School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Burbank Elementary School	Hayward Unified School District	4/23/2025	June 25, 2025

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

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

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

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

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

Schoolwide Program

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

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

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Plan Description

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

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

- Schoolwide Program

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

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

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

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

times arrive with non family members. We have also seen an increase in the last two years of students needing additional tier 3 level support for social and emotional challenges. Additional resources are also needed in this area.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the CA SChool Dashboard, English Language Arts was in the "orange" category for all students.

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

Referring to the CA School Dashboard, there were no groups whose performance was two or more performance levels below "all students".

Other Needs

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

Exited out of ATSI March 2024, however, the CA School Dashboard and local data demonstrated similar student outcomes.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.25%	0.13%	0.13%	2	1	1
African American	7.88%	8.44%	8.27%	64	67	65
Asian	5.05%	5.04%	4.58%	41	40	36
Filipino	4.80%	4.53%	4.33%	39	36	34
Hispanic/Latino	73.15%	72.42%	73.16%	594	575	575
Pacific Islander	1.11%	1.64%	1.40%	9	13	11
White	2.59%	2.77%	3.18%	21	22	25
Two or More Races	5.17%	4.91%	4.83%	42	39	38
Not Reported	%	0.13%	0.13%		1	
			Total Enrollment	812	794	786

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	129	135	99
Grade 1	116	114	118
Grade 2	113	116	112
Grade3	114	111	115
Grade 4	121	107	113
Grade 5	110	115	106
Grade 6	109	96	99
Total Enrollment	812	794	786

Conclusions based on this data:

1. The analysis you see here is from the previous school year. However, our enrollment has slightly decreased from last year. We have noticed that the district has been experiencing a decline in enrollment due to the cost of living in the Bay Area.
2. Kindergarten, grade 4 and grade 6 have seen the greatest decrease in enrollment over the past three years.

3. Although our enrollment has slightly decreased, we have been consistently near the 800's for student enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	286	283	304	35.2%	35.6%	38.7%
Fluent English Proficient (FEP)	170	149	123	20.9%	18.8%	15.6%
Reclassified Fluent English Proficient (RFEP)	116	99	75	14.3%	12.5%	9.5%

Conclusions based on this data:

1. EL students take the Summative ELPAC on an annual basis. The data you see shows an increase in students classified as EL in our enrollment. There is an increase in the percent of students who are EL's compared those who upon enrollment enter as Fluent English Proficient.
   We will continue to accelerate our intervention with EL students in order for them to be reclassified as Fluent English proficient before they leave Burbank Elementary in the 6th grade.
2. The percents of students who enter as FEP and who are reclassifed to RFEP have also decreased over the past three years.
3. We have a total of 101 newcomer students in grades K-6th. These students that have attended fewer than 2 years in US schools. This may be the reason for the increase in EL enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	110	117	119	106	111	112	105	111	112	96.4	94.9	94.1
Grade 4	118	112	116	114	106	112	114	106	112	96.6	94.6	96.6
Grade 5	108	113	107	101	106	103	101	106	103	93.5	93.8	96.3
Grade 6	108	96	108	102	95	99	102	95	99	94.4	99.0	91.7
All Grades	444	438	450	423	418	426	422	418	426	95.3	95.4	94.7

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2386.	2373.	2391.	12.38	12.61	17.86	23.81	9.91	19.64	20.00	27.03	21.43	43.81	50.45	41.07
Grade 4	2424.	2434.	2409.	16.67	21.70	15.18	11.40	10.38	14.29	28.95	22.64	18.75	42.98	45.28	51.79
Grade 5	2503.	2457.	2474.	22.77	10.38	18.45	32.67	21.70	24.27	16.83	19.81	19.42	27.72	48.11	37.86
Grade 6	2502.	2509.	2470.	2.94	12.63	10.10	34.31	27.37	15.15	37.25	32.63	26.26	25.49	27.37	48.48
All Grades	N/A	N/A	N/A	13.74	14.35	15.49	25.12	16.99	18.31	25.83	25.36	21.36	35.31	43.30	44.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	10.81	12.50	58.10	53.15	63.39	30.48	36.04	24.11
Grade 4	7.89	15.09	13.39	63.16	50.94	52.68	28.95	33.96	33.93
Grade 5	14.85	9.43	16.50	67.33	53.77	63.11	17.82	36.79	20.39
Grade 6	9.80	8.42	8.08	60.78	52.63	40.40	29.41	38.95	51.52
All Grades	10.90	11.00	12.68	62.32	52.63	55.16	26.78	36.36	32.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.52	9.91	11.61	50.48	37.84	45.54	40.00	52.25	42.86
Grade 4	14.04	15.09	10.71	46.49	44.34	39.29	39.47	40.57	50.00
Grade 5	22.00	12.26	14.56	60.00	50.94	52.43	18.00	36.79	33.01
Grade 6	11.76	21.05	9.09	58.82	55.79	42.42	29.41	23.16	48.48
All Grades	14.25	14.35	11.50	53.68	46.89	44.84	32.07	38.76	43.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	8.11	6.25	71.43	73.87	73.21	17.14	18.02	20.54
Grade 4	12.28	8.49	8.04	72.81	67.92	63.39	14.91	23.58	28.57
Grade 5	6.93	8.49	14.56	84.16	73.58	64.08	8.91	17.92	21.36
Grade 6	7.84	11.58	7.07	78.43	80.00	71.72	13.73	8.42	21.21
All Grades	9.72	9.09	8.92	76.54	73.68	68.08	13.74	17.22	23.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.48	6.31	13.39	61.90	60.36	59.82	27.62	33.33	26.79
Grade 4	9.65	15.09	9.82	64.91	63.21	58.93	25.44	21.70	31.25
Grade 5	17.82	10.38	18.45	66.34	62.26	52.43	15.84	27.36	29.13
Grade 6	3.92	16.84	16.16	80.39	68.42	53.54	15.69	14.74	30.30
All Grades	10.43	11.96	14.32	68.25	63.40	56.34	21.33	24.64	29.34

