

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Burbank Elementary School	Hayward Unified School District	4/17/2024	5/22/2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Burbank Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Plan Description

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

This plan is being used by Burbank Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

Burbank Elementary developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

As of March 2024, Burbank has exited from being identified as an ATSI school. However, we have seen a significant increase in the number of newcomer students arriving from Mexico, Central America and South America. We need more resources to better assist them as these students often arrive with significant trauma, lack of previous schooling and at times arrive with non family members.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Exited out of ATSI March 2024

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Burbank Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

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

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	134	129	135
Grade 1	119	116	114
Grade 2	121	113	116
Grade3	122	114	111
Grade 4	114	121	107
Grade 5	115	110	115
Grade 6	109	109	96
Total Enrollment	834	812	794

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

Conclusions based on this data:

1. EL students take the ELPAC on an annual basis. The analysis you see shows a slight decrease in EL enrollment. However, there is almost a double increase of percent of students who are EL's compared to Fluent English Proficient.
We will continue to accelerate our EL student learning in order for them to be reclassified as Fluent English proficient by the time they leave Burbank Elementary.
2. The percents of FEP and RFEP have also decreased over the past three years.
3. We have a total of 63 newcomer students in grades K-6th that have less than 2 years in US schools.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	125	110	117	0	106	111	0	105	111	0.0	96.4	94.9
Grade 4	114	118	112	0	114	106	0	114	106	0.0	96.6	94.6
Grade 5	116	108	113	0	101	106	0	101	106	0.0	93.5	93.8
Grade 6	110	108	96	0	102	95	0	102	95	0.0	94.4	99.0
All Grades	465	444	438	0	423	418	0	422	418	0.0	95.3	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2386.	2373.		12.38	12.61		23.81	9.91		20.00	27.03		43.81	50.45
Grade 4		2424.	2434.		16.67	21.70		11.40	10.38		28.95	22.64		42.98	45.28
Grade 5		2503.	2457.		22.77	10.38		32.67	21.70		16.83	19.81		27.72	48.11
Grade 6		2502.	2509.		2.94	12.63		34.31	27.37		37.25	32.63		25.49	27.37
All Grades	N/A	N/A	N/A		13.74	14.35		25.12	16.99		25.83	25.36		35.31	43.30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43	10.81		58.10	53.15		30.48	36.04
Grade 4		7.89	15.09		63.16	50.94		28.95	33.96
Grade 5		14.85	9.43		67.33	53.77		17.82	36.79
Grade 6		9.80	8.42		60.78	52.63		29.41	38.95
All Grades		10.90	11.00		62.32	52.63		26.78	36.36

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.52	9.91		50.48	37.84		40.00	52.25
Grade 4		14.04	15.09		46.49	44.34		39.47	40.57
Grade 5		22.00	12.26		60.00	50.94		18.00	36.79
Grade 6		11.76	21.05		58.82	55.79		29.41	23.16
All Grades		14.25	14.35		53.68	46.89		32.07	38.76

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43	8.11		71.43	73.87		17.14	18.02
Grade 4		12.28	8.49		72.81	67.92		14.91	23.58
Grade 5		6.93	8.49		84.16	73.58		8.91	17.92
Grade 6		7.84	11.58		78.43	80.00		13.73	8.42
All Grades		9.72	9.09		76.54	73.68		13.74	17.22

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.48	6.31		61.90	60.36		27.62	33.33
Grade 4		9.65	15.09		64.91	63.21		25.44	21.70
Grade 5		17.82	10.38		66.34	62.26		15.84	27.36
Grade 6		3.92	16.84		80.39	68.42		15.69	14.74
All Grades		10.43	11.96		68.25	63.40		21.33	24.64

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Conclusions based on this data:

1. We continue to analyze and strategize on how our students are learning so that they can come as close as they can to meeting and exceeding grade level standards in English Language Arts.
The percent of student meeting and exceeding ELA standards was 31.34% a decrease from previous year by 7.5%
We will be reducing the percent of students not met by 10%.
2. From 2022 to 2023 our 4th and 6th grade cohort showed an increase in overall ELA
3. There has been a decrease in enrollment for our 3rd - 6th grade students by 6.5%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	125	110	117	0	108	115	0	108	115	0.0	98.2	98.3
Grade 4	114	118	112	0	115	110	0	115	110	0.0	97.5	98.2
Grade 5	116	108	113	0	103	111	0	103	111	0.0	95.4	98.2
Grade 6	110	108	96	0	106	95	0	106	95	0.0	98.1	99.0
All Grades	465	444	438	0	432	431	0	432	431	0.0	97.3	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2386.	2374.		10.19	6.96		22.22	17.39		22.22	21.74		45.37	53.91
Grade 4		2403.	2420.		4.35	10.00		13.91	15.45		26.09	26.36		55.65	48.18
Grade 5		2467.	2420.		13.59	9.91		18.45	5.41		17.48	18.92		50.49	65.77
Grade 6		2474.	2473.		6.60	13.68		16.98	12.63		24.53	22.11		51.89	51.58
All Grades	N/A	N/A	N/A		8.56	9.98		17.82	12.76		22.69	22.27		50.93	54.99

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.81	9.57		42.59	38.26		42.59	52.17
Grade 4		7.83	11.82		31.30	32.73		60.87	55.45
Grade 5		12.62	9.91		44.66	23.42		42.72	66.67
Grade 6		3.77	11.58		45.28	36.84		50.94	51.58
All Grades		9.72	10.67		40.74	32.71		49.54	56.61

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.04	13.04		44.44	40.00		43.52	46.96
Grade 4		6.09	12.73		43.48	43.64		50.43	43.64
Grade 5		9.71	7.21		46.60	33.33		43.69	59.46
Grade 6		5.66	11.58		50.00	47.37		44.34	41.05
All Grades		8.33	11.14		46.06	40.84		45.60	48.03

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.04	8.70		57.41	50.43		30.56	40.87
Grade 4		6.96	9.09		42.61	56.36		50.43	34.55
Grade 5		6.80	7.21		58.25	41.44		34.95	51.35
Grade 6		7.55	12.63		56.60	48.42		35.85	38.95
All Grades		8.33	9.28		53.47	49.19		38.19	41.53

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Conclusions based on this data:

1. We continue to look to accelerate our student learning in the coming school year so that our students can come as close as they can to meeting and exceeding grade level standards in Math
Students meeting the standards were at an overall 22.74% compared to the 21-22 data of 26.38% a decrease of 3.64%
2. There was a significant increase in 4th grade from 18.26% met/exceeded to 25.45%
3. Math instruction continues to be an area for growth across all grade levels

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1416.7	1418.9	1417.4	1429.6	1426.7	1422.5	1386.6	1400.4	1405.2	55	57	64
1	1449.5	1404.3	1399.0	1468.0	1420.1	1421.4	1430.5	1387.8	1376.3	52	39	45
2	1470.3	1467.0	1435.4	1478.9	1477.7	1450.4	1461.0	1455.7	1419.9	48	49	38
3	1493.0	1483.2	1469.3	1500.6	1493.1	1466.2	1484.8	1473.1	1471.9	50	39	55
4	1520.8	1489.8	1476.8	1534.6	1495.4	1479.3	1506.6	1483.6	1474.0	35	37	39
5	1532.9	1533.4	1490.5	1546.1	1539.6	1488.0	1519.1	1526.7	1492.6	41	28	33
6	1517.0	1520.8	1518.7	1521.9	1522.2	1507.6	1511.7	1519.0	1529.1	27	35	24
All Grades										308	284	298

