
			3	3			100		
		Other	1	5		40	40	20	
			2	4			100		
			3	4			25	75	

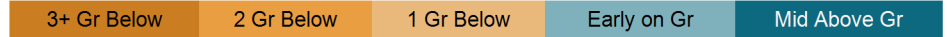
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	41	22	27	49	2	
			2	41	7	29	59	5	
			3	43	5	21	51	19	5
		Male	1	43	23	28	42	5	2
			2	41	12	20	51	12	5
			3	42		21	2	50	12 14
	Special Populations	Low SES	1	69	22	25	49	4	
			2	66	9	18	62	9	2
			3	62		10	13	50	18 10
		ELL	1	11		55	18	27	
			2	12	25	33	42		
			3	16	38	13	50		
		RFEP	1	12	8	17	75		
			2	12		17	58	25	
			3	11			45	45	9
		EL + RFEP	1	23	30	17	52		
			2	24	13	25	50	13	
			3	27		22	7	48	19 4
		Special Ed.	1	8		63	13	25	
			2	9		56	11	33	
			3	8	38	25	38		
		Spec Ed. Speech/RSP	1	5		80	20		
			2	6		67	17	17	
			3	5		60	20	20	
		Homeless	1	6		50	33	17	
			2	5	20		80		
			3	9		33	44	11	11
		GATE/Excel	1	17	6		76	12	6
			2	18		11	56	28	6
			3	16			38	38	25

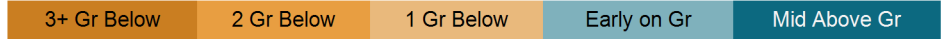
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	105	26	21	42	11	
			2	102	14	15	38	28	5
			3	103	12	18	30	25	15
	Teacher	Calderon, J	1	32	31	25	44		
			2	31	26	13	39	19	3
			3	32	13	19	38	22	9
		Casas, R	1	34	44	26	29		
			2	34	18	24	44	15	
			3	34	26	29	29	15	
		Knowlton, L	1	35	11		54	34	
			2	35		6	34	49	11
			3	35		6	20	40	34
	Ethnicity	African American	1	14	14	7	57	21	
			2	12		8	42	42	8
			3	13	8	15	31	23	23
		Asian	1	4	25		50	25	
			2	4			75	25	
			3	4			50	25	25
		Filipino	1	1	100				
			2	1				100	
			3	1				100	
		Hispanic	1	80	31	23	36	10	
			2	79	18	16	39	23	4
			3	79	14	20	29	23	14
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	1	100				
			2	1				100	
			3	1				100	
		Other	1	4	100				
			2	4				100	
			3	4			50	50	

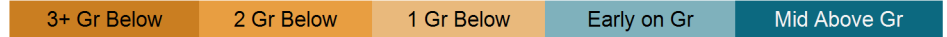
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	54	35	24	30	11	
			2	52	19	15	42	17	6
			3	53	15	23	30	21	11
		Male	1	51	16	18	55	12	
			2	50	8	14	34	40	4
			3	50	8	14	30	30	18
	Special Populations	Low SES	1	87	25	21	44	10	
			2	84	14	12	42	29	4
			3	85	13	18	28	26	15
		ELL	1	28	54	29	18		
			2	27	26	30	37	4	4
			3	28	32	29	25	11	4
		RFEP	1	22	5	27	59	9	
			2	22			45	55	
			3	22	9		36	32	23
		EL + RFEP	1	50	32	28	36	4	
			2	49	14	16	41	27	2
			3	50	18	20	30	20	12
		Special Ed.	1	17	82	12	6		
			2	17	53	29	12	6	
			3	16	31	38	25	6	
		Spec Ed. Speech/RSP	1	15	93	7			
			2	15	60	27	7	7	
			3	14	36	36	21	7	
		Homeless	1	9	11	56	22	11	
			2	7	14	14	29	43	
			3	8	38		25	25	13
		GATE/Excel	1	22	5	55		41	
			2	22			27	59	14
			3	22			9	45	45