Conclusions based on this data:

1. We continue to analyze and strategize on how our students are learning so that they can come as close as they can to meeting and exceeding grade level standards in English Language Arts.
The percent of student meeting and exceeding ELA standards was 33.8% an increase of 2.5% from the previous year.

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

2. From 2023 to 2024 our 3rd and 5th grade cohort showed an increase in overall ELA

3. Our biggest decrease for 23-24 came in our 6th grade that went from 40% to 25.25% met/exceeded.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	110	117	119	108	115	116	108	115	116	98.2	98.3	97.5
Grade 4	118	112	116	115	110	116	115	110	116	97.5	98.2	100
Grade 5	108	113	107	103	111	106	103	111	106	95.4	98.2	99.1
Grade 6	108	96	108	106	95	107	106	95	107	98.1	99.0	99.1
All Grades	444	438	450	432	431	445	432	431	445	97.3	98.4	98.9

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2386.	2374.	2394.	10.19	6.96	12.93	22.22	17.39	19.83	22.22	21.74	24.14	45.37	53.91	43.10
Grade 4	2403.	2420.	2407.	4.35	10.00	7.76	13.91	15.45	9.48	26.09	26.36	25.86	55.65	48.18	56.90
Grade 5	2467.	2420.	2458.	13.59	9.91	11.32	18.45	5.41	17.92	17.48	18.92	17.92	50.49	65.77	52.83
Grade 6	2474.	2473.	2449.	6.60	13.68	14.02	16.98	12.63	6.54	24.53	22.11	16.82	51.89	51.58	62.62
Grade 11															
All Grades	N/A	N/A	N/A	8.56	9.98	11.46	17.82	12.76	13.48	22.69	22.27	21.35	50.93	54.99	53.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.81	9.57	14.66	42.59	38.26	44.83	42.59	52.17	40.52
Grade 4	7.83	11.82	10.34	31.30	32.73	22.41	60.87	55.45	67.24
Grade 5	12.62	9.91	12.26	44.66	23.42	34.91	42.72	66.67	52.83
Grade 6	3.77	11.58	13.08	45.28	36.84	26.17	50.94	51.58	60.75
Grade 11									
All Grades	9.72	10.67	12.58	40.74	32.71	32.13	49.54	56.61	55.28

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.04	13.04	16.38	44.44	40.00	40.52	43.52	46.96	43.10
Grade 4	6.09	12.73	8.62	43.48	43.64	40.52	50.43	43.64	50.86
Grade 5	9.71	7.21	13.21	46.60	33.33	45.28	43.69	59.46	41.51
Grade 6	5.66	11.58	8.41	50.00	47.37	33.64	44.34	41.05	57.94
All Grades	8.33	11.14	11.69	46.06	40.84	40.00	45.60	48.03	48.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.04	8.70	15.52	57.41	50.43	59.48	30.56	40.87	25.00
Grade 4	6.96	9.09	7.76	42.61	56.36	46.55	50.43	34.55	45.69
Grade 5	6.80	7.21	9.43	58.25	41.44	49.06	34.95	51.35	41.51
Grade 6	7.55	12.63	8.41	56.60	48.42	48.60	35.85	38.95	42.99
All Grades	8.33	9.28	10.34	53.47	49.19	51.01	38.19	41.53	38.65

Conclusions based on this data:

1. We continue to look to accelerate our student learning as we did this previous year, so that our students can come as close as they can to meeting and exceeding grade level standards in Math
Students meeting the standards were at an overall 25% compared to the 22-23 data of 22.74% an increase of 2.25%.

2. There was a significant increase in 5th grade from 15.32% met/exceeded to 29.24% and in 3rd grade from 24.35% to 32.76%.

