

The School Plan for Student Achievement

School: Luther Burbank Elementary School
CDS Code: 24-6577-6025670
District: Merced City School District
Principal: Jill Settera
Revision Date: May 23, 2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on June 13, 2022.

School Vision and Mission

Luther Burbank Elementary School's Vision and Mission Statements

Burbank's Mission Statement: Ensuring all students ride the wave to success by promoting and supporting both academic and behavioral growth.

Burbank's Vision Statement: Swimming Towards Success

During the 2022-2023 school year, Burbank stakeholders engaged in the development of a new vision and mission statement. Once adopted, the new vision and mission statement will be published in the SPSA.

School Profile

Luther Burbank Elementary, which is a traditional calendar school serving students in preschool through sixth grade, lies in the northern section of the City of Merced. Burbank Elementary was named in honor of Luther Burbank, a horticulturist who developed more than 800 strains and varieties of plants, including the Shasta Daisy, the Santa Rosa Plum, and the Freestone Peach. Burbank Elementary is dedicated to ensuring that its students come away with a well-rounded educational experience that will serve them well in the future. Mission Statement: Ensuring all students ride the wave to success by promoting and supporting both academic and behavioral growth. They provide a strong academic foundation for students to succeed in middle school and beyond. Knowing that modeling is important, the staff seeks to live the character traits they want to see in the students. Additionally, they model the importance of lifelong learning. The staff at Burbank Elementary School is committed to making it a place of learning where children can develop their full potential.

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Burbank Elementary School's top priorities are in the areas of student achievement, social-emotional learning, and family, and community empowerment.

Identify the major expenditures supporting these priorities.

Title 1 monies academic support priorities by providing reading and math responses to intervention (RtI), Instructional Assistants in grades TK-6 (most are funded through Title 1), Advancement Via Individual Determination (AVID) expenditures, while Local Control Accountability Plan (LCAP) monies support social-emotional programs such as the school counselor, behavior academy, and supplementary materials to support such learning.

Instructional Assistants (IAs) in all grades are also significant expenditures. (Grades 3-6 typically do not have IA support.) Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) training, Reading Specialist Teacher, Reading Specialist IA running SIPPS small groups in 1st-3rd grades and some K, and 4th-6th, Implementation of AVID is a major expenditure.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Strategies that were fully implemented as described in the site plan are hiring instructional assistants (IAs) for grades 3-6 in addition to IAs in grades TK-2 (Finally fully implemented as of 3/2022)- small reading/math group work in all grades (RtI) SEL lessons are pushed out and also taught to classes by the school counselor, and any supplementary materials needed to support these programs. Burbank has continued to have difficulty staffing all IA positions.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

IA's in every classroom. We were not able to fully implement due to staffing shortages.

What specific actions related to those strategies were eliminated or modified during the year?
IAs were shared with less time in grades 3-6 to address the staffing shortage.

Identify barriers to full or timely implementation of the strategies identified above.
Staffing shortages and getting staff hired and retained has been a barrier to full implementation.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Training was offered after school regarding SIPPS, Conscious Discipline/PBIS, AVID, and TWIG science to help support classroom teachers and instructional assistants. More training for yard duty supervisors on CD and PBIS is needed.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
Comparing DPA II to DPA II for 2020-2021 and 2021-22 data shows minimal growth in standard met and standard exceeded shows similar growth to last school year. Data is reflected later in the SPSA. Comparing DPA II 2021-22 to DPA II for 2022-23 shows similar trends. We are making growth from beginning to end of the year but those gains are not carrying the total site growth from year to year. This is a trend in the MCSD.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
SIPPS/Reading IAs/ Reading Specialist Teacher (coming for 2022-23) and RS IA (small group reading), Dolphin Academy, and ongoing trainings and supports. Running a full time RI Lab this year allowed students to make further gains in overall literacy.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
More training for IAs and yard duties in the areas of PBIS and CD would be beneficial.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- X Lack of timely implementation
- X Limited or ineffective professional development to support implementation
Lack of effective follow-up or coaching to support implementation
- X Not implemented with fidelity
Not appropriately matched to student needs/student population
Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- X Continuing it with the following modifications:
A Reading Specialist teacher and IA will continue to run the Reading Lab at Burbank. We saw good gains from this program.

Involvement/Governance

How was the SSC involved in development of the plan?
Throughout the year, as documented in meeting minutes and agendas, stakeholders shared what they felt had an impact on learning. Administration shared Data for SBAC, DPAs, and school-wide discipline and attendance data.

How were advisory committees involved in providing advice to the SSC?

ELAC advised SSC to increase extended-day activities. Some parents wanted students to have extended day opportunities throughout the year. They also made recommendations about Parent Education nights they found to be most beneficial and what types of offerings they would like to see in the future.

How was the plan monitored during the school year?

Reference to the SPSA goals are made with each benchmark exam and staff review. Data from benchmarks is also shared with SSC and ELAC throughout the year. In addition, the Burbank Site Leadership Team reviews data and makes recommendations to the team.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Increase parent education opportunities to include trainings on behavior.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Our students made academic growth and we were able to offer all of our students the opportunity to learn social and emotional skills.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Suspension Rate and additional targeted support and improvement (ATSI) continued from the last year of SBAC testing. Burbank entered ATSI status as a result of attendance for our Special Education (SPED) and African American (AA) subgroups.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective. Burbank made double digit growth on DPA 1- DPA 3 in both Reading and Math for the 2022-23 school year. Suspension were also decreased. Attendance improved overall.

Based on this information, what might be some recommendations for future steps to meet this goal?

Burbank continues ongoing and transparent communication with parents. Training with staff and parents to review behavior supports, as well as attendance systems will be areas of continued growth.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parent surveys were administered. Surveys for the 2022-23 school year included the California Healthy Kids Survey for students in grades 3 and 5. It includes surveys for parents and staff. Survey responses indicate that Burbank offers a robust program in a safe environment where students can thrive. Most students reported being treated with respect and that there are caring adults on campus. The majority of students reported that they feel academically motivated and that the school has high expectations for them.

Classroom Observations

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

Formal and informal observations are conducted routinely to support continual improvement to the instructional program. This is accomplished in a variety of ways. Formal and informal classroom visitations are conducted by site administrators regularly, teachers are supported and encouraged to participate in lesson study activities which include colleague collaboration, observation, and feedback. Classroom observations serve several purposes: Monitoring of standards-based adopted programs, implementation of research-supported instructional strategies, PLC development, as well as identification of instructional trends. Professional development offerings are also shaped by the information gathered during classroom observations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

REVIEW and REVISE this section. Questions 1-18

Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) is used to inform the principal's placement of students into tiered groups for appropriate interventions.

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

A calendar of assessments is developed by district and Professional Development Communities: Curriculum-based measures, weekly and unit assessments, and formative assessments. The adopted English Language Arts program provides common formative and summative assessments. Assessments are used to monitor student progress and modify instruction. Math performance tasks contained in the district adoption support achievement progress monitoring. Supplemental materials in both ELA and math are provided for student support. Tier II interventions may include; WonderWorks, Flex, StudySync, SIPPS, Educeri, Nearpod, ST Math, and Acadience. Student progress and instruction rely on assessment data. Supplemental materials in both ELA and Math are provided for student support. Tier II interventions may include Wonderworks, ST Math, FLEX, SIPPS, Nearpod, and Acadience.

PLCs systematically collect and analyze data to ensure proper student placement and instructional delivery based on individual student needs.

DuFour's Essential Questions guide PLCs:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they do not learn?
4. How will we respond if they already know?

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Most Full-Time Equivalent teachers of the Merced City School District meet or exceed the requirements of the Every Student Succeeds Act (ESSA, 2015) and are considered highly qualified. Teachers on a Provisional Intern Permit or Part-time Clinicians work with the Personnel Department to ensure proper credentialing and licensure. At Burbank school, there are 27 Full-Time Equivalent teachers, no teachers on a Provisional Intern Permit, and no clinicians.

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

The 2022-23 Williams Settlement Report Results indicate that Burbank school meets the requirements of sufficiently credentialed teachers. In 2015 the District adopted State Board of Education approved materials for mathematics. Teachers received training from the publisher, as well as from Teachers on Special Assignment from within the District with expertise in mathematics. During the 2016-2017 school year, the District adopted English Language Arts/English Language Development materials, also approved by the State Board of Education. Professional development opportunities specific to both new adoptions have occurred at the District and site levels throughout the traditional school year, and even during summer months. Evidence of formal professional development can be retrieved for each individual teacher by accessing the District's Online Management System. All professional development offerings are also documented in the School Accountability Report Card for each school site. Site-based activities occur during allocated weekly teacher collaboration times, faculty meetings, and Professional Learning Community work.

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

All staff development activities are aligned to Common Core State Standards, which have been an emphasis for the District in the disciplines of English Language Arts/English Language Development and Mathematics in the last several years. In 2022-2023, the District continues to support the site towards full implementation of the Next Generation Science Standards, as well as a thoughtfully planned program with a focus on Science, Technology, Engineering, the Arts, and Mathematics (STEAM). Student performance in the mastery of standards is measured several times throughout the year through the administration of standardized state tests, district progress assessments, district and grade level performance tasks, as well as through common formative assessments. This year, students were able to return to the STEAM center for learning excursions in grades 3rd and 5th.

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

Teachers share opportunities to refine their craft through access to content specialists who provide professional development in a variety of settings: Conferences, District Professional Development Center, school Lesson Study teams and individual classroom coaching.

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

Teachers collaborate by grade-level at least once weekly during an agreed upon formal collaboration time, in addition to their Professional Learning Community work that may occur during the course of grade-level, faculty or other designated meeting times. Articulation of student achievement information occurs routinely, as teachers, clinicians and other staff monitor student progress data and make adjustments to meet student needs.

Teaching and Learning

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

District-wide adopted ELA and math materials were selected based on State Board Adoption recommendations. The curriculum is aligned to Common Core State Standards and includes tiered materials to facilitate adaptive learning. Instructional pacing guidelines are utilized to ground PLC teams in selecting standards for instruction. Research-supported instructional strategies are the foundation of instruction. Methods, such as direct instruction, Close Reading, Repeated Interactive Read Aloud, and Academic Discourse are applied during day-to-day practice by teachers. Recent data indicates a need to provide further instruction in the area of vocabulary development across disciplines.

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

Burbank follows a detailed master calendar that adheres to the California Department of Education instructional minutes requirement for all subjects. During the 2023-24 school year we will adhere to the SB 98 instructional minutes requirement for all grade levels.

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

Lessons are paced according to the district recommended instructional pacing guide. Teachers utilize the recommended units to align knowledge of standards and skills to student needs. Students who require further support to access grade level standards receive targeted intervention. A flexible intervention schedule, complementary to the master schedule, is implemented.

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

Standards-based instructional materials are available to all student groups at Burbank School. All core standards-based materials contain digital and text options that allow for instructional differentiation, support and many are adaptable to accommodate student achievement levels.

State Board approved and District adoptions include:

Reading
McGraw Hill
Wonders with Integrated ELD
World of Wonders
Wonder Works
Study Sync
Flex

Mathematics
Houghton Mifflin Harcourt Go Math
Spatial-Temporal (ST) Math

Science
Twig TK-5
Discovery 6

Social Science
National Geographic Learning & Teacher Created Materials

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

Students access standards through direct instruction, as well as other research supported and District adopted methodologies (Close Reading, Repeated Interactive Read Aloud and Academic Discourse) and include the use of both digital and text standards-aligned resources. Intervention materials are available for students who require further support. In English Language Arts/English Language Development and Mathematics the primary source of materials are sources located within the District's adopted materials.