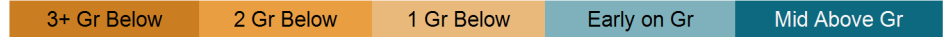
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
1	All Students	All	1	84	12	75	5	8
			2	87	6	72	5	17
			3	89	6	58	8	28
	Teacher	McVicker, D	1	25	4	92	4	
			2	25		88	4	8
			3	27	4	67	15	15
		Medina, R	1	29	7	76	3	14
			2	29	3	66	3	28
			3	28	4	64		32
		Neria, M	1	26	27	58	15	
			2	27	15	67	7	11
			3	29	10	48	7	34
	Ethnicity	African American	1	12	8	67		25
			2	12	8	42	17	33
			3	13	8	46	8	38
		Asian	1	3		100		
			2	4		100		
			3	3		33	33	33
		Hispanic	1	62	15	74	5	6
			2	62	6	74	3	16
			3	64	5	64	6	25
		Pacific Islander	1	1		100		
			2	1		100		
			3	1		100		
		White	1	2		50		50
			2	3		67		33
			3	3		33		67
		Other	1	4		100		
			2	5		100		
			3	5	20	40	20	20

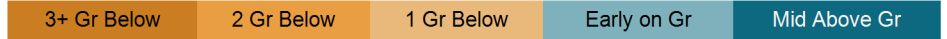
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	43	12	74	2	12	
			2	43	7	72	5	16	
			3	46	4	63	9	24	
		Male	1	41	12	76	7	5	
			2	44	5	73	5	18	
			3	43	7	53	7	33	
	Special Populations	Low SES	1	70	9	79	4	9	
			2	70	4	71	6	19	
			3	71	6	58	7	30	
		ELL	1	15	13	87			
			2	15		100			
			3	16	6	88	6		
		RFEP	1	1		100			
			2	1				100	
			3	1		100			
		EL + RFEP	1	16	13	88			
			2	16		94	6		
			3	17	6	88	6		
		Special Ed.	1	11	27	73			
			2	11	18	82			
			3	11	18	82			
		Spec Ed. Speech/RSP	1	3		67	33		
			2	3		67	33		
			3	3		67	33		
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	1		100			
			2	1		100			
			3	1		100			

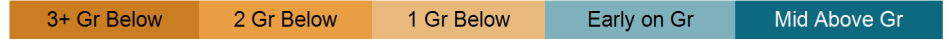
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	71	44	35	14	7	
			2	70	33	36	17	14	
			3	68	26	34	21	19	
	Teacher	Creason, R	1	24	50		33	17	
			2	24		21	42	38	
			3	24		4	46	50	
		Franco, M	1	22	82	18			
			2	23	57	43			
			3	22	50	41	9		
		Ramirez, J	1	21	57	38	5		
			2	22	45	41	9	5	
			3	24	29	58	4	8	
	Ethnicity	African American	1	8	38	38	25		
			2	8	25	38		38	
			3	6	50	17	33		
		Hispanic	1	54	46	33	13	7	
			2	53	34	34	17	15	
			3	52	25	38	17	19	
		White	1	5	40	40	20		
			2	5	40	40	20		
			3	6	17	33	17	33	
		Other	1	4	25	50	25		
			2	4	25	50	25		
			3	4		25	50	25	
	Gender	Female	1	31	39	35	19	6	
			2	30	30	37	13	20	
			3	31	29	29	19	23	
		Male	1	40	48	35	10	8	
			2	40	35	35	20	10	
			3	37	24	38	22	16	
	Special Populations	Low SES	1	61	44	34	15	7	
			2	59	31	37	19	14	
			3	55	24	35	22	20	

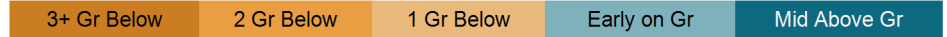
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category	
2	Special Populations	ELL	1	22	73	27
			2	22	55	41 5
			3	22	45	45 9
		RFEP	1	4	75	25
			2	5	40	40 20
			3	5	20	40 40
		EL + RFEP	1	26	62	35 4
			2	27	44	41 11 4
			3	27	37	41 15 7
		Special Ed.	1	8	75	25
			2	9	67	33
			3	9	44	56
		Spec Ed. Speech/RSP	1	2	50	50
			2	3	67	33
			3	3	100	
		Homeless	1	5	20	60 20
			2	4	25	50 25
			3	3	67	33
		GATE/Excel	1	6	33	17 50
			2	6		33 67
			3	6	17	83