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

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1418.9	1417.4	1369.9	1426.7	1422.5	1376.8	1400.4	1405.2	1353.9	57	64	64
1	1404.3	1399.0	1374.6	1420.1	1421.4	1411.1	1387.8	1376.3	1337.6	39	45	45
2	1467.0	1435.4	1416.7	1477.7	1450.4	1433.9	1455.7	1419.9	1399.1	49	38	50
3	1483.2	1469.3	1468.1	1493.1	1466.2	1468.9	1473.1	1471.9	1466.8	39	55	45
4	1489.8	1476.8	1495.9	1495.4	1479.3	1495.2	1483.6	1474.0	1496.1	37	39	53
5	1533.4	1490.5	1488.9	1539.6	1488.0	1495.1	1526.7	1492.6	1482.0	28	33	36
6	1520.8	1518.7	1489.5	1522.2	1507.6	1481.2	1519.0	1529.1	1497.3	35	24	27
All Grades										284	298	320

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.28	20.31	4.76	43.86	20.31	19.05	26.32	32.81	31.75	17.54	26.56	44.44	57	64	63
1	2.63	4.44	0.00	13.16	15.56	24.44	44.74	40.00	22.22	39.47	40.00	53.33	38	45	45
2	6.12	0.00	2.00	40.82	36.84	32.00	38.78	28.95	22.00	14.29	34.21	44.00	49	38	50
3	7.69	3.64	6.67	43.59	32.73	35.56	28.21	40.00	28.89	20.51	23.64	28.89	39	55	45
4	11.11	12.82	13.21	33.33	30.77	43.40	36.11	23.08	22.64	19.44	33.33	20.75	36	39	53
5	28.57	3.03	19.44	42.86	39.39	13.89	21.43	36.36	27.78	7.14	21.21	38.89	28	33	36
6	8.57	12.50	25.93	54.29	54.17	18.52	25.71	16.67	18.52	11.43	16.67	37.04	35	24	27
All Grades	10.28	8.72	8.78	39.01	30.20	27.59	31.91	32.55	25.39	18.79	28.52	38.24	282	298	319

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.81	21.88	4.76	36.84	31.25	20.63	21.05	18.75	36.51	19.30	28.13	38.10	57	64	63
1	7.89	11.11	17.78	26.32	35.56	22.22	42.11	31.11	26.67	23.68	22.22	33.33	38	45	45
2	28.57	10.53	8.00	24.49	23.68	38.00	42.86	50.00	28.00	4.08	15.79	26.00	49	38	50
3	30.77	18.18	22.22	43.59	34.55	37.78	12.82	29.09	24.44	12.82	18.18	15.56	39	55	45
4	33.33	35.90	33.96	47.22	33.33	43.40	8.33	12.82	7.55	11.11	17.95	15.09	36	39	53
5	57.14	24.24	27.78	32.14	51.52	36.11	3.57	3.03	13.89	7.14	21.21	22.22	28	33	36
6	45.71	37.50	33.33	40.00	37.50	29.63	2.86	12.50	3.70	11.43	12.50	33.33	35	24	27
All Grades	30.50	21.48	19.44	35.46	34.56	32.29	20.92	23.49	21.94	13.12	20.47	26.33	282	298	319

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.27	9.38	4.76	18.18	18.75	17.46	52.73	53.13	34.92	21.82	18.75	42.86	55	64	63
1	1.92	4.44	0.00	21.15	6.67	8.89	44.23	15.56	24.44	32.69	73.33	66.67	52	45	45
2	6.25	2.63	2.00	33.33	23.68	18.00	29.17	31.58	24.00	31.25	42.11	56.00	48	38	50
3	2.00	0.00	2.22	24.00	20.00	17.78	48.00	43.64	40.00	26.00	36.36	40.00	50	55	45
4	5.71	2.56	5.66	37.14	23.08	20.75	25.71	25.64	41.51	31.43	48.72	32.08	35	39	53
5	2.44	0.00	2.78	19.51	18.18	16.67	53.66	57.58	22.22	24.39	24.24	58.33	41	33	36
6	0.00	8.33	11.11	17.14	20.83	14.81	60.00	45.83	25.93	22.86	25.00	48.15	35	24	27
All Grades	3.55	4.03	3.76	24.82	18.46	16.61	38.30	39.26	31.35	33.33	38.26	48.28	282	298	319

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.79	18.75	4.76	68.42	57.81	57.14	15.79	23.44	38.10	57	64	63
1	13.16	26.67	24.44	63.16	55.56	44.44	23.68	17.78	31.11	38	45	45
2	24.49	13.16	14.00	67.35	73.68	62.00	8.16	13.16	24.00	49	38	50
3	25.64	16.36	17.78	56.41	47.27	46.67	17.95	36.36	35.56	39	55	45
4	30.56	17.95	32.08	55.56	51.28	52.83	13.89	30.77	15.09	36	39	53
5	14.29	12.12	19.44	75.00	66.67	50.00	10.71	21.21	30.56	28	33	36
6	8.57	12.50	14.81	71.43	75.00	51.85	20.00	12.50	33.33	35	24	27
All Grades	19.15	17.45	17.87	65.25	59.06	52.66	15.60	23.49	29.47	282	298	319

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.07	25.00	19.05	43.86	45.31	42.86	28.07	29.69	38.10	57	64	63
1	10.53	8.89	11.11	60.53	60.00	53.33	28.95	31.11	35.56	38	45	45
2	30.61	15.79	8.16	65.31	68.42	65.31	4.08	15.79	26.53	49	38	49
3	61.54	29.09	35.56	25.64	49.09	44.44	12.82	21.82	20.00	39	55	45
4	44.44	51.28	32.08	41.67	30.77	52.83	13.89	17.95	15.09	36	39	53
5	85.71	60.61	58.33	7.14	18.18	16.67	7.14	21.21	25.00	28	33	36
6	80.00	66.67	44.44	8.57	20.83	25.93	11.43	12.50	29.63	35	24	27
All Grades	45.04	32.89	27.36	39.01	44.30	45.28	15.96	22.82	27.36	282	298	318