Opportunity and Equal Educational Access

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

Within the regular program services such as the support of counselors, clinicians and instructional aides, as well as tutorial and support classes are offered to ensure underperforming students meet standards. Students may also access support through a variety of extended day activities focusing on increasing student achievement in literacy, mathematics, science, technology and other integrated disciplines that complement standards.

14. Research-based educational practices to raise student achievement

Research-based educational practices promoted by the school and district include: Direct Instruction, Close Reading, Academic Discourse, Selection of Random Non-Volunteers, Justification of Answers, Repeated Interactive Read Aloud, completion of Performance Tasks, integration of technology, as well as Research and Inquiry activities.

Parental Involvement

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

The Merced City School District and Burbank School recognize parents as their child's first teachers. We encourage parents to participate in the student's educational program, especially to help promote the achievement of underachieving students. Many opportunities exist for parents to participate in the educational and decision-making process at Burbank Elementary School. Parents, teachers, and students compose the Parent Teacher Club, which coordinates fundraisers and other school events to benefit the student body and further build the school's relationship with parents and students. Opportunities for parental involvement include: Back to School Night, Parent-Teacher Conferences, celebrations, awards ceremonies, seasonal events, Open House, academic fairs, extended day displays, and student performances. Some school-based activities have been restricted as a result of the COVID-19 pandemic. Additional opportunities to participate in district-wide Local Control Accountability Plan (LCAP) forums and site-based LCAP activities are available. Parents are encouraged to be a part of our School Site Council, our English Language Advisory Committee, and the Parent Teacher Club (PTC).

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

Parents have had adequate opportunities to participate in the development of school-wide programs at Title I schools and categorical program schools as described in federal law (No Child Left Behind Act of 2001 and subsequent Every Student Succeeds Act of 2015), California Education Code, and the policies and regulations of the Merced City School District. Parents elected to the School Site Council advise the administration of the school and approve the categorical program's budget. A School Site Council parent-member is also selected each year to represent the school site as a member of the District Advisory Council. Parents of English Learners may participate in Burbank Elementary School's English Learner Advisory Committee. The English Learner Advisory Committee advises the administration in regard to the English Language Development program and matters relevant to English Learner students. A member of this committee is selected to represent Burbank Elementary School at the District English Learner Advisory Committee.

Funding

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

Burbank School and the District provide numerous programs to benefit underperforming students. These services include:

- Teach to grade-level standards;
- Offer a robust educational program during the summer months, providing more time to learn;
- Establish and routinely implement collaborative structures and processes to monitor student academic progress at all levels;
- Track and trend disaggregated student achievement data and provided all students in the "standard not met" or "standard nearly met" performance levels with the following ELA and Math interventions to accelerate progress and close the achievement gap: WonderWorks, SIPPS, Alphabet Arc, Foundational Skills, Go Math Intervention, SRA Connecting Concepts, and Math Coach and ST Math;
- Implement intervention best practices as part of the district-wide Response to Intervention (RtI) and Multi-Tiered System of Support (MTSS) framework;
- Develop and implement tiered levels of academic intervention support at each site, by grade level based on findings from multiple measures;
- Develop and maintain an Instructional Leadership Team representing various grade and subject levels;
- Provide instructional coaching and professional learning opportunities that are aligned with research-based practices;
- Use data-driven decision-making to identify supplemental services and materials for students; and
- Institutionalize research-supported, and District preferred lesson design and delivery models;

18. Fiscal support (EPC)

The school and District's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in English Language Arts/ English Language Development, Mathematics, the Local Education Agency Plan, the Local Control Accountability plan, and the Single Plan for Student Achievement.

Description of Barriers and Related School Goals

Burbank Elementary School was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in December of 2022.

- Students with Disabilities: Chronic Absenteeism and Suspension
- Multiple Races/Two or More: Chronic Absenteeism

To meet this requirement, the Department has made available the Graduation Rate Additional Report and the College/Career Measures Report on this website. All other reports (e.g., Five-by-Five Placement, Participation Rate, Student Groups, and District/Charter Performance by County Reports) were not available for 2020 and 2021.

An analysis of current attendance and suspension data occurred. Meetings with students and parents were conducted: A deliberate effort to increase continued communication with parents is in place. Training with staff to review behavior supports, as well as attendance systems, was conducted in the 3rd quarter. The site attendance team will continue to monitor student attendance with increased awareness in reviewing data for African American students monthly. As a site, we will also utilize the Tier II behavior resources available at the site level. Resource inequities to support decreases in suspensions and absences are addressed through LCAP and PTC. The site led deep dive into exclusionary practices and implicit bias with a focus on how to keep all students in school. The use of funds examples include incentives for attendance and additional hours for teacher training, and parent education/meetings. Home visits increased many times over during the pandemic to assist students and families with distance learning.

In spring 2022-23, two students with disabilities (SWD) were suspended at Burbank. Students with disabilities continue to have chronic attendance issues, and four African American students have chronic attendance issues.

Burbank will work with families to share the importance of attendance and address the underlying problems leading to absenteeism.

Long-term improvement and community outreach are priorities.

Students, especially preschool and traditionally underserved, will demonstrate continually increased proficiency levels by receiving well-designed instruction through materials aligned to Common Core standards and accessing enhanced services to support social/emotional needs.

Students will participate in extended learning activities and receive more time to learn through supplemental programs provided within and beyond the instructional day.

More frequent opportunities for parental involvement through enhanced communication, engagement, and more diverse parental education offerings.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

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	79	97	95	0	96	95	0	96	95	0.0	99.0	100.0
Grade 4	95	88	106	0	87	105	0	87	104	0.0	98.9	99.1
Grade 5	100	102	86	0	101	85	0	101	85	0.0	99.0	98.8
Grade 6	88	97	93	0	95	92	0	95	92	0.0	97.9	98.9
All Grades	362	384	380	0	379	377	0	379	376	0.0	98.7	99.2

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		2422.0	2424.2		29.17	24.21		19.79	21.05		19.79	17.89		31.25	36.84
Grade 4		2485.4	2439.2		36.78	16.35		13.79	22.12		22.99	20.19		26.44	41.35
Grade 5		2514.4	2507.8		29.70	25.88		27.72	27.06		13.86	15.29		28.71	31.76
Grade 6		2499.4	2528.1		18.95	25.00		23.16	28.26		18.95	15.22		38.95	31.52
All Grades	N/A	N/A	N/A		28.50	22.61		21.37	24.47		18.73	17.29		31.40	35.64

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		18.75	15.79		58.33	62.11		22.92	22.11
Grade 4		27.59	19.23		57.47	55.77		14.94	25.00
Grade 5		28.71	16.67		51.49	69.05		19.80	14.29
Grade 6		20.00	22.83		40.00	45.65		40.00	31.52
All Grades		23.75	18.67		51.72	57.87		24.54	23.47

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		20.83	22.11		47.92	49.47		31.25	28.42
Grade 4		29.89	13.46		43.68	48.08		26.44	38.46
Grade 5		25.74	32.94		53.47	47.06		20.79	20.00
Grade 6		16.84	23.91		45.26	45.65		37.89	30.43
All Grades		23.22	22.61		47.76	47.61		29.02	29.79

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		15.63	14.74		68.75	70.53		15.63	14.74
Grade 4		17.24	8.65		64.37	73.08		18.39	18.27
Grade 5		12.87	16.67		74.26	69.05		12.87	14.29
Grade 6		15.79	25.00		64.21	64.13		20.00	10.87
All Grades		15.30	16.00		68.07	69.33		16.62	14.67

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		22.92	22.11		51.04	56.84		26.04	21.05
Grade 4		29.89	10.58		49.43	65.38		20.69	24.04
Grade 5		22.77	17.65		61.39	60.00		15.84	22.35
Grade 6		12.63	23.91		56.84	54.35		30.53	21.74
All Grades		21.90	18.35		54.88	59.31		23.22	22.34

Conclusions based on this data:

1. Comparison data for the 2022-23 CAASP is not available for comparison yet. Once that data is available the site plan will be updated.
2. 2021-22 CAASPP scores are the new baseline data for comparison.

School and Student Performance Data

Mathematics

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	79	97	95	0	96	94	0	96	94	0.0	99.0	98.9
Grade 4	95	88	106	0	87	105	0	87	105	0.0	98.9	99.1
Grade 5	100	102	87	0	101	85	0	101	85	0.0	99.0	97.7
Grade 6	88	97	94	0	95	93	0	95	93	0.0	97.9	98.9
All Grades	362	384	382	0	379	377	0	379	377	0.0	98.7	98.7

* 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		2429.6	2431.4		26.04	22.34		18.75	23.40		23.96	21.28		31.25	32.98
Grade 4		2460.9	2451.4		31.03	16.19		6.90	23.81		21.84	21.90		40.23	38.10
Grade 5		2492.4	2477.7		22.77	21.18		12.87	14.12		26.73	20.00		37.62	44.71
Grade 6		2479.2	2491.0		21.05	20.43		8.42	15.05		21.05	18.28		49.47	46.24
All Grades	N/A	N/A	N/A		25.07	19.89		11.87	19.36		23.48	20.42		39.58	40.32

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		28.13	28.72		43.75	42.55		28.13	28.72
Grade 4		34.48	19.05		19.54	44.76		45.98	36.19
Grade 5		19.80	16.47		40.59	35.29		39.60	48.24
Grade 6		18.95	21.51		30.53	29.03		50.53	49.46
All Grades		25.07	21.49		34.04	38.20		40.90	40.32

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		19.79	24.47		45.83	45.74		34.38	29.79
Grade 4		29.89	16.19		32.18	39.05		37.93	44.76
Grade 5		17.82	18.82		43.56	48.24		38.61	32.94
Grade 6		12.63	15.05		37.89	38.71		49.47	46.24
All Grades		19.79	18.57		40.11	42.71		40.11	38.73

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		25.00	23.40		57.29	55.32		17.71	21.28
Grade 4		24.14	19.05		43.68	49.52		32.18	31.43
Grade 5		22.77	18.82		48.51	51.76		28.71	29.41
Grade 6		25.26	15.05		43.16	51.61		31.58	33.33
All Grades		24.27	19.10		48.28	51.99		27.44	28.91

Conclusions based on this data:

1. New baseline data starts from the 2021-22 CAASPP Data. The site plan will be updated once that data becomes available for the 2022-23 CAASP assessments.