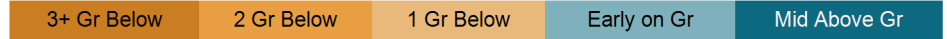
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	84	17	29	20	27	7
			2	84	11	23	21	32	13
			3	82	7	21	20	29	23
	Teacher	Barrera, S	1	29	24	55	10	7	3
			2	29	17	48	21	10	3
			3	29	24	34	28	7	7
		Esquivel, L	1	27	19	26	26	30	
			2	27	11	15	30	44	
			3	28	7	21	21	39	11
		Walker, M	1	27			26	56	19
			2	27			15	48	37
			3	27			7	41	52
	Ethnicity	African American	1	18	6	17	17	44	17
			2	16		13	13	44	31
			3	16		13	6	38	44
		Asian	1	2	50	50			
			2	2		50		50	
			3	2		50		50	
		Hispanic	1	57	21	35	23	21	
			2	59	14	29	25	29	3
			3	57	11	23	26	30	11
		White	1	5			20	60	20
			2	5			20	40	40
			3	5			20	20	60
		Other	1	2					100
			2	2					100
			3	2					100
	Gender	Female	1	45	13	27	16	36	9
			2	47	9	19	15	43	15
			3	45	4	20	18	31	27
		Male	1	39	21	31	26	18	5
			2	37	14	27	30	19	11
			3	37	11	22	22	27	19

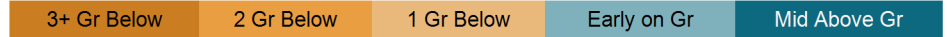
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	Low SES	1	69	19	26	20	30	4
			2	69	12	20	23	33	12
			3	68	7	19	22	31	21
		ELL	1	28	25	43	14	18	
			2	30	17	33	33	17	
			3	28	14	29	25	32	
		RFEP	1	5				100	
			2	5				60	40
			3	5				60	40
		EL + RFEP	1	33	21	36	12	30	
			2	35	14	29	29	23	6
			3	33	12	24	21	36	6
		Special Ed.	1	10	20	60	10	10	
			2	10	20	50	20	10	
			3	9	11	56	22	11	
		Spec Ed. Speech/RSP	1	5	20	80			
			2	5	20	80			
			3	4	75		25		
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	7	29	29	43		
			2	6	17	17	33	33	
			3	6	33	50		17	
		GATE/Excel	1	12			8	50	42
			2	12				33	67
			3	12				25	75

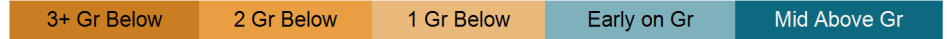
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	81	21	9	49	12	9
			2	82	12	7	48	16	17
			3	88	17	6	41	14	23
	Teacher	Cortes, E	1	32			56	22	22
			2	33			33	39	27
			3	32			25	31	44
		Han, L	1	25	24	12	60	4	
			2	26	15	12	62	12	
			3	28	14	4	57	7	18
		Quintero, J	1	23	48	17	35		
			2	23	26	13	52	9	
			3	28	36	14	46	4	
	Ethnicity	African American	1	11	27	9	36	9	18
			2	9	22		44		33
			3	13	23		31	23	23
		Asian	1	3	33		67		
			2	3		33	33	33	
			3	3		33	33	33	
		Hispanic	1	59	19	10	51	14	7
			2	64	13	6	52	17	13
			3	64	17	8	41	14	20
		Pacific Islander	1	1			100		
			2	1			100		
			3	1			100		
		White	1	2	50		50		
			2	1				100	
			3	3			100		
		Other	1	5		20	40	20	20
			2	4			25		75
			3	4			25		75

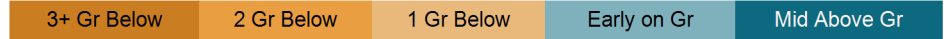
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	39	13	13	51	13	10
			2	41	7	7	54	17	15
			3	44	9	5	45	23	18
		Male	1	42	29	5	48	12	7
			2	41	17	7	41	15	20
			3	44	25	7	36	5	27
	Special Populations	Low SES	1	67	22	7	48	13	9
			2	66	12	8	45	18	17
			3	66	15	6	38	18	23
		ELL	1	11	55		27	18	
			2	12	33	17	50		
			3	16	38	19	44		
		RFEP	1	12	8		75	17	
			2	12			25	67	8
			3	11			36	18	45
		EL + RFEP	1	23	26	17	48	9	
			2	24	17	8	38	33	4
			3	27	22	11	41	7	19
		Special Ed.	1	8	75		13	13	
			2	8	63		25	13	
			3	9	56	11	33		
		Spec Ed. Speech/RSP	1	5	100				
			2	6	67		33		
			3	6	67		17	17	
		Homeless	1	6	17	17	33	33	
			2	5			60	20	20
			3	9	44		22	11	22
		GATE/Excel	1	17			35	29	35
			2	18			22	39	39
			3	18			22	11	67