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.02	9.38	4.76	75.44	67.19	58.73	17.54	23.44	36.51	57	64	63
1	7.89	6.67	4.44	28.95	13.33	26.67	63.16	80.00	68.89	38	45	45
2	2.08	2.63	0.00	68.75	57.89	40.00	29.17	39.47	60.00	48	38	50
3	5.13	0.00	0.00	53.85	52.73	46.67	41.03	47.27	53.33	39	55	45
4	2.78	5.13	3.77	41.67	46.15	56.60	55.56	48.72	39.62	36	39	53
5	7.14	3.03	8.33	67.86	54.55	27.78	25.00	42.42	63.89	28	33	36
6	2.86	8.33	11.11	45.71	50.00	33.33	51.43	41.67	55.56	35	24	27
All Grades	4.98	5.03	4.08	56.23	49.66	43.57	38.79	45.30	52.35	281	298	319

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	43.86	42.19	20.63	35.09	34.38	38.10	21.05	23.44	41.27	57	64	63
1	0.00	6.67	0.00	55.26	48.89	33.33	44.74	44.44	66.67	38	45	45
2	6.12	5.26	6.12	59.18	52.63	59.18	34.69	42.11	34.69	49	38	49
3	5.13	9.09	11.11	64.10	70.91	60.00	30.77	20.00	28.89	39	55	45
4	8.33	12.82	15.09	63.89	46.15	62.26	27.78	41.03	22.64	36	39	53
5	21.43	15.15	5.56	67.86	60.61	47.22	10.71	24.24	47.22	28	33	36
6	5.71	25.00	18.52	82.86	62.50	55.56	11.43	12.50	25.93	35	24	27
All Grades	14.54	17.79	11.32	58.87	52.35	50.31	26.60	29.87	38.36	282	298	318

Conclusions based on this data:

1. This is an area of great need, and we will continue to focus our teaching and learning on the needs of our ELs based on this data.

38% of our English Learners are in Level 1, almost a 10% increase from the previous year.
There has been an increase in newcomer students in the last two years, which has increased the percentage of students demonstrating at the lower levels on the ELPAC and points to a need to provide intensive intervention to our ELs.

2. There was a decrease of students in both Level 2 and 3 from 22-23.
A majority of students in grades 1-6 fall under "somewhat/moderately" developed in the Writing Domain, while they are in the beginning level of the Reading Domain.

3. The Speaking Domain has the largest percentage of students categorized as "well developed" at 27.36%.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
786	**77.4%**	**38.7%**	**0.4%**
Total Number of Students enrolled in Burbank Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	304	38.7%
Foster Youth	3	0.4%
Homeless	19	2.4%
Socioeconomically Disadvantaged	608	77.4%
Students with Disabilities	68	8.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	65	8.3%
American Indian	1	0.1%
Asian	36	4.6%
Filipino	34	4.3%
Hispanic	575	73.2%
Two or More Races	38	4.8%
Pacific Islander	11	1.4%
White	25	3.2%

Conclusions based on this data:

1. The most significant student group population is Latinx (Hispanic), at 73.2%. Our Two-way DL program benefits a significant group in our student population.

2. We have had a slight decreased from 79.8% to 77.4% in our socioeconomically disadvantaged student group

3. English learners make up almost 38.7% of the population. While we have also increased in our Homeless subgroup.

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

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

3. In Math and English Learner progress we moved from "orange" to "yellow" and maintained in the low range for English Language Arts .

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
44.4 points below standard	70.6 points below standard	Less than 11 Students
Declined 5.8 points	Declined 12.2 points	10 Students
410 Students	188 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	120.9 points below standard	58.7 points below standard
2 Students	11 Students	Declined 14.7 points
		318 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
141.8 points below standard	57.2 points below standard	0 Students
Declined 27.5 points	Maintained 1.8 points	
42 Students	32 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
56.7 points above standard	63.4 points above standard	60.6 points below standard
Increased 7.9 points	Increased 46.0 points	Declined 11.4 points
21 Students	20 Students	299 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
19.7 points above standard	Less than 11 Students	59.4 points below standard
Declined 4.6 points	6 Students	12 Students
19 Students		

Conclusions based on this data:

1. Data from previous year of state testing:
   Distance from Standard (DFS) in ELA is low in all subgroups
2. Our African American students maintained their performance but still continue to be scoring significant points below standard.
3. Accelerating student learning and focusing on their social emotional well being is crucial for the coming school year.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
66.9 points below standard	93.3 points below standard	Less than 11 Students
Increased 7.4 points	Maintained 1.1 points	10 Students
414 Students	192 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	111.8 points below standard	79.3 points below standard
3 Students	13 Students	Maintained 1.1 points
		322 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
148.2 points below standard	111.4 points below standard	0 Students
Declined 10.1 points	Declined 4.9 points	
43 Students	32 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
25.5 points above standard	29.9 points above standard	82.6 points below standard
Increased 24.9 points	Increased 30.5 points	Maintained 0.8 points
21 Students	20 Students	303 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
26.3 points above standard	Less than 11 Students	21.2 points below standard
Increased 46.9 points	6 Students	12 Students
19 Students		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
38.3% making progress.	making progress.
Number Students: 222 Students	Number Students: 8 Students

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.