School and Student Performance Data

CAASPP Results (Students with Disability)

English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5	4	4	5	0	4	5	0	4	100	0.0	100.0
Grade 4	*	*	*	*	0	*	*	0	*			
Grade 5	4	7	6	4	0	6	4	0	6	100	0.0	100.0
Grade 6	7	*	7	7	0	7	7	0	7	100		100.0
All Grades	20	17	18	19	0	18	19	0	18	95	0.0	100.0

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	5.26		0.00	21.05		0.00	5.26		16.67	68.42		83.33

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	*		*	*		*	*		*	
Grade 4	*		*	*		*	*		*	
Grade 5	*		*	*		*	*		*	
Grade 6	*		*	*		*	*		*	
All Grades	15.79		*	42.11		*	42.11		*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	5.26		*	26.32		*	68.42		*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	5.26		*	42.11		*	52.63		*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	5.26		*	26.32		*	68.42		*

School and Student Performance Data

Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5	4	4	5	0	4	5	0	4	100	0.0	100.0
Grade 4	*	*	*	*	0	*	*	0	*			
Grade 5	4	7	6	4	0	6	4	0	6	100	0.0	100.0
Grade 6	7	*	7	7	0	7	7	0	7	100		100.0
All Grades	20	17	18	19	0	18	19	0	18	95	0.0	100.0

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	10.53		0.00	10.53		0.00	15.79		16.67	63.16		83.33

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 3	*		*	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*	*		*
All Grades	10.53		*	21.05		*	68.42		*			*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	15.79		*	10.53		*	73.68		*

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	15.79		*	21.05		*	63.16		*

School and Student Performance Data

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8	5	*	4	0	*	4	0	*	50	0.0	
Grade 4	4	7	6	4	0	6	4	0	6	100	0.0	100.0
Grade 5	8	6	5	7	0	5	7	0	5	87.5	0.0	100.0
Grade 6	*	5	10	*	0	10	*	0	10		0.0	100.0
All Grades	22	23	24	16	0	24	16	0	24	72.7	0.0	100.0

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

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	0.00		0.00	6.25		12.50	18.75		16.67	75.00		70.83

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	*		*	*		*	*		*	
Grade 4	*		*	*		*	*		*	
Grade 5	*		*	*		*	*		*	
Grade 6	*		*	*		*	*		*	
All Grades	0.00		*	37.50		*	62.50		*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	0.00		*	43.75		*	56.25		*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	0.00		*	37.50		*	62.50		*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	0.00		*	37.50		*	62.50		*

School and Student Performance Data

Mathematics

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8	5	*	7	0	*	7	0	*	87.5	0.0	
Grade 4	4	7	6	4	0	6	4	0	6	100	0.0	100.0
Grade 5	8	6	5	8	0	5	8	0	5	100	0.0	100.0
Grade 6	*	5	10	*	0	10	*	0	10		0.0	100.0
All Grades	22	23	24	21	0	24	21	0	24	95.5	0.0	100.0

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

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	9.52		8.33	14.29		0.00	23.81		16.67	52.38		75.00

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	*		*	*		*	*		*	*
Grade 4	*		*	*		*	*		*	*
Grade 5	*		*	*		*	*		*	*
Grade 6	*		*	*		*	*		*	*
All Grades	14.29		*	28.57		*	57.14		*	*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	9.52		*	33.33		*	57.14		*

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	9.52		*	28.57		*	61.90		*

School and Student Performance Data

CAASPP Results (Reclassified Fluent English Proficient)

English Language Arts/Literacy

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7	*	*	7	0	*	7	0	*	100		
Grade 4	16	9	8	15	0	8	15	0	8	93.8	0.0	100.0
Grade 5	13	6	11	13	0	11	13	0	11	100	0.0	100.0
Grade 6	14	18	6	14	0	6	14	0	6	100	0.0	100.0
All Grades	50	36	26	49	0	26	49	0	26	98	0.0	100.0

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	2475.		*	20.00		*	33.33		*	20.00		*	26.67		*
Grade 5	2585.		2598.	46.15		54.55	53.85		36.36	0.00		0.00	0.00		9.09
Grade 6	2533.		*	14.29		*	50.00		*	7.14		*	28.57		*
All Grades	N/A	N/A	N/A	24.49		53.85	46.94		30.77	10.20		3.85	18.37		11.54

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	*		*	*		*	*		*	
Grade 4	20.00		*	60.00		*	20.00		*	
Grade 5	61.54		*	38.46		*	0.00		*	
Grade 6	28.57		*	21.43		*	50.00		*	
All Grades	34.69		*	42.86		*	22.45		*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	13.33		*	53.33		*	33.33		*
Grade 5	46.15		*	53.85		*	0.00		*
Grade 6	28.57		*	57.14		*	14.29		*
All Grades	28.57		*	55.10		*	16.33		*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	40.00		*	53.33		*	6.67		*
Grade 5	46.15		*	53.85		*	0.00		*
Grade 6	21.43		*	64.29		*	14.29		*
All Grades	32.65		*	59.18		*	8.16		*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	13.33		*	53.33		*	33.33		*
Grade 5	53.85		*	46.15		*	0.00		*
Grade 6	35.71		*	35.71		*	28.57		*
All Grades	30.61		*	48.98		*	20.41		*

School and Student Performance Data

Mathematics

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7	*	*	7	0	*	7	0	*	100		
Grade 4	16	9	8	15	0	8	15	0	8	93.8	0.0	100.0
Grade 5	13	6	11	13	0	11	13	0	11	100	0.0	100.0
Grade 6	14	18	6	14	0	6	14	0	6	100	0.0	100.0
All Grades	50	36	26	49	0	26	49	0	26	98	0.0	100.0

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	2477.		*	20.00		*	33.33		*	20.00		*	26.67		*
Grade 5	2545.		2570.	30.77		54.55	30.77		9.09	23.08		9.09	15.38		27.27
Grade 6	2502.		*	21.43		*	21.43		*	14.29		*	42.86		*
All Grades	N/A	N/A	N/A	22.45		50.00	32.65		11.54	18.37		15.38	26.53		23.08

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	*		*	*		*	*		*	*
Grade 4	20.00		*	46.67		*	33.33		*	*
Grade 5	46.15		*	30.77		*	23.08		*	*
Grade 6	28.57		*	21.43		*	50.00		*	*
All Grades	30.61		*	36.73		*	32.65		*	*

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			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	*		*	*		*	*		*	*
Grade 4	13.33		*	53.33		*	33.33		*	*
Grade 5	38.46		*	53.85		*	7.69		*	*
Grade 6	21.43		*	35.71		*	42.86		*	*
All Grades	22.45		*	51.02		*	26.53		*	*

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	26.67		*	53.33		*	20.00		*
Grade 5	23.08		*	61.54		*	15.38		*
Grade 6	35.71		*	28.57		*	35.71		*
All Grades	26.53		*	53.06		*	20.41		*

School and Student Performance Data

CAASPP Results (Black or African American)

English Language Arts/Literacy

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	0	*	*	0	*			
Grade 4	5	4	*	5	0	*	5	0	*	100	0.0	
Grade 5	*	7	4	*	0	*	*	0	*		0.0	
Grade 6	6	4	6	6	0	6	6	0	6	100	0.0	100.0
All Grades	15	16	15	15	0	14	15	0	14	100	0.0	93.3

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	20.00		21.43	13.33		14.29	13.33		0.00	53.33		64.29

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	*		*	*		*	*		*	
Grade 4	*		*	*		*	*		*	
Grade 5	*		*	*		*	*		*	
Grade 6	*		*	*		*	*		*	
All Grades		26.67		*	40.00		*	33.33		*

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	*		*	*		*	*		*	
Grade 4	*		*	*		*	*		*	
Grade 5	*		*	*		*	*		*	
Grade 6	*		*	*		*	*		*	
All Grades		13.33		*	33.33		*	53.33		*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	13.33		*	53.33		*	33.33		*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	26.67		*	26.67		*	46.67		*

School and Student Performance Data

CAASPP Results (Black or African American)

Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	0	*	*	0	*			
Grade 4	5	4	*	5	0	*	5	0	*	100	0.0	
Grade 5	*	7	4	*	0	*	*	0	*		0.0	
Grade 6	6	4	6	6	0	6	6	0	6	100	0.0	100.0
All Grades	15	16	15	15	0	14	15	0	14	100	0.0	93.3

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	13.33		14.29	20.00		14.29	26.67		0.00	40.00		71.43

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	*		*	*		*	*		*	
Grade 4	*		*	*		*	*		*	
Grade 5	*		*	*		*	*		*	
Grade 6	*		*	*		*	*		*	
All Grades	33.33		*	13.33		*	53.33		*	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	26.67		*	20.00		*	53.33		*

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*		*	*		*	*		*
Grade 4	*		*	*		*	*		*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
All Grades	13.33		*	66.67		*	20.00		*

School and Student Performance Data

CAASPP Results (Hispanic or Latino)

English Language Arts/Literacy

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46	52	52	44	0	52	44	0	52	95.7	0.0	100.0
Grade 4	48	51	56	47	0	56	47	0	56	97.9	0.0	100.0
Grade 5	57	51	54	57	0	54	57	0	54	100	0.0	100.0
Grade 6	47	54	52	46	0	51	46	0	51	97.9	0.0	98.1
All Grades	198	208	214	194	0	213	194	0	213	98	0.0	99.5

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2417.		2407.	27.27		23.08	18.18		21.15	18.18		21.15	36.36		34.62
Grade 4	2468.		2457.	19.15		25.00	25.53		21.43	25.53		23.21	29.79		30.36
Grade 5	2510.		2479.	22.81		16.67	36.84		29.63	10.53		14.81	29.82		38.89
Grade 6	2542.		2469.	10.87		13.73	47.83		13.73	26.09		25.49	15.22		47.06
All Grades	N/A	N/A	N/A	20.10		19.72	32.47		21.60	19.59		21.13	27.84		37.56

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	20.45		13.46	47.73		61.54	31.82		25.00	
Grade 4	21.28		21.43	57.45		58.93	21.28		19.64	
Grade 5	35.09		18.52	42.11		57.41	22.81		24.07	
Grade 6	28.26		15.69	45.65		33.33	26.09		50.98	
All Grades	26.80		17.37	47.94		53.05	25.26		29.58	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.73		15.38	40.91		51.92	36.36		32.69
Grade 4	19.15		19.64	57.45		50.00	23.40		30.36
Grade 5	28.07		16.67	47.37		57.41	24.56		25.93
Grade 6	21.74		11.76	50.00		47.06	28.26		41.18
All Grades	23.20		15.96	48.97		51.64	27.84		32.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.45		9.62	56.82		75.00	22.73		15.38
Grade 4	23.40		12.50	65.96		62.50	10.64		25.00
Grade 5	17.54		5.56	64.91		79.63	17.54		14.81
Grade 6	19.57		13.73	67.39		60.78	13.04		25.49
All Grades	20.10		10.33	63.92		69.48	15.98		20.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.00		19.23	38.64		50.00	36.36		30.77
Grade 4	19.15		17.86	48.94		57.14	31.91		25.00
Grade 5	29.82		11.11	40.35		68.52	29.82		20.37
Grade 6	32.61		9.80	50.00		49.02	17.39		41.18
All Grades	26.80		14.55	44.33		56.34	28.87		29.11

School and Student Performance Data

Mathematics

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46	52	52	46	0	52	46	0	52	100	0.0	100.0
Grade 4	48	51	56	47	0	56	47	0	56	97.9	0.0	100.0
Grade 5	57	51	54	57	0	54	57	0	54	100	0.0	100.0
Grade 6	47	54	52	47	0	51	47	0	51	100	0.0	98.1
All Grades	198	208	214	197	0	213	197	0	213	99.5	0.0	99.5

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2426.		2414.	21.74		17.31	23.91		25.00	23.91		25.00	30.43		32.69
Grade 4	2461.		2431.	8.51		19.64	36.17		7.14	25.53		26.79	29.79		46.43
Grade 5	2506.		2451.	24.56		5.56	17.54		14.81	26.32		35.19	31.58		44.44
Grade 6	2526.		2441.	23.40		9.80	21.28		5.88	23.40		23.53	31.91		60.78
All Grades	N/A	N/A	N/A	19.80		13.15	24.37		13.15	24.87		27.70	30.96		46.01

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3			19.23	32.61		51.92	36.96		28.85	
Grade 4			23.21	27.66		21.43	48.94		55.36	
Grade 5			7.41	35.09		42.59	35.09		50.00	
Grade 6			9.80	25.53		31.37	42.55		58.82	
All Grades			15.02	30.46		36.62	40.61		48.36	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			15.38	36.96		51.92	36.96		32.69
Grade 4			21.43	48.94		33.93	40.43		44.64
Grade 5			0.00	47.37		51.85	33.33		48.15
Grade 6			7.84	42.55		33.33	34.04		58.82
All Grades			11.27	44.16		42.72	36.04		46.01