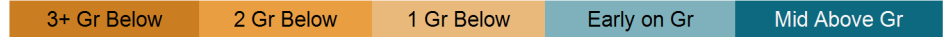
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	104	15	30	34	15	6
			2	103	16	17	37	19	12
			3	102	11	21	28	30	10
	Teacher	Calderon, J	1	32	13	41	38	9	
			2	31	16	23	39	19	3
			3	32	6	31	22	31	9
		Casas, R	1	34	35	38	24	3	
			2	34	29	26	38	3	
			3	34	26	29	38	6	
		Knowlton, L	1	35	6	43	37	14	
			2	35	3	31	37	29	
			3	35	3	23	54	20	
	Ethnicity	African American	1	13	23	31	31	15	
			2	13	15	38	23	23	
			3	13	8	23	54	15	
		Asian	1	4	50		25	25	
			2	4	50		25	25	
			3	4	25	25	25	25	
		Filipino	1	1	100				
			2	1				100	
			3	1				100	
		Hispanic	1	80	20	31	31	14	4
			2	79	20	18	37	16	9
			3	78	13	26	26	27	9
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	1	100				
			2	1				100	
			3	1				100	
		Other	1	4	100				
			2	4		50		50	
			3	4	100				

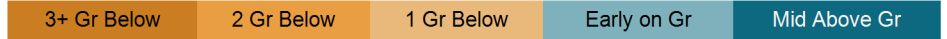
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burbank 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	54	17	30	28	20	6
			2	52	17	23	29	17	13
			3	53	13	26	23	28	9
		Male	1	50	14	30	40	10	6
			2	51	14	10	45	22	10
			3	49	8	14	35	33	10
	Special Populations	Low SES	1	86	15	31	35	14	5
			2	85	15	19	36	20	9
			3	84	11	20	30	30	10
		ELL	1	27	44	44	11		
			2	28	39	36	25		
			3	27	37	44	11	7	
		RFEP	1	22	18	68	9	5	
			2	22	5	68	18	9	
			3	22		50	36	14	
		EL + RFEP	1	49	24	33	37	4	2
			2	50	22	22	44	8	4
			3	49	20	24	29	20	6
		Special Ed.	1	17	47	35	12	6	
			2	17	53	24	18	6	
			3	16	25	50	6	19	
		Spec Ed. Speech/RSP	1	15	53	27	13	7	
			2	15	60	20	13	7	
			3	14	29	43	7	21	
		Homeless	1	9	11	22	44	22	
			2	7	14	43	14	29	
			3	8	13	13	38	25	13
		GATE/Excel	1	22		36	45	18	
			2	22		9	50	41	
			3	22		14	55	32	



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Burbank

Site Level Overall Performance Level Summary

25%Beginning
Stage**36%**Somewhat
Developed**30%**Moderately
Developed**9%**Well
Developed

Site Level Domain Performance Level Summary

Listening

17%
Beg.**66%**
Some/Mod.**18%**
Well Dev.

Speaking

22%
Beg.**53%**
Some/Mod.**24%**
Well Dev.

Reading

55%
Beg.**42%**
Some/Mod.**3%**
Well Dev.

Writing

22%
Beg.**60%**
Some/Mod.**18%**
Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	38%	38%	13%	13%	38%	50%	13%	25%	50%	25%	38%	63%	0%	50%	50%	0%
01	37%	42%	16%	5%	16%	68%	0%	26%	58%	0%	16%	63%	5%	16%	47%	21%
02	43%	46%	4%	7%	21%	46%	25%	29%	57%	7%	86%	4%	4%	32%	61%	0%
03	18%	32%	47%	3%	12%	82%	6%	15%	59%	26%	44%	53%	3%	12%	74%	15%
04	15%	35%	30%	20%	20%	50%	30%	25%	30%	45%	55%	40%	5%	20%	55%	25%
05	18%	29%	42%	11%	11%	64%	22%	18%	49%	31%	56%	40%	2%	20%	51%	27%