2024 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**
13.1%	48.6%	0%	38.3%

Conclusions based on this data:

1. Data from previous year of state testing:
38.3% of our English learners progressed at least one ELPI level compared to 73% the previous year.

2. Of English Learners, 13.1% decreased one ELPI level compared to 53% the previous year.

3. Of English Learners, 48.6% maintained ELPI levels 1-3H. compared to 79% the previous year.

   We were able to move from the "orange" to the "yellow" in the CA School Dashboard although there was an increase in the number of EL students from the previous year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
26.2% Chronically Absent	28.4% Chronically Absent	9.1% Chronically Absent
Declined 10.7	Declined 8.6	Declined 18.2
845 Students	370 Students	11 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	60.6% Chronically Absent	27% Chronically Absent
4 Students	Increased 2.7	Declined 10
	33 Students	670 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
23.3% Chronically Absent	44.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 16.7	Increased 5.8	1 Student
86 Students	72 Students	

Asian	Filipino	Hispanic
Orange	Green	Yellow
16.7% Chronically Absent	5.7% Chronically Absent	26.6% Chronically Absent
Increased 6.9	Declined 16.5	Declined 13.7
42 Students	35 Students	617 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color
20% Chronically Absent	50% Chronically Absent	7.7% Chronically Absent
Declined 6.2	Increased 16.7	Declined 24.1
40 Students	12 Students	26 Students

Conclusions based on this data:

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

2. Our Pacific islander students had a rate of chronic absenteeism at or above 50%. Our African American and Homeless students had an increase of chronic absence as well. The school will continue its school-wide focus on equity: constantly reassessing how to help the most marginalized groups through and help improve attendance rates for these groups. We will continue to identify students with attendance concerns using COST referrals and the SST process. (ex: Homeless, African American, Students w/Disabilities, Latino/a)

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

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	7

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0.3% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0.2%	Maintained 0%	Maintained 0%
869 Students	383 Students	11 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	0.1% suspended at least one day
5 Students	Maintained 0%	Declined 0.3%
	37 Students	684 Students

Students with Disabilities	African American	American Indian
Yellow	Blue	No Performance Color
1.1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0%	Maintained 0%	1 Student
88 Students	77 Students	

Asian	Filipino	Hispanic
Blue	Blue	Blue
0% suspended at least one day	0% suspended at least one day	0.5% suspended at least one day
Declined 2.3%	Maintained 0%	Maintained 0.2%
43 Students	36 Students	632 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
41 Students	13 Students	26 Students

Conclusions based on this data:

1. Data from the previous year: Our suspension rate is overall 0.3%
Restorative Justice practices provide positive discipline systems that have decreased suspension rates. We continue using RJ practices.
PBIS: Positive behavior systems reward students for following school expectations; fewer negative behaviors continue to be observed.

2. PBIS: Positive behavior systems reward students for following school expectations; fewer negative behaviors have been observed.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy
Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Burbank 3rd - 6th grade students will increase performance on CAASPP ELA by reducing 10% of students not meeting standard ELA, as measured on the CA Dashboard, by Spring 2025.
Achievable Growth Amount on CAASPP ELA (grades 3-6) 10% from 33.8% met/exceeded to 43.8 % met/exceeded.
Achievable Growth Amount on FastBridge (grades K-2) 5% increase in students at low risk/on track

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Results from the most recent CAASPP test were used to form this goal. School-wide 33.8 percent of 3rd-6th graders met or exceeded standard in English Language Arts on the CAASPP. In addition, 12.23 percent of English Language Learners and 27.70 percent of students identified as Socio-economically Disadvantaged met or exceeded standard. Lastly, 2.63 percent of students with disabilities met or exceeded standard in English Language Arts.

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

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

Our goal for 2025-26 is that students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 25-26 school year.
Deeper Learning in Language Arts will be reflected in growth toward standard in ELA, as measured on the CA Dashboard, by Spring 2025.

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

- Results from the Universal Screener will be collected three times in the school year - once in the fall, winter, and spring.
- FastBridge
- CAASPP
- district adopted universal screener for spanish
- STAR Reading

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	33.80% Exceeded and Met	50% Exceed and Meet
Formative and summative teacher assessment data for DLI program/STAR Literacy and Bilingual FastBridge Data	baseline as determined by the DLI staff	progression and growth as data is collected from various assessments