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.26		21.15	43.48		59.62	28.26		19.23
Grade 4	12.77		14.29	57.45		46.43	29.79		39.29
Grade 5	19.30		7.41	43.86		59.26	36.84		33.33
Grade 6	25.53		11.76	53.19		49.02	21.28		39.22
All Grades	21.32		13.62	49.24		53.52	29.44		32.86

School and Student Performance Data

CAASPP Results (Economically Disadvantaged)

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	51	50	64	49	0	63	49	0	63	96.1	0.0	98.4
Grade 4	68	59	63	67	0	62	67	0	62	98.5	0.0	98.4
Grade 5	56	59	63	55	0	62	55	0	62	98.2	0.0	98.4
Grade 6	45	57	60	44	0	59	44	0	59	97.8	0.0	98.3
All Grades	220	225	250	215	0	246	215	0	246	97.7	0.0	98.4

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

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2399.		2399.	22.45		17.46	18.37		23.81	18.37		22.22	40.82		36.51
Grade 4	2476.		2452.	25.37		25.81	22.39		17.74	22.39		20.97	29.85		35.48
Grade 5	2504.		2487.	21.82		17.74	34.55		29.03	12.73		17.74	30.91		35.48
Grade 6	2519.		2450.	6.82		5.08	38.64		18.64	31.82		23.73	22.73		52.54
All Grades	N/A	N/A	N/A	20.00		16.67	27.91		22.36	20.93		21.14	31.16		39.84

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	16.33		6.35	46.94		66.67	36.73		26.98	
Grade 4	25.37		22.58	58.21		56.45	16.42		20.97	
Grade 5	29.09		17.74	49.09		58.06	21.82		24.19	
Grade 6	20.45		5.08	47.73		42.37	31.82		52.54	
All Grades	23.26		13.01	51.16		56.10	25.58		30.89	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.37		14.29	42.86		53.97	38.78		31.75
Grade 4	22.39		20.97	50.75		43.55	26.87		35.48
Grade 5	25.45		14.52	49.09		61.29	25.45		24.19
Grade 6	15.91		6.78	50.00		45.76	34.09		47.46
All Grades	20.93		14.23	48.37		51.22	30.70		34.55

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.24		7.94	57.14		73.02	30.61		19.05
Grade 4	23.88		8.06	65.67		69.35	10.45		22.58
Grade 5	18.18		8.06	60.00		72.58	21.82		19.35
Grade 6	13.64		6.78	65.91		66.10	20.45		27.12
All Grades	17.67		7.72	62.33		70.33	20.00		21.95

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.33		11.11	40.82		60.32	42.86		28.57
Grade 4	23.88		19.35	47.76		54.84	28.36		25.81
Grade 5	29.09		16.13	38.18		61.29	32.73		22.58
Grade 6	25.00		3.39	50.00		61.02	25.00		35.59
All Grades	23.72		12.60	44.19		59.35	32.09		28.05

School and Student Performance Data

Mathematics

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	51	50	64	50	0	63	50	0	63	98	0.0	98.4
Grade 4	68	59	63	67	0	62	67	0	62	98.5	0.0	98.4
Grade 5	56	59	63	56	0	62	56	0	62	100	0.0	98.4
Grade 6	45	57	60	45	0	59	45	0	59	100	0.0	98.3
All Grades	220	225	250	218	0	246	218	0	246	99.1	0.0	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 Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2412.		2403.	16.00		15.87	22.00		22.22	32.00		25.40	30.00		36.51
Grade 4	2473.		2428.	19.40		20.97	25.37		8.06	26.87		19.35	28.36		51.61
Grade 5	2500.		2461.	23.21		8.06	14.29		11.29	28.57		33.87	33.93		46.77
Grade 6	2495.		2429.	13.33		6.78	15.56		8.47	33.33		18.64	37.78		66.10
All Grades	N/A	N/A	N/A	18.35		13.01	19.72		12.60	29.82		24.39	32.11		50.00

Concepts & Procedures																		
Applying mathematical concepts and procedures																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22									
Grade 3			22.00			19.05			42.00			46.03			36.00			34.92
Grade 4			32.84			27.42			20.90			17.74			46.27			54.84
Grade 5			25.00			8.06			33.93			46.77			41.07			45.16
Grade 6			17.78			5.08			26.67			30.51			55.56			64.41
All Grades			25.23			15.04			30.28			35.37			44.50			49.59

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											
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22									
Grade 3			18.00			14.29			44.00			42.86			38.00			42.86
Grade 4			22.39			19.35			38.81			33.87			38.81			46.77
Grade 5			21.43			6.45			42.86			46.77			35.71			46.77
Grade 6			15.56			1.69			44.44			33.90			40.00			64.41
All Grades			19.72			10.57			42.20			39.43			38.07			50.00

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.00		17.46	56.00		60.32	28.00		22.22
Grade 4	22.39		12.90	50.75		45.16	26.87		41.94
Grade 5	23.21		11.29	41.07		54.84	35.71		33.87
Grade 6	17.78		15.25	55.56		40.68	26.67		44.07
All Grades	20.18		14.23	50.46		50.41	29.36		35.37

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	1392.8	*	*	1393.7	*	*	1390.0	*	9	12	9
1	*	*	1428.7	*	*	1427.3	*	*	1429.6	9	4	11
2	*	*	*	*	*	*	*	*	*	5	7	7
3	*	*	*	*	*	*	*	*	*	5	*	4
4	*	*	*	*	*	*	*	*	*	7	6	6
5	*	*	*	*	*	*	*	*	*	6	6	9
6	*	*	*	*	*	*	*	*	*	5	10	4
All Grades										46	48	50

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	*	8.33	*	*	41.67	*	*	25.00	*	*	25.00	*	*	12	*
1	*	*	0.00	*	*	45.45	*	*	27.27	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.87	18.75	4.00	34.78	20.83	30.00	36.96	39.58	34.00	17.39	20.83	32.00	46	48	50

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	*	0.00	*	*	41.67	*	*	25.00	*	*	33.33	*	*	12	*
1	*	*	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.91	20.83	10.00	43.48	33.33	42.00	23.91	29.17	28.00	8.70	16.67	20.00	46	48	50

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	*	8.33	*	*	33.33	*	*	33.33	*	*	25.00	*	*	12	*
1	*	*	9.09	*	*	54.55	*	*	9.09	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.87	10.42	4.00	26.09	22.92	22.00	30.43	31.25	32.00	32.61	35.42	42.00	46	48	50

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	*	8.33	*	*	66.67	*	*	25.00	*	*	12	*
1	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.26	18.75	16.00	65.22	64.58	66.00	6.52	16.67	18.00	46	48	50

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	*	0.00	*	*	58.33	*	*	41.67	*	*	12	*
1	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.57	29.17	18.00	65.22	47.92	54.00	15.22	22.92	28.00	46	48	50

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	*	8.33	*	*	66.67	*	*	25.00	*	*	12	*
1	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.70	12.50	6.00	50.00	39.58	50.00	41.30	47.92	44.00	46	48	50

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	*	25.00	*	*	25.00	*	*	50.00	*	*	12	*
1	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.22	14.58	14.00	58.70	60.42	54.00	26.09	25.00	32.00	46	48	50

Conclusions based on this data:

1. Conclusions could not be drawn: Insufficient data.

2. Fewer English Learner students were enrolled in the 2020-21 school year.

School and Student Performance Data

Chronic Absenteeism Data

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	46	46	47	7	3	9	15.2	6.7	23.1
American Indian or Alaskan Native	*	1	2	*	1		*	*	
Asian	75	76	67	1	3	0	1.3	4.1	0
Filipino	*	1	8	*	1		*	*	
Hispanic or Latino	381	395	397	43	33	23	11.3	8.5	6.3
Did not Report	13	15		1	1		7.7	6.7	
Pacific Islander	*	1	1	*	1		*	*	
Two or More Races	24	25	28	4	2	3	16.7	8.0	12
White	127	140	151	17	14	12	13.4	10.4	8.5
Male	332	337	346	39	28	23	11.7	8.5	7
Female	347	368	373	34	29	24	9.8	8.1	7.1
English Learners	88	79	61	3	7	3	3.4	9.5	5.5
Students with Disabilities	44	45	41	7	3	5	15.9	6.7	12.8
Socioeconomically Disadvantaged	509	514	512	66	47	46	13.0	9.4	9.7
Migrant	*	1		*	1		*	*	
Foster	22	20	9	1	2		4.5	11.8	
Homeless	*		3	*			*		
Kindergarten	107	108	128	15	8	9	14.0	7.5	8.3
Grades 1-3	296	296	291	35	21	20	11.8	7.3	7.3
Grades 4-6	276	301	300	23	28	18	8.3	9.5	6.3
Grades 7-8									
Grades K-8	679	705	719	73	57	47	10.8	8.3	7.1
Grades 9-12									
Ungraded Elementary/Secondary									
Total	679	705	719	73	57	47	10.8	8.3	7.1

Conclusions based on this data:

1. The data in this table is outdated. DTS needs to populate this update.

School and Student Performance Data

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
678	67.1	6.8	0.9
Total Number of Students enrolled in Luther 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	46	6.8
Foster Youth	6	0.9
Homeless	1	0.1
Socioeconomically Disadvantaged	455	67.1
Students with Disabilities	44	6.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.7
American Indian	7	1
Asian	69	10.2
Filipino	1	0.1
Hispanic	425	62.7
Two or More Races	31	4.6
Pacific Islander	1	0.1
White	114	16.8

Conclusions based on this data:

1. About 2/3 of Burbank's student population is socioeconomically disadvantaged.
2. Almost 60% of Burbank students are Hispanic.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

English Learner Progress



Red

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. Students and teachers are working hard to address learning loss. Extended day and ELOP programs have been offered as a means to remediate learning loss. Students in all grade levels have made good progress this academic school year.
2. Chronic attendance issues still linger past the COVID-19 Pandemic. Burbank has implemented an updated attendance plan.
3. Burbank's suspension rate has improved significantly in the 2022-23 school year compared to the 2021-22 school year. Burbank continues to refine the systems that we have in place as part of our Positive Behavioral Interventions and Supports. Our team has recently added an additional layer in the area of Conscious Discipline to ensure that, as a staff, we are taking proactive measures regarding student discipline.

School and Student Performance Data

Academic Performance English Language Arts

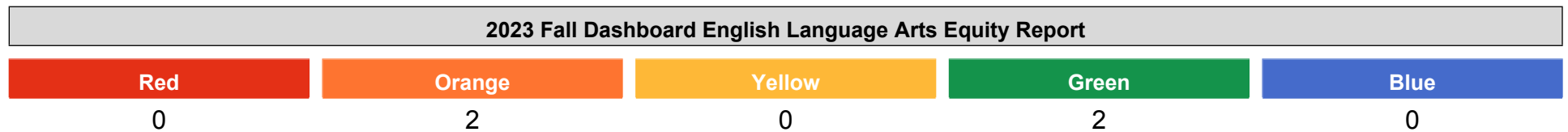
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This section provides number of student groups in each level.