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.36	12.28	20.31	32.73	43.86	20.31	30.91	26.32	32.81	20.00	17.54	26.56	55	57	64
1	5.77	2.63	4.44	34.62	13.16	15.56	42.31	44.74	40.00	17.31	39.47	40.00	52	38	45
2	12.50	6.12	0.00	41.67	40.82	36.84	20.83	38.78	28.95	25.00	14.29	34.21	48	49	38
3	16.00	7.69	3.64	36.00	43.59	32.73	40.00	28.21	40.00	8.00	20.51	23.64	50	39	55
4	22.86	11.11	12.82	40.00	33.33	30.77	37.14	36.11	23.08	0.00	19.44	33.33	35	36	39
5	21.95	28.57	3.03	43.90	42.86	39.39	31.71	21.43	36.36	2.44	7.14	21.21	41	28	33
6	14.81	8.57	12.50	40.74	54.29	54.17	29.63	25.71	16.67	14.81	11.43	16.67	27	35	24
All Grades	15.26	10.28	8.72	37.99	39.01	30.20	33.44	31.91	32.55	13.31	18.79	28.52	308	282	298

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	22.81	21.88	38.18	36.84	31.25	21.82	21.05	18.75	21.82	19.30	28.13	55	57	64
1	30.77	7.89	11.11	34.62	26.32	35.56	21.15	42.11	31.11	13.46	23.68	22.22	52	38	45
2	39.58	28.57	10.53	27.08	24.49	23.68	25.00	42.86	50.00	8.33	4.08	15.79	48	49	38
3	36.00	30.77	18.18	52.00	43.59	34.55	6.00	12.82	29.09	6.00	12.82	18.18	50	39	55
4	57.14	33.33	35.90	40.00	47.22	33.33	2.86	8.33	12.82	0.00	11.11	17.95	35	36	39
5	65.85	57.14	24.24	31.71	32.14	51.52	2.44	3.57	3.03	0.00	7.14	21.21	41	28	33
6	33.33	45.71	37.50	51.85	40.00	37.50	0.00	2.86	12.50	14.81	11.43	12.50	27	35	24
All Grades	38.64	30.50	21.48	38.64	35.46	34.56	12.99	20.92	23.49	9.74	13.12	20.47	308	282	298

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.27	7.02	9.38	18.18	36.84	18.75	52.73	38.60	53.13	21.82	17.54	18.75	55	57	64
1	1.92	2.63	4.44	21.15	18.42	6.67	44.23	18.42	15.56	32.69	60.53	73.33	52	38	45
2	6.25	0.00	2.63	33.33	34.69	23.68	29.17	32.65	31.58	31.25	32.65	42.11	48	49	38
3	2.00	5.13	0.00	24.00	15.38	20.00	48.00	43.59	43.64	26.00	35.90	36.36	50	39	55
4	5.71	2.78	2.56	37.14	16.67	23.08	25.71	30.56	25.64	31.43	50.00	48.72	35	36	39
5	2.44	7.14	0.00	19.51	25.00	18.18	53.66	50.00	57.58	24.39	17.86	24.24	41	28	33
6	3.70	0.00	8.33	22.22	17.14	20.83	29.63	60.00	45.83	44.44	22.86	25.00	27	35	24
All Grades	4.22	3.55	4.03	24.68	24.82	18.46	41.88	38.30	39.26	29.22	33.33	38.26	308	282	298

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.21	15.79	18.75	73.58	68.42	57.81	13.21	15.79	23.44	53	57	64
1	22.00	13.16	26.67	70.00	63.16	55.56	8.00	23.68	17.78	50	38	45
2	6.38	24.49	13.16	76.60	67.35	73.68	17.02	8.16	13.16	47	49	38
3	24.00	25.64	16.36	54.00	56.41	47.27	22.00	17.95	36.36	50	39	55
4	42.86	30.56	17.95	51.43	55.56	51.28	5.71	13.89	30.77	35	36	39
5	19.51	14.29	12.12	75.61	75.00	66.67	4.88	10.71	21.21	41	28	33
6	11.11	8.57	12.50	70.37	71.43	75.00	18.52	20.00	12.50	27	35	24
All Grades	19.47	19.15	17.45	67.66	65.25	59.06	12.87	15.60	23.49	303	282	298

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.73	28.07	25.00	43.64	43.86	45.31	23.64	28.07	29.69	55	57	64
1	51.92	10.53	8.89	32.69	60.53	60.00	15.38	28.95	31.11	52	38	45
2	56.25	30.61	15.79	37.50	65.31	68.42	6.25	4.08	15.79	48	49	38
3	76.00	61.54	29.09	18.00	25.64	49.09	6.00	12.82	21.82	50	39	55
4	82.86	44.44	51.28	17.14	41.67	30.77	0.00	13.89	17.95	35	36	39
5	97.56	85.71	60.61	0.00	7.14	18.18	2.44	7.14	21.21	41	28	33
6	74.07	80.00	66.67	14.81	8.57	20.83	11.11	11.43	12.50	27	35	24
All Grades	64.61	45.04	32.89	25.32	39.01	44.30	10.06	15.96	22.82	308	282	298

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.70	7.02	9.38	64.81	75.44	67.19	31.48	17.54	23.44	54	57	64
1	14.00	7.89	6.67	40.00	28.95	13.33	46.00	63.16	80.00	50	38	45
2	21.28	2.08	2.63	42.55	68.75	57.89	36.17	29.17	39.47	47	48	38
3	2.00	5.13	0.00	60.00	53.85	52.73	38.00	41.03	47.27	50	39	55
4	11.43	2.78	5.13	57.14	41.67	46.15	31.43	55.56	48.72	35	36	39
5	7.32	7.14	3.03	68.29	67.86	54.55	24.39	25.00	42.42	41	28	33
6	7.41	2.86	8.33	37.04	45.71	50.00	55.56	51.43	41.67	27	35	24
All Grades	9.54	4.98	5.03	53.62	56.23	49.66	36.84	38.79	45.30	304	281	298

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.45	43.86	42.19	50.91	35.09	34.38	23.64	21.05	23.44	55	57	64
1	3.85	0.00	6.67	65.38	55.26	48.89	30.77	44.74	44.44	52	38	45
2	10.64	6.12	5.26	55.32	59.18	52.63	34.04	34.69	42.11	47	49	38
3	20.00	5.13	9.09	62.00	64.10	70.91	18.00	30.77	20.00	50	39	55
4	8.57	8.33	12.82	68.57	63.89	46.15	22.86	27.78	41.03	35	36	39
5	2.44	21.43	15.15	78.05	67.86	60.61	19.51	10.71	24.24	41	28	33
6	11.11	5.71	25.00	66.67	82.86	62.50	22.22	11.43	12.50	27	35	24
All Grades	12.38	14.54	17.79	62.87	58.87	52.35	24.76	26.60	29.87	307	282	298

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- This is a great area of need and will continue to accelerate teaching and learning. The majority of English Learners are in Level 2 and 3 (almost 63%) There has been an increase of Level 1 students this year compared to previous years. There has been an increase of newcomer students in the last two years which increased the percent of students performing at the lower levels on the ELPAC.
- A majority of students in grades 1-6 fall under "somewhat/moderately" developed in the Writing and Reading Domains.
- The Speaking Domain has the largest percentage of students categorized as "well developed" at 32.89%.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
794	79.8	35.6	0.5
Total Number of Students enrolled in Burbank Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	283	35.6
Foster Youth	4	0.5
Homeless	9	1.1
Socioeconomically Disadvantaged	634	79.8
Students with Disabilities	68	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	67	8.4
American Indian	1	0.1
Asian	40	5
Filipino	36	4.5
Hispanic	575	72.4
Two or More Races	39	4.9
Pacific Islander	13	1.6
White	22	2.8

Conclusions based on this data:

1. The majority of our student group population is Latinx (Hispanic), at 72.4%
2. We have increased from 58.5% to 79.8% in our socioeconomically disadvantaged student group
3. English learners make up almost 36% of the population. While we have also increased in our Foster Youth and Homeless subgroups.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our absence rate continues to remain the same and we continue to dedicate more resources to students that are considered chronically absent.
2. Our suspension rate decreased over the past year as we have implemented PBIS and Restorative Justice Practices to build our positive discipline systems.