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Burbank Elementary will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Common Core State Standards Implementation Task: 1. Instructors continue to use the Common Core Instructional Framework to develop lessons and measure student achievement. • Provide all staff with copies of the CCIF and CCSS • Maintain a Site Leadership Team to collaborate and coordinate with Admin, support staff, and grade level team regarding grade level instructional needs • Maintain regularly scheduled grade level team meetings to analyze student data, share best practices, and inform and modify curriculum 2. Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS, Cycle of Inquiry, Deeper Learning Practices, Culturally Responsive Teaching and delivery of instruction in English Language Arts. • Principal and Assistant Principal to facilitate the development, review, and revision of academic curriculum • Instructors attend workshops and trainings provided by district and content area specialists • Burbank teachers will continue to create learning opportunities for their colleagues by opening their classrooms, sharing their experiences, and planning professional development at Burbank 2. Professional Development will be provided for all	All students will engage in these activities with a focus on English Learners, African American students, Latinx and our socio-economically disadvantaged groups	12,000.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Data Talks None Specified None Specified None Specified None Specified 8,000.00 Title I: Schoolwide Program 5000-5999: Services And Other Operating Expenditures Software 7,625.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Software

	instructional staff to regularly integrate arts content and instructional strategies in an increasingly meaningful way, including aligning with The Common Core State Standards. • Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners as budget allows. • Instructors attend workshops and training provided by the district, Alameda County Office of Ed and community partnerships • Burbank Art Lead will coordinate , review and support the School Strategic Art Plan • Visual Thinking Strategies (VTS) will be implemented as a strategy integrated into core curriculum time 3. Instructional and supplemental materials purchased will be aligned and support students' abilities to access the CCSS in English Language Arts • materials will be culturally and linguistically responsive • software and technology will support the instructional program • Library Media Tech will staff the library to facilitate students' access to materials available in the library • Spanish Language Development materials 4. Instructional staff will continue to use the site-based adapted version of the Cycle of Inquiry and Deeper Learning Practices to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes. Data talks will take place after the benchmark period to discuss, assess, and plan for the upcoming reporting period. Teachers will meet for 1/2 day and substitutes will be provided. • FastBridge assessments will be administered as determined by HUSD. • PLC's will meet on a weekly basis • PLC meeting notes that include data analysis and next steps will be collected • Site Leadership Team (SLT) will meet on a bi-monthly basis • Administrators will use meeting notes to confer with SLT • Administrative and support staff will assist the grade levels and site leadership team		

	• PLC Release time scheduled a week after Assessments are administered • Results based facilitation of student data • Results based notes of next steps 5. The school will offer increased learning time for students who are not meeting grade level standards. • Intervention materials approved by HUSD will be offered to support students in both English and Spanish. Measures: The following measures will be used to determine the phase of implementation: • lesson plan samples • classroom observations • assessment data • Weekly PLC meeting notes • Students' data reports collected from Illuminate and CAASPP • Results based notes collected People Assigned: Principal Assistant Principal Site Leadership Team Leads Instructional Staff Support Staff		
1.2	Response to Intervention (RTI) Task: 1. Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data-driven decision making, screening, progress monitoring, and a multi-level prevention system. • Maintain RTI committee from prior year • Revise site based developed RTI 2 framework and integrate CCIF lesson design • Collaboration with all site based staff that provide services to students in the development of the site based model (instructions staff, COST, SPED, Nurse, other) 2. Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies topics to include: • lesson design • culturally and linguistically responsive practices • grade level content knowledge • administration of screening tools • small group instruction 3. Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in English Language Arts	All students will engage in these activities with a focus on English Learners, African American students, Latinx and our socio-economically groups	14,000.00 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Before/After School Intervention 3,000.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Student Success Team Teacher Release

	• culturally and linguistically responsive screening tools • culturally and linguistically responsive materials • software and technology 4. Continue "lab site" process as embedded professional development if volunteer by teacher Measures: The following measures will be used to determine phase and efficiency of implementation: • SST process based on RTI framework: documents used and systems in place • number of referrals for SSTs • data from screening tools and prevention systems • formative and summative assessment data People Assigned: Principal Assistant Principal EL Specialist RTI Committee		
1.3	Task: 1. Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement. • Provide all Dual Language Immersion (DLI) staff with copies of the CCIF and CCSS for Spanish Language Arts as well as the C6 Instructional Biliteracy Framework • Maintain a Site Leadership Team to collaborate and coordinate with admin, support staff, and grade level team regarding grade level instructional needs • Maintain regularly scheduled PLC meetings to analyze student data, share best practices, and inform and modify curriculum. -Bilingual/Biliterate Para Educator to support DL students as well as newcomer students. • Use the lesson design based on transference to modify lessons for Dual Language Learners. -Use the C6 Instructional Biliteracy Framework provided by Dr. Medina to have effective implementation and best instructional practices for our dual language learners. • Administrators to support instructional staff in aligning DLI program with DLI Principles, C6 Instructional Framework and facilitate parent meetings/workshops in regards to the DLI program, update instructional staff with most recent evidence-based practices and dual language learning theories.	Dual Language Immersion Students	45,000 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Bilingual/Biliterate Para Educator