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

8.7 points below standard

Decreased -3.9 points

360 Students


English Learners

76.6 points below standard

Decreased Significantly -29.8 points

29 Students

Foster Youth


 No Performance Color


0 Students

Homeless

Less than 11 Students

5 Students

Socioeconomically Disadvantaged


 Orange

40.8 points below standard

Decreased -3.3 points

241 Students




Students with Disabilities

143.7 points below standard

Decreased -7.1 points

19 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 4 Students	 Green 45 points above standard Decreased Significantly -25.5 points 43 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.2 points below standard Maintained -1.5 points 211 Students	22.3 points above standard Maintained +0.8 points 15 Students	Less than 11 Students 1 Student	 Green 29.1 points above standard Maintained +1.4 points 71 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
117.8 points below standard Maintained -1 points 20 Students	Less than 11 Students 9 Students	12.5 points below standard Decreased -6 points 304 Students

Conclusions based on this data:

- English Learners are performing 42 points lower than their English-speaking peers on the CAASPP.
- Students who are socioeconomically disadvantaged scored 37.5 points lower than students who were not socioeconomically disadvantaged.

3. Asian students scored 70.4 points higher than other subgroups on the CAASPP.

School and Student Performance Data

Academic Performance Mathematics

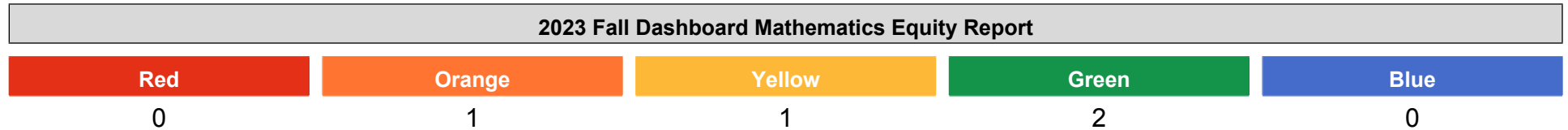
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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




This section provides number of student groups in each level.



This section provides 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

All Students


 Orange

34 points below standard

Maintained +0.1 points

359 Students


English Learners

113.2 points below standard

Decreased Significantly -46.3 points

29 Students

Foster Youth


 No Performance Color


0 Students

Homeless

Less than 11 Students

5 Students

Socioeconomically Disadvantaged


 Orange

70.2 points below standard

Maintained -1.9 points




240 Students

Students with Disabilities

168.3 points below standard

Decreased -5.8 points

19 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<p>African American</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>American Indian</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Asian</p>  <p>Green</p> <p>29.8 points above standard</p> <p>Decreased Significantly -19.4 points</p> <p>43 Students</p>	<p>Filipino</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Hispanic</p>  <p>Yellow</p> <p>64.1 points below standard</p> <p>Increased +3.1 points</p> <p>210 Students</p>	<p>Two or More Races</p> <p>21.8 points above standard</p> <p>Increased Significantly +16.2 points</p> <p>15 Students</p>	<p>Pacific Islander</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>7.9 points above standard</p> <p>Increased +8.4 points</p> <p>71 Students</p>

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		
<p>Current English Learner</p> <p>164.8 points below standard</p> <p>Decreased Significantly -36.1 points</p> <p>20 Students</p>	<p>Reclassified English Learners</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>English Only</p> <p>36.5 points below standard</p> <p>Maintained +0.9 points</p> <p>303 Students</p>

Conclusions based on this data:

- English learners scored significantly lower than English speakers in math on the CAASPP.
- Students who are socioeconomically disadvantaged scored significantly lower than those who were not disadvantaged in math on the CAASPP.

School and Student Performance Data

Academic Performance English Learner Progress

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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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 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

English Learner Progress



Red

26.3 points above standard making progress towards English language proficiency

Number of EL Students: 38 Students

Performance Level: 1

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
6	22	0	10

Conclusions based on this data:

1.

This was a baseline year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

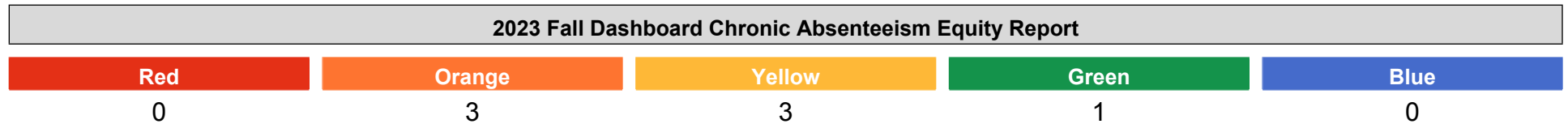
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This section provides number of student groups in each level.







This section provides information about the percentage of students in kindergarten through grade 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	English Learners	Foster Youth
 Yellow 25.2% Chronically Absent Declined Significantly -6.9 722 Students	 Orange 25.4% Chronically Absent Declined -18.2 59 Students	Less than 11 Students 8 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Yellow 31.3% Chronically Absent Declined Significantly -6.4 524 Students	 Orange 35.9% Chronically Absent Declined -11.4 64 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>22.2% Chronically Absent</p> <p>Declined -21.8</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p align="center"> Green</p> <p>5.4% Chronically Absent</p> <p>Declined -8.2</p> <p>74 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>29.6% Chronically Absent</p> <p>Declined Significantly -7.7</p> <p>456 Students</p>	<p align="center"> Orange</p> <p>32.6% Chronically Absent</p> <p>Declined -0.7</p> <p>46 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p align="center"> Yellow</p> <p>19.3% Chronically Absent</p> <p>Declined -3.1</p> <p>119 Students</p>

Conclusions based on this data:

1. Chronic absenteeism continues to be a trend since the COVID-19 Pandemic.
2. 49 students with disabilities had chronic attendance issues. Students who miss 18 days or more than 10% of the school year are considered to have a chronic attendance issue.

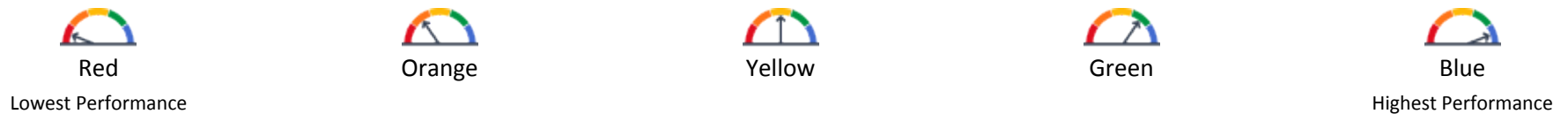
School and Student Performance Data

Conditions & Climate Suspension Rate

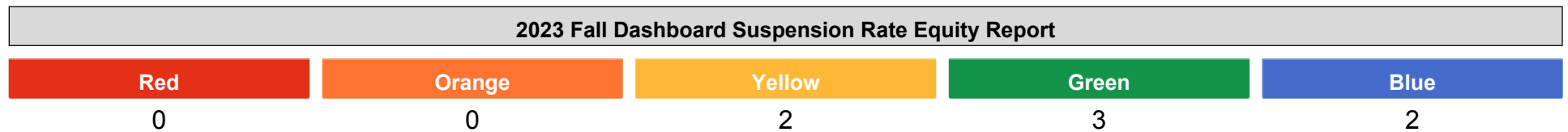
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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 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


 Green

1.7% suspended at least one day

Declined -0.8
762 Students

English Learners


 Green

1.5% suspended at least one day

Declined -2
66 Students


Foster Youth

Less than 11 Students
8 Students

Homeless

Less than 11 Students
6 Students


Socioeconomically Disadvantaged


 Green

2.3% suspended at least one day

Declined -0.8
556 Students





Students with Disabilities


 Yellow

4.3% suspended at least one day

Declined -5.2
70 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -11.1 18 Students</p>	<p>Less than 11 Students 7 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 77 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>2.3% suspended at least one day</p> <p>Declined -0.8 487 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 49 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Yellow</p> <p>1.6% suspended at least one day</p> <p>Maintained 0.1 122 Students</p>

Conclusions based on this data:

1. Burbank experienced an increase in suspension in the 2021-22 school year as students returned to in-person school with many behavioral needs and challenges.
2. Burbank has significantly decreased suspensions in the 2022-23 school year.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academics
LEA/LCAP GOAL:
Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, assessments, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college, and career.

SCHOOL GOAL #1:

Targets for achievement at Burbank Elementary School include at least 80% of all students at or above grade level in reading and math by the third administration of the District Progress Assessment (DPA) in all grade levels.

Target growth for students in the 3rd-6th grade is an increase of 3-5% per year on SBAC, with the overall goal of 80% of students meeting or exceeding standards by the year 2026. See the goal pathway below.

We did not administer that CAASPP in 2020 or 2021 due to the pandemic. Burbank staff will review the CAASPP data for 2022 after the administration to determine our new baseline.

READING- OVERALL SITE WIDE- 54%

DPA III 2021-2022

- K- 75%
- 1- 54%
- 2- 64%
- 3- 64%
- 4- 52%
- 5- 51%
- 6- 46%

READING- OVERALL SITE WIDE- 54%

DPA III 2022-23

- K- 71%
- 1- 50%
- 2- 60%
- 3- 61%
- 4- 45%
- 5- 43%
- 6- 43%

2022-23	DPA 1	to	DPA 3	Comparison Data
Overall	30%		54%	+24%
K-	17%		71%	+54%
1-	6%		50%	+44%
2-	22%		60%	+38%
3-	49%		61%	+12%
4-	33%		45%	+12%
5-	37%		43%	+06%
6-	37%		46%	+06%

SBAC- 3rd -6th-grade READING

2022- overall- 49.87% (new baseline)

- 3- 48.96%
- 4- 50.57%
- 5- 57.42%
- 6- 42.11%

Data Used to Form this Goal:

English Language Assessment for the academic year 2021-22 -DPA II

OVERALL Placement- 45% tier 1, 34% tier 2, 21% tier 3

Kinder: 47% tier 1, 53% tier 2, 47% tier 3

Grade 1: 38% tier 1, 59% tier 2, 04% tier 3

Grade 2: 45% tier 1, 36% tier 2, 18% tier 3

Grade 3: 57% tier 1, 19% tier 2, 24% tier 3

Grade 4: 43% tier 1, 36% tier 2, 21% tier 3

Grade 5: 46% tier 1, 26% tier 2, 30% tier 3

Grade 6: 38% tier 1, 16% tier 2, 35% tier 3

EL: 21% tier 1, 33% tier 2, 20% tier 3

GENDER:

Girls- 48% tier 1, 34% tier 2, 18% tier 3

Boys- 42% tier 1, 34% tier 2, 24% tier 3

Economically Disadvantaged:

Yes- 34% tier 1, 40% tier 2, 26% tier 3

No- 63% tier 1, 24% tier 2, 12% tier 3

RACE:

American Indian 29% tier 1, 46% tier 2, 25% tier 3

Asian 55% tier 1, 29% tier 2, 16% tier 3

Black/AA 26% tier 1, 41% tier 2, 34% tier 3

White 46% tier 1, 32% tier 2, 22% tier 3

Two or More 63% tier 1, 29% tier 2, 09% tier 3

Not Reported 34% tier 1, 43% tier 2, 24% tier 3

English Language Assessment for the academic year 2022-23 -DPA II

OVERALL Placement- 44% tier 1, 38% tier 2, 18% tier 3

Kinder: 42% tier1, 58% tier 2, 0% tier 3

Grade 1: 28% tier 1, 67% tier 2, 5% tier 3

Grade 2: 45% tier 1, 39% tier 2, 15% tier 3

Grade 3: 59% tier 1, 22% tier 2, 19% tier 3

Grade 4: 44% tier 1, 36% tier 2, 21% tier 3
Grade 5: 43% tier 1, 25% tier 2, 20% tier 3
Grade 6: 46% tier 1, 22% tier 2, 33% tier 3

EL: 13% tier 1, 44% tier 2, 42% tier 3

Percentage of English Learners eligible to be reclassified:

2020-2021 No students were reclassified during the 2020-21 school year.