3. In Math and ELA we have maintained in the low range .

School and Student Performance Data

Academic Performance English Language Arts

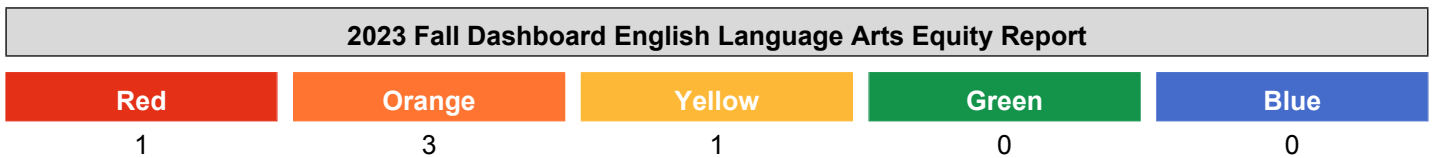
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 38.7 points below standard Decreased -7.2 points 401 Students	English Learners  Orange 58.4 points below standard Decreased -9.9 points 191 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Yellow 44 points below standard Increased +4.1 points 330 Students	Students with Disabilities  Red 114.3 points below standard Decreased Significantly -16.5 points 42 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 55.3 points below standard Decreased -8.2 points 32 Students	 No Performance Color 0 Students	48.8 points above standard Increased Significantly +16.4 points 19 Students	17.3 points above standard Decreased -14.4 points 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.2 points below standard Decreased -7.2 points 303 Students	24.3 points above standard Maintained +1.8 points 18 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.2 points below standard Decreased -7 points 124 Students	19.1 points above standard Increased +4.8 points 67 Students	27.8 points below standard Decreased -3.1 points 168 Students

Conclusions based on this data:

1. Data from previous year of state testing: Distance from Standard (DFS) in ELA is low in all subgroups
2. Reclassified students increased by 4.8 points and were 19.1 points above standards
3. Accelerating student learning and focusing on their social emotional well being is crucial for the coming school year.

School and Student Performance Data

Academic Performance Mathematics

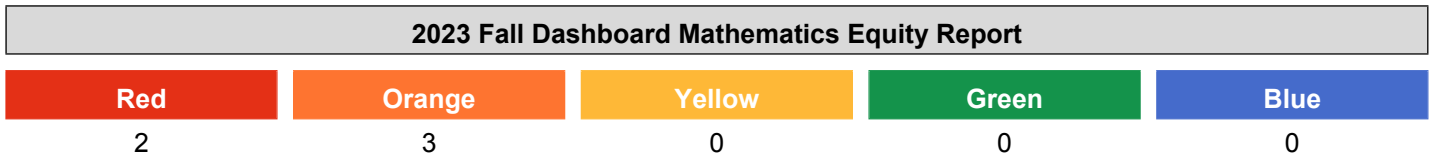
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 74.4 points below standard Decreased -8.3 points 398 Students	<p>English Learners</p>  Orange 94.4 points below standard Decreased -14.2 points 191 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 78.2 points below standard Maintained +1.9 points 327 Students	<p>Students with Disabilities</p>  Red 138.1 points below standard Decreased -4.1 points 42 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 106.5 points below standard Maintained +2.8 points 31 Students	 No Performance Color 0 Students	0.6 points above standard Decreased Significantly - 16.9 points 19 Students	0.6 points below standard Decreased Significantly - 15.8 points 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 83.4 points below standard Decreased -7.9 points 302 Students	20.6 points below standard Maintained -2.2 points 18 Students	Less than 11 Students 5 Students	Less than 11 Students 7 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.8 points below standard Decreased -4.9 points 124 Students	36.3 points below standard Decreased -13 points 67 Students	62.4 points below standard Decreased -4 points 165 Students

Conclusions based on this data:

1. Distance from Standard (DFS) in Math is low in all subgroups..
2. Our socioeconomically disadvantaged and African American subgroups maintained performance but still continue to be below standard.
3. Accelerating student learning and focusing on their social emotional well being is crucial for the coming school year.

School and Student Performance Data

Academic Performance English Learner Progress

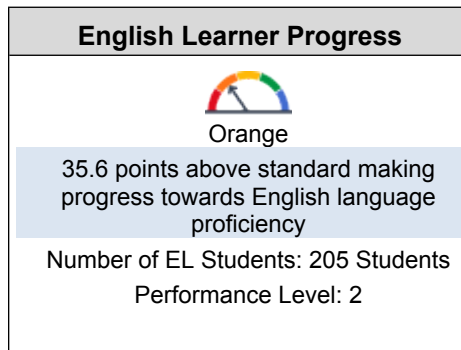
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
53	79	0	73

Conclusions based on this data:

1. Data from previous year of state testing: 73% of our English learners progressed at least one ELPI level compared to 41.3% the previous year.
2. Of English Learners, 53% decreased one ELPI level compared to 26% the previous year.
3. Of English Learners, 79% maintained ELPI levels 1-3H. compared to 32.7% the previous year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 36.9% Chronically Absent Declined Significantly -21.3 846 Students	English Learners Yellow 37% Chronically Absent Declined Significantly -24.3 343 Students	Foster Youth Less than 11 Students 4 Students
Homeless 57.9% Chronically Absent 0 19 Students	Socioeconomically Disadvantaged Yellow 37% Chronically Absent Declined Significantly -26.8 691 Students	Students with Disabilities Orange 40% Chronically Absent Declined -23.8 90 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Orange</p> <p>38.7% Chronically Absent</p> <p>Declined -25</p> <p>75 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Green</p> <p>9.8% Chronically Absent</p> <p>Declined -26.6</p> <p>41 Students</p>	<p>Orange</p> <p>22.2% Chronically Absent</p> <p>Declined -6.7</p> <p>36 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Yellow</p> <p>40.3% Chronically Absent</p> <p>Declined Significantly -22.4</p> <p>611 Students</p>	<p>Orange</p> <p>26.2% Chronically Absent</p> <p>Declined -19.3</p> <p>42 Students</p>	<p>33.3% Chronically Absent</p> <p>Declined -21.2</p> <p>18 Students</p>	<p>31.8% Chronically Absent</p> <p>Declined -9.1</p> <p>22 Students</p>

Conclusions based on this data:

1. The school will continue its school-wide focus on equity: constantly reassessing how to help the most marginalized groups through and help improve attendance rates for these groups. We will continue to identify students with attendance concerns using COST referrals, SST process and resources through our Family Engagement Specialist. (ex: Homeless, African American, Students w/Disabilities, Latino/a) Positive Behavior Intervention Systems (PBIS) will continue to be used to identify students in need of additional supports and reward students who already meet attendance requirements.
2. The school will continue its school-wide focus on equity: constantly reassessing how to help the most marginalized groups through and help improve attendance rates for these groups. We will continue to identify students with attendance concerns using COST referrals and the SST process. (ex: Homeless, African American, Students w/Disabilities, Latino/a)
3. Positive Behavior Interventions and Systems (PBIS) will continue to be used to identify students in need of additional supports and reward students who already meet attendance requirements.