	2. Professional Development was provided for all (DLI) instructional staff to support and deepen their knowledge about the C6 Instructional Framework and CCSS and delivery of instruction in Spanish Language Arts and Transference, along with aligning the recommendations in the Guiding Principles for Dual Language Education. • Administrators will facilitate the development, review, and revision of academic curricula • Instructors will attend workshops and trainings provided by district and content area specialists • Administrators will monitor, coordinate and support with latest research on best practices. 2A. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in increasingly meaningful ways, including aligning with The Common Core State Standards • Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners. • Instructors will attend workshops and training provided by the district Alameda County Office of Ed and community partnerships 3. Instructional and supplemental materials purchased will be aligned and support students' ability to access the CCSS in Spanish Language Arts • Materials will be culturally and linguistically responsive • Software and technology will support the instructional program • Library Media Tech will facilitate students' access to materials available in the library • Need for more Spanish Literature and materials 4 . Instructional staff will continue to use the site-based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes for Spanish Language Arts • Formative and summative assessments will be administered on a routine basis • PLC's will meet on a weekly basis • PLC meeting notes that include data analysis and next steps will be collected • Site Leadership Team (SLT) will meet on a bi-monthly basis • Administrators will use meeting notes to confer with SLT		

	• Administrative and support staff will assist the grade levels and site leadership team • PLC Release time scheduled a week after Assessments are administered • Results based facilitation of student data • Results based notes of next steps Measures: The following measures will be used to determine the phase of implementation : • Lesson plan samples • Classroom observations • Bilingual FastBridge assessment data • Weekly PLC meeting notes • Dual language meeting notes • Student data reports collected from Illuminate • Results based notes collected by observations People Assigned: Principal Assistant Principal Dual Language Instructional Staff Bilingual/Biliterate Para Educator EL Specialist		
1.4	Response to Intervention (RtI) Task: 1. Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data driven decision making, screening, progress monitoring, and a multi level prevention system . • Maintain RTI committee from prior year • Revise site based developed RTI framework and integrate CCIF lesson design with Transference skills based lesson design • Collaboration with all site based staff that provide services to students in the development of the site based model (instructional staff, COST, SPED, Nurse, other 2. Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies - topics to include • lesson design • culturally and linguistically responsive practices • grade level content knowledge • administration of screening tools • small group instruction • Transference 3. Instructional and supplemental materials purchased will be aligned and support the	Dual Language Immersion Students	None Specified None Specified

	implementation of the RTI framework in Spanish Language Arts • culturally and linguistically responsive screening tools • culturally and linguistically responsive materials • software and technology Measures: The following measures will be used to determine phase and efficacy of implementation. • SST process based on RTI framework : documents used and systems in place • number of referrals for SSTs • data from screening tools and prevention systems • formative and summative assessment data People Assigned: Principal Assistant Principal EL Specialist RTI Committee		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

Professional Development for Dual Language Immersion teachers is offered through collaboration times/PLCS. This past year our DL teachers were trained by Dr. Medina in the C6 Biliteracy Framework which supports cross linguistic transference and biliteracy.
The RTI model was also implemented to identify students who needed additional supports, including intervention through small reading groups in Spanish literacy at the primary grade levels. Data from the reading intervention groups showed many students in the primary grades improved phonemic awareness in Spanish Literacy.

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

At the beginning of the school year, our Instructional Leadership Team decided to have each grade level focus on a writing genre. Although opinion, informative and and narrative are taught consistently across all grades , our progress had been slow due to the social emotional well being of our students. We continue to monitor and implement additional practices and strategies. This past year we also were given the opportunity participate in an online 1:1 tutrong program - IGNITE for 20 of our students. This supported the students in their basic phonics and multisyllabic words.

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

More consistent analysis of data, monitoring and backwards planning should be a priority. The data from FastBridge revealed that our students require more instructional support in the development of Spanish Language. Identifying student learning outcomes, implementing evidenced based practices, administering universal screener, analyzing students data through collaboration, and refining culturally relevant instructional practices to address students' needs have been effective at yielding high students achievement result. Applying this knowledge and refining these practices to enhance the Dual Language program with the C6 Bilieracy Framework will be included in next steps as well as continued training in our Anti Bias -Anti Racism teaching practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics
Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. Burbank 3rd - 6th grade students will increase performance on CAASPP Math by reducing 10% of students not meeting standard Math, as measured on the CA Dashboard, by Spring 2025
Achievable Growth Amount on CAASPP Math (grades 3-6) 10 % from 24.94% met/exceeded to 34.94 % met/exceeded.
Achievable Growth Amount on HUSD Math Benchmark (grades K-2) 5% increase in students who met/exceeded.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

What data did you use to form this goal
Results from the most recent CAASPP Test were used to form this goal . School wide 24.94 percent of 3rd- 6th graders met or exceeded standard in Mathematics . Furthermore, 5.03 percent of English Learners and 19.76 percent of students identified as Socioeconomically Disadvantaged met or exceeded standard . Also, 17.84 % of Latino students and 1.11 % percent of African American students met or exceeded standard. Lastly, 2.70 percent of students with disabilities met or exceeded standard in Mathematics .

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

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

All students will engage in Deeper Learning activities as part of their regular Mathematics instruction during the 24-25 school year.
Deeper Learning in Mathematics will be reflected in growth of 9 percent toward standard in Math, as measured on the CA Dashboard, by Spring 2025.
These standards will be measured using multiple assessments such as District Math Assessments and CAASPP results .