2021-2022: 8% of our students were eligible for reclassification.

2022-2023: 15% of our students were eligible for reclassification.

GENDER:

Girls- 46% tier 1, 38% tier 2, 16% tier 3

Boys- 42% tier 1, 38% tier 2, 20% tier 3

Economically Disadvantaged:

Yes- 33% tier 1, 45% tier 2, 21% tier 3

No- 65% tier 1, 25% tier 2, 10% tier 3

RACE:

American Indian 30% tier 1, 51% tier 2, 20% tier 3

Asian 52% tier 1, 36% tier 2, 12% tier 3

Black/AA 39% tier 1, 26% tier 2, 35% tier 3

White 44% tier 1, 48% tier 2, 10% tier 3

Two or More 52% tier 1, 46% tier 2, 10% tier 3

Not Reported 42% tier 1, 39% tier 2, 19% tier 3

2021-2022 District Performance Assessment Local Data For Mathematics using Standard View: (DPA II)

OVERALL Placement- 32% tier 1, 46% tier 2, 22% tier 3

Kinder: 29% tier 1, 71% tier 2, 0% tier 3

Grade 1: 24% tier 1, 70% tier 2, 5% tier 3

Grade 2: 27% tier 1, 58% tier 2, 16% tier 3

Grade 3: 36% tier 1, 45% tier 2, 19% tier 3

Grade 4: 39% tier 1, 33% tier 2, 29% tier 3

Grade 5: 37% tier 1, 28% tier 2, 34% tier 3

Grade 6: 35% tier 1, 23% tier 2, 42% tier 3

EL: 16% tier 1, 37% tier 2, 47% tier 3

Non EL: 34% tier 1, 47% tier 2, 19% tier 3

GENDER:

Girls- 33% tier 1, 44% tier 2, 22% tier 3

Boys- 31% tier 1, 48% tier 2, 21% tier 3

Economically Disadvantaged:

Yes- 23% tier 1, 51% tier 2, 26% tier 3

No- 49% tier 1, 38% tier 2, 13% tier 3

RACE:

American Indian 19% tier 1, 52% tier 2, 30% tier 3

Asian 49% tier 1, 32% tier 2, 19% tier 3

Black/AA 18% tier 1, 41% tier 2, 41% tier 3

White 31% tier 1, 48% tier 2, 20% tier 3

Two or More 40% tier 1, 48% tier 2, 09% tier 3

Not Reported 30% tier 1, 43% tier 2, 26% tier 3

SPED 13% tier 1, 42% tier 2, 46% tier 3

Not SPED 34% tier 1, 46% tier 2, 21% tier 3

2022-2023 District Performance Assessment Local Data For Mathematics using Standard View: (DPA II)

Kinder: 29% tier 1, 70% tier 2, 0% tier 3

Grade 1: 16% tier 1, 79% tier 2, 5% tier 3

Grade 2: 23% tier 1, 60% tier 2, 20% tier 3

Grade 3: 37% tier 1, 46% tier 2, 17% tier 3

Grade 4: 37% tier 1, 35% tier 2, 29% tier 3

Grade 5: 33% tier 1, 33% tier 2, 34% tier 3

Grade 6: 43% tier 1, 25% tier 2, 33% tier 3

EL: 07% tier 1, 45% tier 2, 48% tier 3

Non-EL: 33% tier 1, 50% tier 2, 17% tier 3

GENDER:

Girls- 31% tier 1, 50% tier 2, 18% tier 3

Boys- 31% tier 1, 48% tier 2, 20% tier 3

RACE:

American Indian 20% tier 1, 55% tier 2, 25% tier 3
 Asian 46% tier 1, 39% tier 2, 16% tier 3
 Black/AA 17% tier 1, 39% tier 2, 43% tier 3
 White 34% tier 1, 48% tier 2, 19% tier 3
 Two or More 36% tier 1, 50% tier 2, 14% tier 3
 Not Reported 20% tier 1, 62% tier 2, 19% tier 3

Economically Disadvantaged:

Yes- 21% tier 1, 55% tier 2, 24% tier 3
 No- 51% tier 1, 39% tier 2, 09% tier 3

Percentage of English Learners eligible to be reclassified:

2017-2018: 38% of our students were eligible for reclassification.
 2018-2019: 20% of our students were eligible for reclassification.
 2019-2020: 4% of our students were eligible for reclassification.
 2020-2021 No students were reclassified during the 2020-21 school year.
 2021-2022: 8% of our students were eligible for reclassification.
 2022-2023: 15% of our students were eligible for reclassification.

Findings from the Analysis of this Data:

Economically Disadvantaged students scored significantly poorer than students without economic disadvantage.

How the School will Evaluate the Progress of this Goal:

Burbank will conduct continuous monitoring of academic growth in the content areas through the analysis of data: DPA, Benchmark, and curriculum embedded measures, common formative, and progress monitoring assessments.

Burbank will conduct continuous monitoring of growth by analyzing data: DPA, ELPAC, and EL Benchmark tests.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Instructional Program All students, including English learners, students with disabilities,	2023-2024	Principal, Learning Director	Clerical/Technical Office Salary	2000-2999: Classified Personnel Salaries	3010	10,508.00
			Total Benefits (Classified)	3000-3999: Employee Benefits	3010	24,277.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students with learning difficulties, and advanced learners in all grade levels are provided the locally-adopted, standards-aligned basic core instructional program materials in English Language Arts and Math which includes CCSS-aligned instructional materials.</p> <p>At all levels, teachers use the locally-adopted basic core in reading and math and program ancillary material designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</p> <p>Ancillary materials include Intensive vocabulary Instructional support for grades TK-6 and reading and math intervention resources. These materials are used for universal access meeting the needs of all students with reading and math difficulties, students with disabilities, and advanced learners.</p> <p>The school provides intensive intervention for students in grades 1-6 All students who are 2 or more years below grade level, including English learners and students with disabilities are provided with intensive intervention instruction by instructional assistants, or through the regularly assigned teacher with instructional aide support in the areas of reading or math. Accelerated instruction at the students' assessed level of need is designated and implemented.</p>			Instructional Aide Salaries	2000-2999: Classified Personnel Salaries	3010	91,843.00
			AVID Materials/Supplies	4000-4999: Books And Supplies	3010	10,000.00
			Substitute salaries to accommodate training and data/progress monitoring activities	1000-1999: Certificated Personnel Salaries	3010	3,000.00
			Maintenance Agreements	5800: Professional/Consulting Services And Operating Expenditures	3010	3,900.00
			Supplies	4000-4999: Books And Supplies	3010	300.00
			Printshop- reading or math or ELD	5700-5799: Transfers Of Direct Costs	3010	500.00
			Online Subscription Services	5800: Professional/Consulting Services And Operating Expenditures	3010	300.00
			Certificated Overtime	1000-1999: Certificated Personnel Salaries	3010	4,000.00
			Student Agendas-custom	5000-5999: Services And Other Operating Expenditures	0824	1,500.00
			Other Classified Overtime	2000-2999: Classified Personnel Salaries	0824	500.00
			Professional Services-AVID Contract	5800: Professional/Consulting Services And Operating Expenditures	3010	3,200.00
			Extended Day Math	1000-1999: Certificated Personnel Salaries	0824	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Programs to improve reading, writing, and math offered before or after school in Reading, writing, and math- students will engage in extended day programs designed to improve reading, writing, and math. All students identified as English language learners, are provided the locally-adopted, standards-aligned basic core instructional program materials in English Language Arts which includes supplementary materials for English Language Development that are CCSS-aligned instructional materials.</p> <p>At all levels, teachers use the locally-adopted basic core and program ancillary material designed for universal access/differentiated instruction to meet the needs of students, including English language learners.</p> <p>Ancillary materials include Instructional support for English language learners in grades TK-6. These materials are used for universal access meeting the needs of all EL students.</p> <p>Extended Day Reading and Math to support all students in mitigating learning loss.</p> <p>Extended Day - English Learner students will engage in extended day programs designed to improve their proficiency with the English language. All students identified as English</p>			Extended Day- Reading	1000-1999: Certificated Personnel Salaries	0824	1,500.00
			Extended Day materials and supplies- Reading and Math	4000-4999: Books And Supplies	0824	1,500.00
			Scholastic News	4000-4999: Books And Supplies	0824	600.00
			AVID Summer Institute- Phase 2- (Team of 5)	5000-5999: Services And Other Operating Expenditures	3010	6,000.00
			Extended Day	1000-1999: Certificated Personnel Salaries	0824	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>language learners, are provided the locally-adopted, standards-aligned basic core instructional program materials in English Language Arts which includes supplementary materials for English Language Development that are CCSS-aligned instructional materials.</p> <p>At all levels, teachers use the locally-adopted basic core and program ancillary material designed for universal access/differentiated instruction to meet the needs of students, including English language learners.</p> <p>Ancillary materials include Instructional support for English language learners in grades TK-6. These materials are used for universal access meeting the needs of all EL students.</p>						
<p>2. Instructional Time</p> <p>The school's schedule allocates adequate instructional time to English Language Arts/English Language Development, and mathematics as required by the Frameworks. This provides all students, including English learners, students with disabilities, students</p>	2023-2024					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>with learning difficulties and advanced learners adequate instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions.</p> <p>The school schedule allocates adequate instructional time beyond the basic core program to further support identified strategic students, including English learners, students with learning difficulties and/or disabilities. The school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support necessary. Students identified as needing intensive intervention in reading or math receive additional targeted instruction during a protected time outside of the core-aligned instructional program. In this way students needing intensive instruction can progress and participate through daily lessons with their grade level peers, as well as receive support in identified areas of strategic support.</p>						
<p>3. Guaranteed Viable Curriculum</p> <p>The Burbank team commits to a guaranteed viable curriculum that ensures that all students are reaching their maximum potential.</p> <p>The District provides an annual</p>	2023-2024					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p> pacing guide, which is posted at the District's webpage, through the Department of Curriculum, Instruction, and Staff Development for each grade level, for the locally-adopted, standards-aligned English Language Arts/English Language Development, and mathematics programs, which includes pacing and supplemental lessons to allow all teachers to follow a common sequence of instruction and assessment.</p> <p>Pacing guide use ensures all students receive a common sequence of grade-level instruction, as well as common assessments. Data analysis of common assessments, as well as other curriculum based measures, inform instruction, teacher decision making, and collaboration.</p> <p>The basic core courses pacing guides are the foundational guide for the strategic support class. The strategic support teacher or aide uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) An alignment to grade-level content being taught, 2) the use of locally-adopted basic core program ancillary materials, 3) time for pre-/re-teach, and 4) time to address specific skill needs of strategic students.</p>						
4. Professional Development for School Administrators	2023-2024					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school and district provides principals and learning directors with professional development focused on leadership, support and monitoring to fully implement and locally-adopted, standards-aligned English Language Arts/English Language Development, and Mathematics basic core and intervention programs.						
<p>5. Credentialed Teachers and Professional Development Opportunity</p> <p>The District staffs all classrooms with fully credentialed and highly qualified teachers, as per the requirements of the Elementary and Secondary Education Act. Professional development activities are provided at the site and district levels and focus on the locally-adopted standards-aligned instructional materials for English Language Arts/English Development, and mathematics and intensive intervention programs in use at the school.</p>	2023-2024					
<p>6. Ongoing Instructional Assistance and Support for Teachers</p> <p>The school and district provides instructional assistance and ongoing support to all teachers of English Language Arts/English Language Development, and mathematics and strategic and intensive intervention. Options include: Content experts and specialists who are knowledgeable</p>	2023-2024					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
about the locally -adopted program, and may work inside the classrooms to support teacher and deepen their knowledge about the content and the delivery of instruction.						
<p>7. Student Achievement Monitoring System</p> <p>The school and district provides and supports an easily accessible electronic data management system. Schools uniformly administer, score, analyze, and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative, and curriculum embedded). Assessment results are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. As assessment guide is provided by the District and is located at he District webpage, under the direction of the department of Curriculum instruction, and Staff development.</p>	2023-2024					
<p>8. Data impacting Student Placement</p> <p>The school and district support structured collaboration meetings, which transpire weekly in order for teachers to analyze, discuss, and use assessment results and other student progress information in the programs at the school. These activities guide student placement, instructional</p>	2023-2024					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>planning and delivery, as well as progress monitoring decisions.</p> <p>Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, research supported lesson design and delivery, to the mastery of content standards for all students, including English learners and students with learning disabilities or difficulties.</p>						
<p>9. Fiscal Support</p> <p>The school and districts general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the Essential Program Components in English Language Arts/English Language Development, and mathematics and the Single Plan for Student Achievement. The Single Plan for Student Achievement is aligned with the Local Education Plan and Local Control Accountability Plan.</p>	2023-2024		<p>Supplies</p> <p>Printshop</p>	<p>4000-4999: Books And Supplies</p> <p>5700-5799: Transfers Of Direct Costs</p>		<p>3010</p> <p>3010</p>
<p>10. Parent Involvement</p> <p>Parent involvement at the site is an important component of student achievement.</p> <ul style="list-style-type: none"> The Luther Burbank School Site Council (SSC) is comprised of certificated and classified staff, administration, parent and community representatives who 	2023-2024					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>review and make recommendations regarding the English Language Arts programs, English Language Development, and mathematics.</p> <ul style="list-style-type: none"> • Annual parent and staff surveys are used to evaluate, monitor, and modify school-wide and grade level specific English Language Arts, ELD, and Mathematics. • Parent workshops are offered. • Interpreting and translation services for parent meetings. 						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social Emotional Learning and Student Wellness
LEA/LCAP GOAL:
Provide a safe, culturally responsive environment, where students learn social and emotional skills and receive additional support to increase their engagement in learning as measured by attendance and suspension rates, and results of student, staff, and stakeholder surveys.
SCHOOL GOAL #2:
A) Student chronic (chronic and severe chronic combined) absenteeism will decrease by 5% overall, through the application of PBIS strategies that continue to shape a positive and interactive school climate, increase student connectedness to school, inclusive of parent education and community outreach strategies, to help decrease school-wide suspensions.
B) Burbank will continue to focus on our commitment to equitable practices by reducing or eliminating suspensions/exclusionary practices, and implementing alternative disciplinary measures, particularly for ATSI identified sub-groups African American students, and students with disabilities. Burbank further commits to increasing attendance for our AA and SWD student population.
Data Used to Form this Goal:
Attendance data from the 2021-22 school year: Percentage of students with chronic absence (90% or less positive attendance rate) 32%
Attendance data from the 2022-23 school year: Percentage of students with chronic absence (90% or less positive attendance rate) 38% as of 3/10/23
Commitments to our families: Creating Cultural Competence in Young Children (Dates to be added) Healthy Eating Lego Robotics Family Math Night Family Literacy Night