School and Student Performance Data

Academic Engagement Graduation Rate

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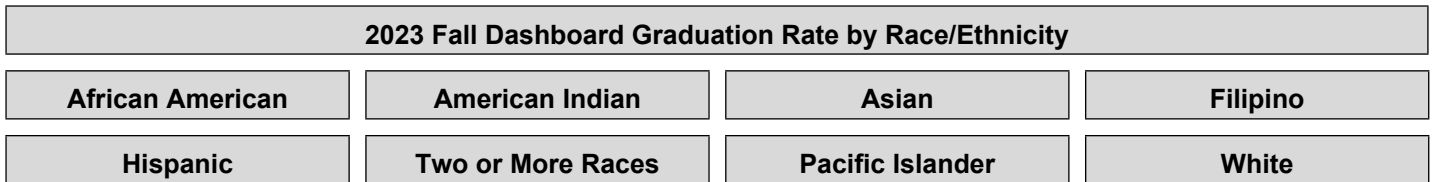
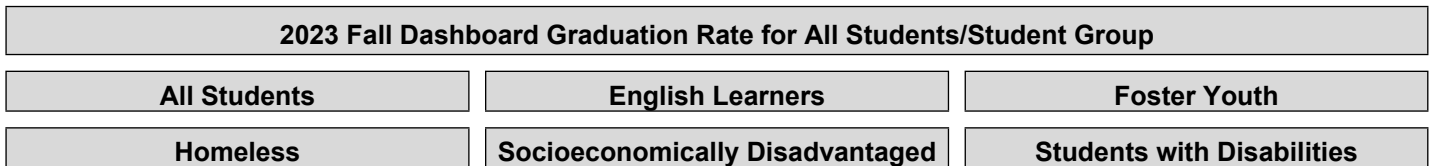
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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. Not Applicable
2. Not Applicable
3. Not Applicable

School and Student Performance Data

Conditions & Climate Suspension Rate

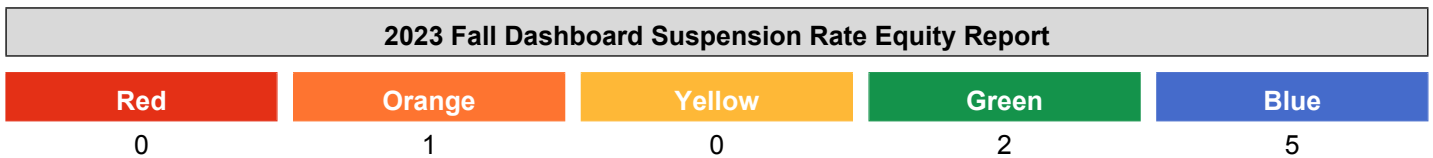
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Blue	Less than 11 Students 4 Students
0.6% suspended at least one day	0% suspended at least one day	
Declined -0.3 863 Students	Declined -0.9 348 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	 Blue	 Green
23 Students	0.4% suspended at least one day	1.1% suspended at least one day
	Declined -0.9 704 Students	Declined -1.3 91 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Declined -1.4 79 Students	Less than 11 Students 1 Student	 Orange 2.3% suspended at least one day Increased 2.3 43 Students	 Blue 0% suspended at least one day Declined -2.4 36 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.6% suspended at least one day Maintained -0.1 620 Students	 Blue 0% suspended at least one day Maintained 0 43 Students	0% suspended at least one day Maintained 0 19 Students	0% suspended at least one day Declined -4.5 22 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Burbank 3rd - 6th grade students will increase performance on CAASPP ELA by reducing 9% of students not meeting standard ELA, as measured on the CA Dashboard, by Spring 2024.

Achievable Growth Amount on CAASPP ELA (grades 3-6) 9 % from 31% met/exceeded to 40 % met/exceeded.

Achievable Growth Amount on FastBridge (grades K-2) 5% increase in students at low risk/on track

Deeper Learning in Spanish Language Arts will be reflected in growth of 5% bilingual Fastbridge data and STAR Literacy .

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Results from the most recent CAASPP test were used to form this goal. School-wide 31.34 percent of 3rd-6th graders met or exceeded standard in English Language Arts on the CAASPP. In addition, 5.26 percent of English Language Learners and 31.26 percent of students identified as Socio-economically Disadvantaged met or exceeded standard. Lastly, 2.56 percent of students with disabilities met or exceeded standard in English Language Arts.

- Grade level PLC will continue to engage in Cycle of Inquiry around student learning and academic engagement. This will facilitate the process for monitoring and evaluating the data as well as writing calibration and scoring. Data will be analyzed by grade level teams, administrative staff, support staff, and Site Leadership Team - identifying the standards that students systematically score proficient, mitigating errors, and identifying best practices and appropriate interventions.

- All students at Burbank Elementary including those in the Dual Language program, are expected to reach proficiency in English Language Arts. Particular efforts are geared towards our significant subgroups - English Language Learners, Socio-economically Disadvantaged, and Latinx students so as to provide an equitable educational program for these students. Like efforts are also pursued for African American students and students in the Special Education Program.

Our goal for 2024-25 is that students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 24-25 school year.

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

Growth towards achievement in these standards will be measured using multiple assessments such as Universal Screeners- FastBridge, CBM Spanish, STAR Reading, and any applicable CAASPP results

- Results from the Universal Screener will be collected three times in the school year - once in the fall, winter, and spring.
- FastBridge
- CAASPP
- early Reading in English and Spanish
- AUTOreading and aReading
- CBM Spanish
- STAR Reading

- This goal is included in the LEA Plan and the following partners were involved in analyzing the data and developing this goal.
- Site Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team
- Dual Language Instructors

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	31.34% Exceeded and Met	40% Exceed and Meet
Formative and summative teacher assessment data for DLI program/STAR Literacy and Bilingual FastBridge Data	baseline as determined by the DLI staff	progression and growth as data is collected from various assessments

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Burbank Elementary will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.</p> <p>Common Core State Standards Implementation Task: 1. Instructors continue to use the Common Core Instructional Framework to develop lessons and measure student achievement.</p> <ul style="list-style-type: none"> • Provide all staff with copies of the CCIF and CCSS • Maintain a Site Leadership Team to collaborate and coordinate with Admin, support staff, <p>and grade level team regarding grade level instructional needs</p> <ul style="list-style-type: none"> • Maintain a regularly scheduled grade level team meetings to analyze student data, share best practices, and inform and modify curriculum <p>2. Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS, Cycle of Inquiry, Deeper Learning Practices, Culturally Responsive Teaching and delivery of instruction in English Language Arts.</p> <ul style="list-style-type: none"> • Principal and Assistant Principal to facilitate the development, review, and revision of academic curriculum • Partner Teacher to serve as on site coach and support instructors in the implementation of CCSS/COI/CRT • Instructors attend workshops and trainings provided by district and content area specialists • Burbank teachers will continue to create learning opportunities for their colleagues by 	<p>All students will engage in these activities with a focus on English Learners, African American students, Latinx and our socio-economically groups</p>	<p>10,000.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Data Talks</p> <p>None Specified None Specified</p> <p>84,000.00 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Partner Teacher .5 FTE 5,000.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Software, technology maintenance, online subscriptions 6,747 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Books and Supplies, Supplemental Materials</p>