Burbank Home/School-Parent/Guardian Compact 2024-2025

Burbank Teachers and Support Staff

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

Burbank Parents/Guardians

- ❖ Families will get their children to school every day, before 7:55 and in uniform.
- ❖ Families will communicate any concerns they may have with teachers, staff members, or administration through the use of telephone calls, written notes, e-mails or by making an appointment for a meeting.
- ❖ Families will hold their children accountable for homework and ensure that it is returned when due.
- ❖ Families will help their children with homework and ensure that their children read a minimum of 15 to 30 minutes a night, depending on the child's respective grade level.
- ❖ Families will be responsible for signing and returning any letter that is sent home by the school and maintain an updated ParentVUE account complete with emergency contacts and review it annually.
- ❖ Families are encouraged to attend scheduled school functions such as Back-to-School Night, Open House, formal and informal conferences and Star Citizen Assemblies.
- ❖ Families will help ensure their child follows the Guidelines to Success.
- ❖ Families will comply with safe procedures for drop-off and pick-up

Teacher's Signature

Parent's/Guardian's Signature

Principal's Signature

Student's Signature



Burbank Home/School-Parent/Guardian Compact 2024-2025

Maestros y Personal de Apoyo de Burbank

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

Los Padres/Tutores de Burbank

- ❖ Familias mandarán a los niños a la escuela todos los días, no más tardar de 7:55 y en su uniforme.
- ❖ Familias comunicarán cualquier pregunta/preocupación que tengan con el maestro/a de su hijo/a, personal de la escuela o personal de administración a través de llamadas telefónicas, notas por escrito, correos electrónicos o haciendo cita para una reunión.
- ❖ Familias harán responsables a los niños de la tarea y el asegurarse de que se entregue cuando deba entregarse.
- ❖ Familias ayudarán a sus hijos con la tarea (sumas, restas, multiplicación y división) y se asegurará de que sus hijos lean un mínimo de 15 a 30 minutos todas las noches, de acuerdo al grado en que estén.
- ❖ Familias serán responsables de firmar y devolver cualquier carta que la escuela envíe a casa y mantener una cuenta ParentVUE actualizada con contactos de emergencia y revisarla anualmente.
- ❖ Familias asistirán a eventos planeados por la escuela como Noche de Regreso a Clases, Open House, conferencias formales e informarles y Asambleas de Ciudadanos Estelares.
- ❖ Familias aseguran que sus hijos sigan Las Guías de Triunfo
- ❖ Familias cumplirán con los procedimientos de seguridad para dejar y recoger estudiantes.

Firma del/a Maestro/a

Firma de la Directora

Firma del Padre/Tutor

Firma del Estudiante



Burbank Elementary

Parental Involvement Guidelines

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

PART I

Burbank Elementary agrees to implement the following requirements:

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

PART II.

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

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

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

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

- Distributed to all parents annually
3. Burbank Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following
- the state’s academic content standards
 - the state and local academic assessments including alternate assessments
4. Burbank Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Parent Workshops
5. Burbank Elementary will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Teacher/Staff In-services
 - District Trainings
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- The Office Supervisor and Assistant will be doing the translations of written materials/notifications that are sent to parents

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

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

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

* * * * *

PART V. ADOPTION

This Burbank Elementary Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 11/12/24 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all families during the week of November 18 – 22, 2024). Burbank, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signature of Principal

Date



Burbank Elementary

Guía de la Participación Paternal

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

PARTE I

Burbank Elementary está de acuerdo de implementar los siguientes requisitos:

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

PARTE II

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

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

Compartir información con los padres en las reuniones.

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

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

- SSC y ELAC (concilio del Consejo Escolar, Comité Asesor del Estudiantado que está aprendiendo Inglés)
- Boletín Mensual
- Reunión Anual del Título 1
- En el mostrador de la oficina principal

- Noche de Regreso Escolar (Back to School Night)

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

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

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

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

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

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

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

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

7. La escuela coordinará e integrará un programa de participación de los padres con

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

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

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

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

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

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

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

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

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

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

PARTE IV

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

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

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

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PARTE V

ADOPCIÓN

Esta Guía de Participación Escolar para Padres de Burbank Elementary ha sido desarrollada en adjunto con y en común acuerdo de los padres de los niños participantes en los Programas del Título 1 Parte A . Estas Guías fueron adoptadas por los miembros del SSC en **12 de Noviembre del 2024** y serán efectivas por un periodo de 1 año La escuela proveerá una copia de las Guías a familias durante la semana (18 - 22 de noviembre del 2024). Burbank, cuando le sea posible, proveerá una copia de estas Guías a las familias en el idioma que los padres puedan comprender.

(Firma del funcionario(a) autorizado)