Online Safety and Social Media

Suspension Data from 2022-23: As of 05/17/23

16 incidents of home suspension (22 days)

This is a reduction of 50%, as Burbank had 44 days of suspension in the 2021-22 school year.

By Grade Level

TK-K=1 (2 days) student moved to CDS

1st= 2 (2 days) student moved to CDS

2nd= 0

3rd= 0

4th=1 (1 day)

5th= 3 (8 days) student moved to CDS

6th= 5 (9 days)

Suspension Data from 2021-22:

22 home suspensions (44 days total)

By Grade Level

TK-K=0

1st= 1 (1day)

2nd= 0

3rd= 0

4th=0

5th= 1 (5 days)

6th= 12 (33 days)

Findings from the Analysis of this Data:

Burbank had a significant decrease in overall behaviors and suspensions. Burbank decreased suspension from 44 to 22 days.

How the School will Evaluate the Progress of this Goal:

Burbank will continually monitor suspension rates and use that data to refine the implementation of our positive behavioral interventions and supports. Parent involvement will continue to be encouraged and measured. Additionally, absenteeism will be monitored and evaluated monthly, as we continue to work with the parents through communication and offerings of parental strategies and education. MCSD leaders must revise policies and practices that contribute to opportunity and achievement gaps and create system-wide reform efforts that prioritize academic expectations, access to learning opportunities, high-quality instruction, resource allocation, and accountability to achieve educational equity. Building sustainable processes and procedures in MCSD will help to create an environment that fuels trust, transparency, motivation, and sustainable practices. Eliminating the stigma that schools within MCSD are harder to turn around than other schools in more affluent districts is mandatory. Embracing the concept that our students are just as worthy as students in high-performing districts, models a growth mindset critical to closing the achievement gap, eradicating bias and unethical disciplinary practices, and keeping our students engaged in learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Conscious Discipline- Training, On-Site Coaching, materials	2023-2024		On Site coaching, training, and materials.	5800: Professional/Consulting Services And Operating Expenditures	0824	5,000.00
			Materials, incentives related to PBIS	4000-4999: Books And Supplies	0824	3,000.00
2.Character Counts, quarterly award assemblies, Back to School Night, Open House	2023-2024		Recognition	4000-4999: Books And Supplies	0824	2,000.00
3.Character Counts grid cards (behavior incentive system), Weekly attendance SWIM Card Drawing	2023-2024		Printshop	5700-5799: Transfers Of Direct Costs	0824	1,000.00
4.Monthly Newspaper and/or Newsletter	2023-2024		Printshop	5700-5799: Transfers Of Direct Costs	0824	750.00
5. Extended Day Elective- theater	2023-2024		Extended Day-Playhouse Merced	1000-1999: Certificated Personnel Salaries	0824	600.00
			Theater Contract	5000-5999: Services And Other Operating Expenditures	0824	6,500.00
6. Recognition, including, but not limited to awards, medals, ribbons, assemblies, prizes will be purchased to encourage a positive school culture and climate for all students	2023-2024		Recognition	4000-4999: Books And Supplies	0824	2,000.00
7. Student Achievement Monitoring System	2023-2024					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8. A healthy lifestyle including, but not limited to; physical activities, Track and Field, PBIS, Character Counts!, nutritional guidelines, incentives and health and safety will be encouraged, promoted and supported to enhance student health and attendance at all grade levels.	2023-2024					
9. Annual parent and staff surveys will be used to evaluate, monitor and modify school wide and grade level specific programs.	2023-2024		Printshop	5000-5999: Services And Other Operating Expenditures	0824	2,000.00
10. Parent Education/Involvement and/or Family Nights, as well as Kindergarten Round Up, including child care and incentives will be provided to assist parents in supporting their children.	2023-2024		Recognition	4000-4999: Books And Supplies		1,500.00
11. Field Trips 2021-22 Transportation	2023-2024		transportation	5000-5999: Services And Other Operating Expenditures	0824	6,000.00
12. Extended Day elective offerings- music, dance , robotics, science, STEAM, yearbook, newspaper,- TBD - Spring 2021	2023-2024		Extended Day Elective Offerings	1000-1999: Certificated Personnel Salaries	0824	5,000.00
			Extended Day Elective Offerings	2000-2999: Classified Personnel Salaries	0824	
13. Extended Day- intramural coaches- TBD- Spring 2022	2023-2024		Extended Day- intramural coaches	1000-1999: Certificated Personnel Salaries	0824	3,000.00
			Extended Day- Intramural Coaches	2000-2999: Classified Personnel Salaries	0824	2,000.00
14. Extended Day supplies and materials	2023-2024		Supplies and Materials specific to extended day programs	None Specified	0824	1,179.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
15. Health and Welfare Classified	2023-2024		Health and Wellness Aides	2000-2999: Classified Personnel Salaries	0824	5,871.00
16. Safety and Radios	2023-2024		Hand Held Radios-communication and safety replacement cycle	0000: Unrestricted	0824	1,500.00
17.Red Ribbon Week	2023-2024		Materials for red ribbon week	4000-4999: Books And Supplies	0824	1,200.00
18. Classroom supplies and equipment that improve the learning environment.	2023-2024		Printshop costs- newspaper, PBIS etc	5000-5999: Services And Other Operating Expenditures	0824	1,000.00
19. Fieldtrips- TBD 2022	2023-2024		Transportation	5000-5999: Services And Other Operating Expenditures	0824	6,000.00
			Field Trip Admission Cost	5000-5999: Services And Other Operating Expenditures	0824	1,000.00
				5800: Professional/Consulting Services And Operating Expenditures	None Specified	
				4000-4999: Books And Supplies	None Specified	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Family and Community Empowerment
LEA/LCAP GOAL:
Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.
SCHOOL GOAL #3:
Burbank Elementary will empower families and community stakeholders to become full partners in the education of students as measured by parent surveys and attendance sheets.
Data Used to Form this Goal:
Attendance sheets from parent conferences, committee meetings, and parent workshops. Feedback from parent surveys.

Findings from the Analysis of this Data:

47 Parents participated in the 2022-23 California School Parent Survey. Parents participated in the 2022-23 parent conferences. Both of these areas had high ratings and positive feedback. Participation in the California
Based on the Parent Survey these were the responses(74 total parent responses).

Parents feel welcome to participate at this school.
83% stated they agreed.

School staff treat parents with respect.
98% stated they agree.

School keeps me well-informed about school activities.
93% stated they agree.

Teachers communicate with parents about what students are learning.
91% stated they agree.

Promotes academic success for all students.
90% stated they agreed.

Teachers have high expectations for all students.
81% stated they agreed.

This school treats all students with respect.
95% stated they agree.

This school is a supportive and inviting place for students to learn.
95% stated they agree.

Parent Involvement at school
83% of students stated they have an involved parent.

Student School Connectedness
74% of students report feeling connected to the school.

My child's teachers are responsive to my child's social and emotional needs.
82% of parents agreed.

My child is safe at school (in-person learning)
The average response strongly agreed.

How the School will Evaluate the Progress of this Goal:

Burbank will use survey results (parents, students, staff), CAASPP data, Aeries data, PBIS data, and local measures such as the DPA and other benchmarks.

Burbank will continue to work on improving partnerships with families and community stakeholders.