	<p>opening their classrooms, share their experiences and plan professional development at Burbank</p> <p>2A. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in increasingly meaningful way, including aligning with The Common Core State Standards.</p> <ul style="list-style-type: none"> • Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners. • Instructors attend workshops and training provided by the district, Alameda County Office of Ed and community partnerships • Burbank Art Lead will coordinate , review and support the School Strategic Art Plan • Visual Thinking Strategies (VTS) will be implemented as a strategy integrated into core curriculum <p>3. Instructional and supplemental materials purchased will be aligned and support students ability to access the CCSS in English Language Arts</p> <ul style="list-style-type: none"> • materials will be culturally and linguistically responsive • software and technology will support the instrum • Library Media Tech will staff the library to facilitate students access to materials available in the library • Spanish Language Development materials <p>4. Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry and Deeper Learning Practices to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes. Data talks will take place after the benchmark period to discuss, assess and plan for the upcoming reporting period. Teachers will meet for 1/2 day and substitutes will be provided.</p> <ul style="list-style-type: none"> • FastBridge assessments will be administered as determined by HUSD. • PLC's will meet on a weekly basis • PLC meeting notes that include data analysis and next steps will be collected • Site Leadership Team (SLT) will meet on a bi monthly basis • Administrators will use meeting notes to confer with SLT 		
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	<ul style="list-style-type: none"> • Administrative and support staff will assist the grade levels and site leadership team • PLC Release time scheduled a week after Assessments administered • Results based facilitation of student data • Results based notes of next steps <p>5. The school will offer increased learning time for students who are not meeting grade level standards.</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI)/Soluciones for K-6 and intervention materials approved by HUSD. <p>Spanish Intervention Materials ie:</p> <p>Measures: The following measures will be used to determine the phase of implementation:</p> <ul style="list-style-type: none"> • lesson plan samples • classroom observations • assessment data • Weekly PLC meeting notes • Students data reports collected from Illuminate and CAASPP • Results based notes collected <p>People Assigned: Principal Assistant Principal Site Leadership Team Leads Partner Teacher Instructional Staff Support Staff</p>		
<p>1.2</p>	<p>Response to Intervention (RTI) Task:</p> <p>1. Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data-driven decision making, screening, progress monitoring, and a multi-level prevention system.</p> <ul style="list-style-type: none"> • Maintain RTI committee from prior year • Revise site based developed RTI 2 framework and integrate CCIF lesson design • Collaboration with all site based staff that provide services to students in the development <p>of the site based model (instructions staff, COST, SPED, Nurse, other)</p> <p>2. Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies topics to include:</p> <ul style="list-style-type: none"> • lesson design • culturally and linguistically responsive practices • grade level content knowledge • administration of screening tools • small group instruction 	<p>All students will engage in these activities with a focus on English Learners, African American students, Latinx and our socio-economically groups</p>	<p>16,000.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Before/After School Intervention 2,400.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Student Success Team Teacher Release</p>

	<p>3. Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in English Language Arts</p> <ul style="list-style-type: none"> • culturally and linguistically responsive screening tools • culturally and linguistically responsive materials • software and technology <p>4. Continue "lab site" process as embedded professional development if volunteer by teacher</p> <p>Measures: The following measures will be used to determine phase and efficiency of implementation:</p> <ul style="list-style-type: none"> • SST process based on RTI framework: documents used and systems in place • number of referrals for SSTs • data from screening tools and prevention systems • formative and summative assessment data <p>People Assigned: Principal Assistant Principal Partner Teacher EL Specialist RTI Committee</p>		
<p>1.3</p>	<p>Task: 1. Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement.</p> <ul style="list-style-type: none"> • Provide all Dual Language Immersion (DLI) staff with copies of the CCIF and CCSS for Spanish Language Arts • Maintain a Site Leadership Team to collaborate and coordinate with admin, support staff, and grade level team regarding grade level instructional needs • Maintain regularly scheduled PLC meetings to analyze student data, share best practices, and inform and modify curriculum. • Use the lesson design based on transference to modify lessons for Dual Language Learners. • Administrators to support instructional staff in aligning DLI program with DLI Principles, facilitate parent meetings/workshops in regards to the DLI program, update instructional staff with most recent evidence based practices and dual language learning theories. <p>2. Professional Development will be provided for all (DLI) instructional staff to support and deepen their knowledge about the CCSS and delivery of</p>	<p>Dual Language Immersion Students</p>	<p>3,500 Title I: Schoolwide Program 4000-4999: Books And Supplies</p>

	<p>instruction in Spanish Language Arts and Transference</p> <ul style="list-style-type: none"> • Administrators will facilitate the development, review, and revision of academic curricula • Partner Teacher will serve as on site coach and support instructors in the implementation <p>of CCSS</p> <ul style="list-style-type: none"> • Instructors will attend workshops and trainings provided by district and content area <p>specialists</p> <ul style="list-style-type: none"> • Administrators will monitor, coordinate and support with latest research on best practices. <p>2A. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in increasingly meaningful ways including aligning with The Common Core State Standards</p> <ul style="list-style-type: none"> • Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti <p>Bias-Anti Racism training to build trust and be supportive as a community of learners.</p> <ul style="list-style-type: none"> • Instructors will attend workshops and training provided by the district Alameda County <p>Office of Ed and community partnerships</p> <p>3. Instructional and supplemental materials purchased will be aligned and support students ability to access the CCSS in Spanish Language Arts</p> <ul style="list-style-type: none"> • Materials will be culturally and linguistically responsive • Software and technology will support the instructional program • Library Media Tech will facilitate students access to materials available in the library • Need for more Spanish Literature and materials <p>4 . Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes for Spanish Language Arts</p> <ul style="list-style-type: none"> • Formative and summative assessments will be administered on a routine basis • PLC's will meet on a weekly basis • PLC meeting notes that include data analysis and next steps will be collected • Site Leadership Team (SLT) will meet on a bi-monthly basis • Administrators will use meeting notes to confer with SLT • Administrative and support staff will assist the grade levels and site leadership team 		
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	<ul style="list-style-type: none"> • PLC Release time scheduled a week after Assessments administered • Results based facilitation of student data • Results based notes of next steps <p>Measures: The following measures will be used to determine the phase of implementation :</p> <ul style="list-style-type: none"> • Lesson plan samples • Classroom observations • Bilingual FastBridge assessment data • Weekly PLC meeting notes • Dual language meeting notes • Student data reports collected from Illuminate • Results based notes collected <p>People Assigned: Principal Assistant Principal Partner Teacher Dual Language Instructional Staff EL Specialist</p>		
<p>1.4</p>	<p>Response to Intervention (RtI) Task:</p> <p>1. Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data driven decision making, screening, progress monitoring, and a multi level prevention system .</p> <ul style="list-style-type: none"> • Maintain RTI committee from prior year • Revise site based developed RTI framework and integrate CCIF lesson design with <p>Transference skills based lesson design</p> <ul style="list-style-type: none"> • Collaboration with all site based staff that provide services to students in the development <p>of the site based model (instructional staff, COST, SPED, Nurse, other</p> <p>2. Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies - topics to include</p> <ul style="list-style-type: none"> • lesson design • culturally and linguistically responsive practices • grade level content knowledge • administration of screening tools • small group instruction • Transference <p>3. Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in Spanish Language Arts</p> <ul style="list-style-type: none"> • culturally and linguistically responsive screening tools • culturally and linguistically responsive materials • software and technology 	<p>Dual Language Immersion Students</p>	<p>None Specified None Specified</p>

	<p>Measures: The following measures will be used to determine phase and efficacy of implementation.</p> <ul style="list-style-type: none"> • SST process based on RTI framework : documents used and systems in place • number of referrals for SSTs • data from screening tools and prevention systems • formative and summative assessment data <p>People Assigned: Principal Assistant Principal Partner Teacher EL Specialist RTI Committee</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Our progress had been slow due to the social emotional well being of our students after the school shut down. We continue to monitor and implement additional practices and strategies.

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

More consistent analysis of data, monitoring and backwards planning should be a priority. The data from FastBridge revealed that our students require more instructional support in the development of Spanish Language. Identifying student learning outcomes, implementing evidenced based practices, administering universal screener, analyzing students data through collaboration, and refining culturally relevant instructional practices to address students' needs have been effective at yielding high students achievement result. Applying this knowledge and refining these practices to enhance the Dual Language program will be included in next steps as well as continued training in our Anti Bias -Anti Racism teaching practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

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

Achievable Growth Amount on CAASPP Math (grades 3-6) 9 % from 22.74% met/exceeded to 30 % met/exceeded.

Achievable Growth Amount on HUSD Math Benchmark (grades K-2) 5% increase in students who met/exceeded.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal

Results from the most recent CAASPP Test were used to form this goal . School wide 22 percent of 3rd- 6th graders met or exceeded standard in Mathematics . Furthermore, 8.11 percent of English Learners and 21.39 percent of students identified as Socioeconomically Disadvantaged met or exceeded standard . Also, 19 % of Latino students and 8.82 % percent of African American students met or exceeded standard. Lastly, 7.69 percent of students with disabilities met or exceeded standard in Mathematics .

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

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

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

Deeper Learning in Mathematics will be reflected in growth of 9 percent toward standard in Math, as measured on the CA Dashboard, by Spring 2024.

These standards will be measured using multiple assessments such as District Math Assessments and CAASPP results .

- Results from the benchmark assessments distinctively aligned to the Common Core state standards will be collected three times in the school year . Once in the fall, winter and spring .
- CAASPP
- District formative assessments

This goal is included in the LEA Plan and the following groups were involved in analyzing the data and developing this goal

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

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

n / a

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	22.74. Met and Exceeded	30% Meet and Exceed

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>2.1</p>	<p>Burbank will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it.</p> <p>Common Core State Standards Implementation Task :</p> <p>1 . Instructors will use the Common Core Instructional Framework and the current Math adoption to develop lessons and measure student achievement .</p> <ul style="list-style-type: none"> • Provide all staff with copies of the CCIF and CCSS . • Maintain a Site Leadership Team to collaborate and coordinate with Admin , support staff , and grade level team regarding grade level instructional needs • Maintain regularly scheduled grade level team meetings to analyze student data , share best practices , and inform and modify curriculum <p>2 Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS and delivery of instruction in Mathematics .</p> <ul style="list-style-type: none"> • Staff and Assistant Principal to facilitate the development , review , and revision of academic curricula • Instructors attend workshops and trainings provided by district and content area specialists <p>Math data talk will be visited 3 times a year that will focus on current student math learning trends.</p> <p>2 A . Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in increasingly meaningful way , including aligning with The Common Core State Standards .</p> <ul style="list-style-type: none"> • Instructors attend workshops and training provided by district , Alameda County Office of Ed and community partnerships • Visual Thinking Strategies (VTS) will be implemented as a strategy integrated into core curriculum . • Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners. • 3 . Instructional and supplemental materials purchased will be aligned and support students ability to access the CCSS for Mathematics materials will be culturally and linguistically responsive 	<p>All Students</p>	<p>5,000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Math Software Program 0 None Specified None Specified</p>
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	<ul style="list-style-type: none"> • Software and technology will support the instructional program • Library Media Tech will staff the library to facilitate students access to materials available in the library • 4 . Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes in Mathematics <p>Formative and summative assessments will be administered on a routine basis</p> <ul style="list-style-type: none"> • PLC's will meet on a weekly basis • PLC meeting notes that include data analysis and next steps will be collected • Site Leadership Team (SLT) will meet on a bi monthly basis • Administrators will use meeting notes to confer with SLT • Administrative and support staff will assist the grade levels and site leadership team • PLC Release time scheduled a week after Benchmark Assessments administered • Results based facilitation of student data • Results based notes of next steps <p>The following measures will be used to determine the phase of implementation :</p> <ul style="list-style-type: none"> • Lesson plan samples • Classroom observations • assessment data • Weekly PLC meeting notes • Students data reports collected from Illuminate • Results based notes collected <p>People Assigned Principal Assistant Principal Site Leadership Team Partner Teacher</p>		
<p>2.2</p>	<p>Response to Intervention (Rtl)</p> <p>1 . Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data driven decision making, screening, progress monitoring, and a multi level prevention system .</p> <ul style="list-style-type: none"> • Maintain RTI committee from prior year • Revise site based developed RTI framework and integrate CCIF lesson design • Collaboration with all site based staff that provide services to students in the development of the site based model (instructional staff , COST , SPED , Nurse , other) 	<p>All Students</p>	

	<p>2 . Instructional staff to attend workshops facilitated by on site content area specialists , district , and / or outside agencies topics to include :</p> <ul style="list-style-type: none"> • lesson design • culturally and linguistically responsive practices • grade level content knowledge • administration of screening tools • small group instruction <p>3 . Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework</p> <ul style="list-style-type: none"> • culturally and linguistically responsive screening tools • culturally and linguistically responsive materials • software and technology ie : adopted Math program <p>The following measures will be used to determine phase and efficacy of implementation</p> <ul style="list-style-type: none"> • SST process based on RTI framework : documents used and systems in place • number of referrals for SSTs • data from screening tools and prevention systems • formative and summative assessment data <p>People Assigned : Principal Assistant Principal RTI Committee</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There are no required math assessments at this time thus making it a challenge to analyze a consistent form of assessment.

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

Continue to find additional on line math programs so all students have access. identify a few teachers who will volunteer to provide before or after school intervention in math.

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

More consistent analysis of data and use of district resource TOSA to present workshops, that will incorporate the use of Cycle of Inquiry.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by a growth standard of 5% the number of students progressing at least 1 level on the ELPAC and increasing the percentage of RFEP students by 5% as measured on the CA Dashboard, by Spring 2024.

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

Academic Language Development -- All ALD students will engage in Deeper Learning activities as part of their regular ALD instruction during the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success for English Learners :Increase the number of English learners making annual progress towards demonstrating proficiency in mastering the CCS or demonstrate growth towards mastery on the SBAC.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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

Group data to be collected to measure gains:

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

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

- Spanish Language Learners enrolled in the Dual Language program and students receiving Academic Language Development instruction. Also included is an Advanced SLD for our native Spanish speakers after being RFEP.

Anticipated annual growth for each group:

- Students are expected to demonstrate overall growth in Spanish Language Arts. All grade levels will meet grade level benchmarks as determined by multiple measures assessment tools.

Means of evaluating progress towards this goal:

- ELPAC
- CAASPP
- District assessments

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

- This goal is included in the LEA plan.

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

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

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

n/a

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Levels	36 % of our English Learners progress at least one level	Increase by 5% the number of English Learners improve by one ELPI Level
RFEP students	12.5 of students are RFEP	Increase by 5% the number of students identified as RFEP

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Burbank will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.</p> <p>Common Core State Standards Implementation Task:</p> <ol style="list-style-type: none"> Instructors who use the Common Core Instructional Framework to develop ELD, Spanish Language Development and Academic Language Development lessons as a means to allow access to the CCSS. Lessons will address <ul style="list-style-type: none"> text complexity academic vocabulary and include <ul style="list-style-type: none"> structured language practice routines Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS and Language Development <ul style="list-style-type: none"> Assistant Principal to facilitate the development, review, and revision of academic curricula Partner Teacher to serve as an on site coach and support instructors in the implementation <p>of CCSS</p> <ul style="list-style-type: none"> Instructors attend workshops and trainings provided by district and content area specialists Vertical alignment collaboration based on Language Development instructional assignments <p>2A. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in an increasingly meaningful way, including alignment with Common Core State Standards</p> <ul style="list-style-type: none"> Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners. <ul style="list-style-type: none"> Instructors will attend workshops and training provided by district. Alameda County Office <p>of Ed and community partnerships</p> <ul style="list-style-type: none"> The Burbank Art Lead will coordinate, review and support the School Strategic Art Plan 	ELD, SLD and ALD students	<p>3,500.00</p> <p>Title I: Schoolwide Program 4000-4999: Books And Supplies Books and Supplies for Spanish Language Development 4800.00</p> <p>LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries ELPAC release/sub days</p>

3. Instructional and supplemental materials purchased will be aligned and support students' ability to access the CCSS through Language Development classes

- Materials will be culturally and linguistically responsive
- Software and technology will support the instructional program
- Assessments will measure students' proficiency in Spanish language production and application
- Library Media Tech will facilitate students' access to materials available in the library

4. Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes.