Based on surveys, parents stated they are interested in the following parent education:

- Aeries Parent Portal
- Literacy
- Math
- Homework Help
- Social Media Safety
- Organizational Skills
- Parenting Skills

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Parent involvement at the site is an important component of student achievement. Annual parent and staff surveys are used to evaluate, monitor, and modify school wide programs, involve parents in the planning, implementation, and evaluation of consolidated application programs under the guidance of the SSC. ELAC reviews and makes recommendations regarding the ELD program. Parent workshops are provided throughout the year and one on one support depending on parent input and needs. Interpreting and translation services for parent meetings and parent conferences are provided as needed. Parents are encouraged to participate in the educational program and to join school and District committees (ELAC, SSC, PTC, LCAP, and DELAC). A Family Help Station has been established to assist	2023-2024		Supplies	4000-4999: Books And Supplies	0824	1,000.00
			Clerical/Technical Office Salary	2000-2999: Classified Personnel Salaries	3010	5,000.00
			Classified Overtime	2000-2999: Classified Personnel Salaries	3010	378.00
			Childcare	2000-2999: Classified Personnel Salaries	0824	1,500.00
			Materials/Supplies	4000-4999: Books And Supplies	0824	
			Translating	2000-2999: Classified Personnel Salaries	0824	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
families with access to school and community resources and to keep families informed on student progress. It also helps promote effective two-way communication between families and the school.						
2. Site based governance, including the School Site Council, Parent Teacher Club and English Learners Advisory Council will include parents representing the diverse population of our school to assist in the support of all students.	2023-2024		Supplies			
3. Partnership opportunities for families and the school are established to benefit student learning. Volunteering of time and resources, parent-teacher conferences are some of the opportunities available. The Merced City School District provides an accessible family engagement and resource center to support all parents and families with training, resources, and other services. Specific services provided include interpretation/translation, parent education workshops and programs, and technical assistance and support in accessing resources from school and community agencies.	2023-2024					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Burbank Elementary will offer authentic engagement of families and community through effective communication. Communication methods include telephone calls, Aeries portal, ParentSquare, Burbank website, emails, marquee, and weekly messages.	2023-2024					

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts/English Language Development, Mathematics, Science, Social

Applicable to all goals:

The following are the Centralized Services provided by the District Office. The following are the Centralized Services provided by the District Office, including the departments of Information Technology/Education Technology, Data Management and Visualization, State and Federal Programs, Curriculum and Staff Development, Special Education and Pupil Services, and Student Support Services.

In order to receive funds through the Application for Funding Consolidated Categorical Aid Programs, the District assures that it has developed a management system to support and monitor compliant school and district plan development and implementation. The district is accountable for funds used to hire staff and to purchase equipment and services that supplement general fund programs and ensure that all eligible students are served.

Centralized Services are provided by the District Office to comply with these requirements are:

- 1 Secure funding through Application for Funding Consolidated Categorical Aid Programs.
- 2 Allocate funds to sites and programs; develop and monitor processes for sites to submit budgets and purchase orders.
- 3 Monitor programs for compliance and quality; approve expenditures to monitor compliance.
- 4 Provide staff development support for programs.
- 5 Provide supplementary services, training, and support for parent involvement.
- 6 Monitor and coordinate Title I, II, III, and IV Non-Public School programs.
- 7 Provide support services to improve academic achievement for all students.
- 8 Provide professional development and coaching training for staff.
- 9 Develop and implement the Local Control and Accountability Plan (LCAP) and Federal Addendum.
- 10 Coordinate intervention programs through a Multi-Tiered System of Support
- 11 Provide assistance to schools identified as Additional Target Support Improvement or Comprehensive Support Improvement
- 12 Support sites with technical assistance in plan development, implementation, and monitoring.
- 13 Collect data for measurement and evaluation of categorical programs.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	\$163,206.00	0.00
0824	\$68,700.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	1,500.00
0824	68,700.00
3010	163,206.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	19,600.00
2000-2999: Classified Personnel Salaries	119,100.00
3000-3999: Employee Benefits	24,277.00
4000-4999: Books And Supplies	23,100.00
5000-5999: Services And Other Operating Expenditures	30,000.00
5700-5799: Transfers Of Direct Costs	2,250.00
5800: Professional/Consulting Services And Operating	12,400.00
None Specified	1,179.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies		1,500.00
0000: Unrestricted	0824	1,500.00
1000-1999: Certificated Personnel Salaries	0824	12,600.00
2000-2999: Classified Personnel Salaries	0824	11,371.00
4000-4999: Books And Supplies	0824	11,300.00
5000-5999: Services And Other Operating	0824	24,000.00
5700-5799: Transfers Of Direct Costs	0824	1,750.00
5800: Professional/Consulting Services And	0824	5,000.00
None Specified	0824	1,179.00
1000-1999: Certificated Personnel Salaries	3010	7,000.00
2000-2999: Classified Personnel Salaries	3010	107,729.00
3000-3999: Employee Benefits	3010	24,277.00
4000-4999: Books And Supplies	3010	10,300.00
5000-5999: Services And Other Operating	3010	6,000.00
5700-5799: Transfers Of Direct Costs	3010	500.00
5800: Professional/Consulting Services And	3010	7,400.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,928.00
Goal 2	58,100.00
Goal 3	9,378.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jill Setterra	X				
Jennifer Ferreria			X		
Sally Rawlings		X			
Anne Lizdas		X			
Sida Filipinas		X			
Jeri McCarthy		X			
Andrea Coble			X		
Kymm Costa				X	
Sandra Lee				X	
Zheng "Jenny" Xiang				X	
Numbers of members of each category:	1	4	2	2	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature



X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature



X Other committees established by the school or district (list):

Burbank Leadership Team

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5/23/23.

Attested:

Jill Settera

Typed Name of School Principal



Signature of School Principal

5/23/23

Date

Sandra Lee

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/23/23

Date

**Burbank Elementary School
School Site Council**

Role of School Site Council

The Merced City School District Board of Education believes that the education of children is a shared responsibility of the school and community. The School Site Council is established to provide a partnership among administrators, teachers, parents and community members. The SSC shall carry out all other duties and responsibilities assigned by the district governing board and any state or federal laws and related codes of the State of California.

Role

The School Site Council will act in an advisory capacity to the site administrator and is responsible for developing a school plan, continuously reviewing the implementation of the plan, assessing the effectiveness of the plan and reviewing and updating the categorical programs budget.

Code of Conduct

1. Stewardship - We will work together to achieve the greatest, long-term benefit for the community as a whole;
2. Commitment to Outcomes - We are willing to take responsibility for tasks and achieving specific outcomes. We are committed to staying involved until the tasks are completed;
3. Openness - We respect all persons and recognize that there are diverse viewpoints.
4. Commitment to Resolving Conflict - Conflict is inevitable and is sometimes required in order to achieve the best outcomes possible. Healthy conflict involves valuing every individual regardless of his or her stance on a specific issue and an unwavering commitment to working through the conflict in a positive manner despite its severity;

Among other things, these values require that SSC members:

1. Shall attend noticed meetings regularly.
2. Shall follow State and Federal law and guidance and Merced City School District Board Policy in the development of the site plan.
3. Shall follow the site SSC bylaws.
4. Shall conduct all SSC business in a courteous, professional manner.
5. Shall perform their legal duty to develop, monitor and implement the single plan for student achievement site plan. SSC members shall work cooperatively, working speedily to resolve any conflict so as not to jeopardize completion of the site plan.
6. Shall work together to maximize student academic achievement of state content and performance standards.
7. Shall not meet together or attempt to reach consensus on issues outside of scheduled School Site Council meetings.

Composition

1. The SSC shall be composed of 10 members. It is recommended that those members should include the principal, three classroom teachers, one other school person and five parents or community members. School Site Councils may vary in composition.
2. Those parents identified as parents or community members may not be employees of the school district.

Election Procedure

Members from each of the groups will be selected by one of the following methods:

1. Nominating and voting by ballot.
2. Appointment of representatives by members of the School Site Council.
3. Open nomination by members of the school community.
4. Volunteering and then ascertaining approval of the school community or the School Site Council.

Term of Office

All members of the School Site Council shall serve for a two-year term, with the exception of the principal.

Voting Rights

Each elected representative of the SSC is entitled to one vote and may cast that vote on each formal motion submitted to a vote by the council. Absentee ballots or proxy ballots shall not be permitted.

Termination of Membership

Other than the principal, membership shall automatically terminate if a member no longer meets the membership requirements under which elected or is absent without good cause from any 3 consecutive meetings.

Transfer of Membership

Membership in the SSC is not transferable.

Resignation

Any member may resign by filing a written resignation with the Principal. The written resignation shall become a part of the SSC records in the event of a dispute.

Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by an alternate appointed by the chairperson. Every attempt possible will be made to select a replacement based on the ranked election results from the previous SSC member election.

Officers

The Officers of the SSC shall be a chairperson, vice chairperson, secretary, and other such officers as the council may deem desirable.

Election and Term of Office

The officers of the SSC shall be elected annually by the elected SSC members and shall serve for one year or until each successor has been elected.

Chairperson

The chairperson shall preside at all meetings and sign the assurances in the site plan and any communications from the SSC. The chairperson will normally develop the meeting agenda in coordination with the Principal, assures all voices are heard in the SSC and manages the meeting with the assistance of the Principal. The chairperson facilitates the meeting pursuant to the Code of Conduct adopted by the Board of Education and these bylaws. The Chairperson may independently add an item to an agenda if relevant to the role of the SSC.

Principal

The Principal is a voting member of the Council. He/she provides information and leadership to the council and administers the school level activities in the single plan for school improvement. The Principal works with the Council to assure the school plan is legal, based on student achievement data and student needs and is monitored for implementation and effectiveness. The Principal shall oversee the public posting of the agenda. The Principal assures that all SSC documentation is available to the public upon request.

Meetings

The SSC shall meet regularly at least six times per year. The tentative schedule for the meetings will be sent to all parents, students and staff at the beginning of each semester to encourage full participation in the SSC. Special Meetings may be called by the Chairperson, Principal, or his/her representative in the case of an emergency or by a majority vote of the SSC members.

Time and Location of Meetings

The SSC shall meet at a time and location that is most convenient for the entire school community to encourage open discussion by the public. The SSC will meet a minimum of two times per year during an overlapping time with the ELAC to consult on the needs of EL students and one time per year with the Title 1 parents for the same purpose. The SSC location will be readily accessible to all members of the public, including handicapped persons.

Notice of Meetings

Agendas of all meetings shall be posted in the school office window for view by the public at least 72 hours in advance of the meetings. When practicable and feasible, efforts to notice the school community of SSC meetings may include but not be limited to: phone calls, the school newsletter, and notes home. The Principal and Chairperson shall normally work together to adopt an agenda. However, agenda items may be added to an agenda by either the Chairperson or the Principal, provided the item is relevant to the role of the SSC.

Quorum

A quorum to meet shall be 51% of the non-vacant SSC positions. No decision of the SSC shall be valid unless a quorum of the SSC membership is present.

Decisions of SSC

The SSC members as elected representatives will use the following process in their decision making:

1. No items may be voted on by the SSC in any meetings unless noticed in the written agenda 72 hours in advance of the meeting.
2. The SSC members shall vote for the site plan in accordance with their constituency.
3. All decisions of the SSC shall be made only after an affirmative vote of a majority of its members in attendance, provided a there is a quorum in attendance.

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All regular, special or work sessions of the SSC are open and accessible to the public. The SSC shall provide for a scheduled period on the agenda for public comments. Members of the public may also submit related concerns in writing to the SSC. The SSC may, without taking action, briefly respond to members of the public about other concerns. In the event of public disruption to the meeting, the SSC chair may request a privileged motion to clear the room for a break. Should the disruption continue, the chair may ask the Principal to use Ed Code provisions to request those who are disruptive to leave the campus.

Section I - Bylaws Revision

These bylaws shall be reviewed annually by the SSC. Proposed changes shall be posted and subject to public discussion at least one meeting prior to the SSC taking action. Bylaw revision shall be placed on a written agenda and requires a majority vote of the quorum. Bylaws shall not conflict with state or federal law, or Board Policy.

E4. Luther Burbank Elementary School Site Council Bylaws

Burbank Elementary School School Site Council

Role of School Site Council

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