When defining student needs based on the data, language development needs will be assessed. Also language learning theory will support the identification of best practices where language could be a hindrance to the student accessing the content.

- Formative and summative assessments will be administered on a routine basis
- PLC's will meet on a weekly basis
- PLC's meeting notes that include data analysis and next steps will be collected
- Site Leadership Team (SLT) will meet on a bi monthly basis
- Administrators will use meeting notes to confer with SLT
- Administrative and support staff will assist the grade levels and site leadership team
- PLC Release time scheduled a week after assessments administered
- Results based facilitation of student data
- Results based notes of next steps

Measures:

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

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

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	El Specialist		
3.2	<p>Response to Intervention (RtI) Task:</p> <p>1. Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data-driven decision making, screening, progress monitoring, and a multi-level prevention system that include needs of Spanish Language Learners and students assigned to Academic Language Development classes</p> <ul style="list-style-type: none"> • Maintain RTI committee from prior year • Revise site based developed RTI 2 framework and integrate CCIF lesson design with language development needs • Collaboration with all site based staff that provide services to students in the development of the site based model (instructional staff, COST, SPED, Nurse, other) <p>2. Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies topics to include:</p> <ul style="list-style-type: none"> • lesson design • culturally and linguistically responsive practices • grade level content knowledge • administration of screening tools • small group instruction <p>3. Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in Spanish Language Arts for DLI students and English Language Arts for all students</p> <ul style="list-style-type: none"> • culturally and linguistically responsive screening tools • culturally and linguistically responsive materials • software and technology <p>Measures:</p> <ul style="list-style-type: none"> • site based RTI Framework • classroom observations <p>People Assigned: Principal Assistant Principal RTI Committee Partner Teacher EL Specialist</p>	Students in Spanish, Academic and English Development	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We need to ensure that our students in English Development, spanish Language Development and Academic Language Development are making progress towards their language development goals as set forth by local and state assessments. Daily leveled Language development instructions is implemented with fidelity across all grade levels and the EL specialist provides support with strategies as needed.

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

Additional resources to support our newcomers have been a challenge.

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

Continue to advocate for our newcomers for additional support.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Deeper Learning: Visual and Performing Arts

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Our Arts Leadership Team (ALT) continues to engage with our PLC in deeper learning practices around the VAPA standards and incorporating the Social Justice Standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
VAPA Standards	each grade level provides content to their students	students have a variety of techniques and strategies to integrate art into their learning
Art integrated in content areas	Weekly lessons that integrate art	Daily arts integration activities in all classrooms

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Instructors will use the VAPA and Social Justice Standards to develop integrated art lessons: <ul style="list-style-type: none"> provide all staff with copies of VAPA standards maintain a regularly grade level team meetings to share best practices maintain and Arts Leadership Team to collaborate and coordinate with Admin, 	All Students	None Specified None Specified 5,000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures

	<p>support staff and grade level meetings regarding strategies</p> <p>Professional Development will be provided for all staff to support and deepen their knowledge of VAPA standards, Social Justice Standards, Culturally Responsive Teaching and delivery of Visual Thinking Strategies (VTS).</p> <ul style="list-style-type: none"> Principal, Assistant Principal and ALT to facilitate the development and integration of the arts Instructors attend workshops and training provided by district and art specialists <p>Instructional and supplemental materials purchased that will be aligned to support students ability to access the VAPA standards</p> <ul style="list-style-type: none"> materials will be culturally and linguistically responsive <p>The school will offer increased learning time for students to participate in:</p> <ul style="list-style-type: none"> annual talent show annual musical annual Creativity festival where student work is showcase offering after school enrichment In addition to the activities listed above, we will use the 2024-2025 school year to develop our Prop 28 Site Plan. 		Professional Development
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We continue to engage families and students in our "Evening of the Arts" and "Creativity Festival". There continues to be an annual musical where students are able to perform and show their creative expressive side in performing arts.

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

No major difference this school year

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

Prop 28 will help fund additional resources for our visual and performing arts. Having access to additional art residence will help support increase engagement and an opportunity for our teachers/staff to learn no strategies and incorporate the social justice standards further.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Administrative staff will monitor the number of suspensions, type of suspensions, and the frequency of suspensions by any one student or groups of students, paying particular attention to our African American males. The student attendance system, Infinite Campus, will be used to document student behavior. In consult with the classroom teacher, support staff, and referencing the RTI framework.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS survey	55% of 5th grade students reporting feeling safe at school	75 % of students feeling safe at school
Suspension	0.6 % rate of suspension	Lower than 0.6%
CHKS survey	60% of 5th grade students reported that there is a caring adult at school	90% feeling there is a caring adult at school

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Burbank will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.</p> <p>Improving Student Outcomes</p> <p>1. Maximizing the use of recess and lunch as a classroom to teach social skills, conflict resolution, and good sportsmanship.</p> <ul style="list-style-type: none"> Assistant Principal / PE teacher / Supervising Staff, Principal to monitor and model the inclusive and responsible forms of play to students and staff during recess Assistant Principal coordinates junior coaches as leaders during recess YEP Operation Supervisor and YEP leaders carry over practice into the YEP after school program Recess Coach and Playworks structures recess framework <p>2. Study trips will be used as a method to enrich learning, provide positive experiences, and to allow for all students to have equitable access to resources and build background knowledge</p> <p>3. Student centered activities that promote and use positive reinforcement strategies will continue to be implemented:</p> <ul style="list-style-type: none"> PBIS Choose Love SEL Curriculum Anti Defamation League Restorative Circles Arts Integration Playworks framework and Junior Coaches Student Ambassadors for ADL Spirits Days Student Council Super Citizen Program 	All Students	<p>None Specified None Specified</p> <p>4,000 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Support for before during and afterschool supervision and special events</p> <p>None Specified None Specified</p>

	<ul style="list-style-type: none"> • Academic Based Awards Assemblies (CAASPP scores) • Ally Week • Reclassified Celebration • DLI Celebration <p>Measures: The following measures will be used to determine the phase and efficacy of implementation:</p> <ul style="list-style-type: none"> • formative and summative assessment data of students enrolled in Extended Day Classes • classroom rosters • student climate survey • detention/suspension rates <p>People Assigned: Principal Assistant Principal Recess Coach SBDM PBIS Team</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Although we allocated for a recess coach to assist in our outside recess time, it has been a challenge to find someone. Our PBIS has shown that strategies are working but we need to decrease the number of students who experience social and emotional challenges. We did not get a chance to do the Panorama Survey with students this year and will implement a Burbank survey for the following year.

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

Continue to look for a Recess Coach. Professional Development in social emotional learning that embodies kindness, safety and zero tolerance for bullying. We will also continue to implement PBIS. We are looking into a conflict resolution program to further support our students as well as increasing our supervision for students.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain monthly parent engagement activity log. Monitor and evaluate with Family Engagement Specialist. There has been fewer parents that engage in our parent meetings this year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting sign in sheets	20-30 parents typically participate in ELAC, 2nd Cup of Coffee, PTA	Increase by 10% the number of parents participating in these meetings
Family Events	practically monthly	continue on a monthly basis
Parent workshops offered	2 parent workshops offered	5 parent workshops

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Burbank will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion. Improving Parent Engagement 1. Regular Communication with parent/caretaker	All	935.00 Title I: Schoolwide Program None Specified Childcare, materials, refreshments , finger printing

	<p>related to academics, announcing special events, informing of advisory group meetings, and other forms of parent/caretaker involvement will continue to be provided. Multiple forms of communication include:</p> <ul style="list-style-type: none"> • Principal's monthly newsletter • Monthly calendar • Infinite Campus all call • Webpage • Class Dojo <p>2. School cafeteria, library or available room will serve as a location for parent/caretaker trainings, workshops, advisory group meetings, and a workspace for parent/caretakers volunteering at the school.</p> <ul style="list-style-type: none"> • Principal and support staff with PTA, AASAI, ELAC group will coordinate trainings / workshops for parents/caretakers • Administration, support staff and staff will engage parents / caretakers that are non responsive or feel marginalized from the school community • 2nd Cup of Coffee <p>3. Site funds will be allocated to support the involvement of parent / caretakers in our students' education.</p> <ul style="list-style-type: none"> • materials and supplies for trainings/workshops and promotion thereof • consultants • childcare • refreshments <p>The following measure will be used to determine the efficacy of implementation:</p> <ul style="list-style-type: none"> • parent climate survey • workshop/training attendance data • workshop/training evaluations data <p>People Assigned: Principal Assistant Principal EL Specialist Parent Engagement Specialist Partner Teacher Support Staff</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our family events are well attended and we will continue to monitor and expand as needed. However, our parent meetings have been fewer and fewer as the year progresses.

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

We allocated funds for parent workshops, however, attendance or RSVP was minimal

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

Our FES will continue to reach out in different forms of communication to engage more families at the school site. Parent climate survey will be given at the end of the school year for feedback.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Burbank Elementary will decrease chronic absenteeism by 10% in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our overall chronic absenteeism has declined by 21% but still continue to have 36% chronic absenteeism. Our Latinx, African American, Socio-Economically and English Learners had a chronic absenteeism between 37% - 40%. This means that these students have been absent for 10% of their instructional day. Although we have declined in our chronic absenteeism, there is still a lot of work to be done.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Reports	95% ADA	98% ADA
CA Dashboard Chronic Absenteeism Data	36%	Decrease by 10% as measured by the CA Dashboard in 23-24 school year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Burbank staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	All Students	1,000 LCFF Supplemental and Concentration Funds

	<p>Student attendance will be regularly monitored and reported to administration team.</p> <ul style="list-style-type: none"> Attendance clerk to inform administration of students with excessive amounts of tardies and/or absences. Proper protocol to be followed up with Attendance Clerk, Assistant Principal and FES for chronically absent and/tardy student, Perfect attendance certificates awarded on a trimester basis Daily absence phone calls made by attendance clerk and / or all call through Infinite <p>Campus 2: Collaboration with COST, Nurse, Assistant Principal, CWA and Family Engagement Specialist</p> <ul style="list-style-type: none"> refer to site based RTI model Home Visits when necessary parent meeting <p>3: Student Centered positive promotion, incentives purchased through site discretionary monies</p> <ul style="list-style-type: none"> monthly raffles for perfect attendance monthly certificates end of the year raffle Certificate and prize for perfect attendance given at the end of the year <p>Measures:</p> <ul style="list-style-type: none"> attendance reports month to month review of truancy/absence data school wide, grade level and class by class <p>People Assigned: Principal Assistant Principal Attendance Clerk Classroom Teacher EL Specialist COST Family Engagement Specialist</p>		<p>4000-4999: Books And Supplies Attendance Incentives</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Burbank has had a decrease in chronic absenteeism from prior year. This has been a collaborative effort between our COST, FES and attendance clerk.

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

No major differences with the intended implementation and budget expenditures.

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

We will advertise our grade levels and classrooms with the highest percentage of daily attendance and on time students in our parent newsletters and other means of communication. We will continue to monitor and reach out to those families that need additional support and resources on an individual basis.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equity

Equity -- All of our students will have access to culturally and linguistically relevant and responsive course materials and instructional as well as social-emotional pedagogical strategies, as part of an ongoing effort to provide our teachers and staff with the latest professional development opportunities, including but not limited to Anti Bias-Anti Racism, Deeper Learning, Culturally Responsive and Social Emotional training.

Students in our focus populations (African American, Latinx, English Learners, Foster Youth, and Students with Disabilities) will increase their CAASPP scores in ELA and Mathematics by an additional 3 points toward standard versus the overall school population, by Spring 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

LCAP Goal:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey Spring 2022	70% of students in Gr. 3-5 and 60% of students in Gr. 6 reported positive student-teacher relationships. The breakdown of positive responses was: 79% Black or African American, 61% Filipino, 71% Hispanic and 68% unspecified race.	80% of students in Gr. 3-5 and 70% of students in Gr. 6 reporting positive student-teacher relationships.
Panorama Student Survey Spring 2022	79% of students in Gr. 6 responded favorably to the question on Diversity and Inclusion, regarding diversity, integration and fair treatment of students from different races, ethnicities and cultures. Of these 79% , 97% of Black or African American students, 82% of Hispanic and 69% of ELL students responded favorably.	90% of students in Gr. 6 will respond favorably to Diversity and Inclusion at school. Of these 90%, 100% of Black or African American, 90% Hispanic and 80% of ELL students will respond favorably.
Panorama Student Survey Spring 2022	44% of students in Gr. 3-5 and 66% of students in Gr. 6 responded favorably to the question on Cultural Awareness.	55% of students in Gr. 3-5 and 75% of students in Gr. 6 will respond favorably to questions on Cultural Awareness.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	Reinforcement of trauma-informed school-wide practices through the implementation of: <ul style="list-style-type: none"> SEL curriculum and pedagogy, including small group pullouts Choose Love SEL Curriculum PBIS Tier 2 supports, including "check in and check out" system COST services and supports RTI framework Building trust and relationships all as a community of learners looking through the lens of Anti Bias-Anti Racism and CRT. 	Focus groups (Black or African American, ELs, and Latinx)	1563.00 Title I: Schoolwide Program 5800: Professional/Consulting Services And Operating Expenditures PD for staff as well as purchase of materials and supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

COST services have improved this past year, allowing for additional resources given by Hayward Promise Neighborhood Grant as well as SEL Counselor and PBIS supports.

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

Although the Panorama Survey was not administered in 2023, we have seen an increase in trauma informed stressors especially for our newcomer group.

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

A Burbank Survey will be created especially for students in our focus group that will include: Latinx, African American, and EL's

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,445.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$59,947.00
None Specified	\$0.00
Title I: Schoolwide Program	\$93,498.00

Subtotal of state or local funds included for this school: \$153,445.00

Total of federal, state, and/or local funds for this school: \$153,445.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	59,947	0.00
Title I: Schoolwide Program	93,498	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	59,947.00
None Specified	0.00
Title I: Schoolwide Program	93,498.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	117,200.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	14,747.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,563.00
None Specified	935.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	33,200.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	4,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	7,747.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	15,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	84,000.00
4000-4999: Books And Supplies	Title I: Schoolwide Program	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I: Schoolwide Program	1,563.00
None Specified	Title I: Schoolwide Program	935.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,647.00
Goal 2	5,000.00
Goal 3	8,300.00
Goal 4	5,000.00
Goal 5	4,000.00
Goal 6	935.00
Goal 7	1,000.00
Goal 8	1,563.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Irma Torres-Fitzsimons	Principal
Adrianna De Anda	Classroom Teacher
Daniel Gonzalez	Classroom Teacher
Jimmie Martinez	Classroom Teacher
Alejandra Melgoza	Other School Staff
Liz Morales-Contreras	Parent or Community Member
Aurelio Medel	Parent or Community Member
Savitha Moorthy	Parent or Community Member
Nalleli Albarran	Parent or Community Member
Karina Gutierrez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/17/2024.

Attested:



Principal, Irma Torres-Fitzsimons on 4-14-2024

SSC Chairperson, Aurelio Medel on 4-14-2024