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	24.94% Met and Exceeded	10% increase to 34.94%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Burbank will provide teachers with additional collaboration time on a regular basis to analyze	All Students	5,000.00 Title I: Schoolwide Program

	assessment data and determine next steps, including intervention/acceleration for students who would benefit from it. Common Core State Standards Implementation Task : 1 . Instructors will use the Common Core Instructional Framework and the current Math adoption to develop lessons and measure student achievement . • Provide all staff with copies of the CCIF and CCSS . • Maintain a Site Leadership Team to collaborate and coordinate with Admin , support staff , and grade level team regarding grade level instructional needs • Maintain regularly scheduled grade level team meetings to analyze student data , share best practices , and inform and modify curriculum 2 Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS and delivery of instruction in Mathematics . • Staff and Assistant Principal to facilitate the development , review , and revision of academic curricula • Instructors attend workshops and trainings provided by district and content area specialists Math data talk will be visited 3 times a year that will focus on current student math learning trends. 2 A . Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in increasingly meaningful way , including aligning with The Common Core State Standards . • Instructors attend workshops and training provided by district , Alameda County Office of Ed and community partnerships • Visual Thinking Strategies (VTS) will be implemented as a strategy integrated into core curriculum . • Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners. • 3 . Instructional and supplemental materials purchased will be aligned and support students ability to access the CCSS for Mathematics materials will be culturally and linguistically responsive • Software and technology will support the instructional program		4000-4999: Books And Supplies None Specified None Specified

	• Library Media Tech wilt staff the library to facilitate students access to materials available in the library • 4 . Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes in Mathematics Formative and summative assessments will be administered on a routine basis • PLC's will meet on a weekly basis • PLC meeting notes that include data analysis and next steps will be collected • Site Leadership Team (SLT) will meet on a bi monthly basis • Administrators will use meeting notes to confer with SLT • Administrative and support staff will assist the grade levels and site leadership team • PLC Release time scheduled a week after Benchmark Assessments administered • Results based facilitation of student data • Results based notes of next steps The following measures will be used to determine the phase of implementation : • Lesson plan samples • Classroom observations • assessment data • Weekly PLC meeting notes • Students data reports collected from Illuminate • Results based notes collected People Assigned Principal Assistant Principal		
2.2	Response to Intervention (Rtl) 1 . Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data driven decision making, screening, progress monitoring, and a multi level prevention system . • Maintain RTI committee from prior year • Revise site based developed RTI framework and integrate CCIF lesson design • Collaboration with all site based staff that provide services to students in the development of the site based model (instructional staff , COST , SPED , Nurse , other) 2 . Instructional staff to attend workshops facilitated by on site content area specialists , district , and / or outside agencies topics to include :	All Students	

	• lesson design • culturally and linguistically responsive practices • grade level content knowledge • administration of screening tools • small group instruction 3 . Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework • culturally and linguistically responsive screening tools • culturally and linguistically responsive materials • software and technology ie : adopted Math program The following measures will be used to determine phase and efficacy of implementation • SST process based on RTI framework : documents used and systems in place • number of referrals for SSTs • data from screening tools and prevention systems • formative and summative assessment data People Assigned : Principal Assistant Principal RTI Committee		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

More consistent analysis of data and use of any district resource to provide professional development opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning -- Language Development
Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by a growth standard of 5% the number of students progressing at least 1 level on the ELPAC and increasing the percentage of RFEP students by 5% as measured on the CA Dashboard, by Spring 2025.

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

Academic Language Development -- All ALD students will engage in Deeper Learning activities as part of their regular ALD instruction during the 25-26 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Anticipated annual growth for each group:
-Students are expected to demonstrate overall growth in Spanish Language Arts for those enrolled in our Dual Language Program. All grade levels will meet grade level benchmarks as determined by multiple measures assessment tools. in Academic Language Development as well as our English Language Development group.

Means of evaluating progress towards this goal:
- ELPAC
- CAASPP
- District assessments

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Levels	38.3 % of our English Learners progress at least one level	Increase by 5% the number of English Learners improve by one ELPI Level
RFEP students	15.6 %of students are RFEP	Increase by 5% the number of students identified as RFEP

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Burbank will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content. Common Core State Standards Implementation Task: 1. Instructors who use the Common Core Instructional Framework to develop ELD, Spanish Language Development and Academic Language Development lessons as a means to allow access to the	ELD, SLD and ALD students	None Specified None Specified 5,000.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries ELPAC release/sub days

	CCSS. Lessons will address • text complexity • academic vocabulary and include • structured language practice routines 2. Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS and Language Development • Assistant Principal to facilitate the development, review, and revision of academic curricula • Instructors attend workshops and trainings provided by district and content area specialists • Vertical alignment collaboration based on Language Development instructional assignments 2A. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in an increasingly meaningful way, including alignment with Common Core State Standards • Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners. • Instructors will attend workshops and training provided by district. Alameda County Office of Ed and community partnerships • The Burbank Art Lead will coordinate, review and support the School Strategic Art Plan 3. Instructional and supplemental materials purchased will be aligned and support students' ability to access the CCSS through Language Development classes • Materials will be culturally and linguistically responsive • Software and technology will support the instructional program • Assessments will measure students' proficiency in Spanish language production and application • Library Media Tech will facilitate students' access to materials available in the library 4. Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes. When defining student needs based on the data, language development needs will be assessed. Also language learning theory will support the		

	identification of best practices where language could be a hindrance to the student accessing the content. • Formative and summative assessments will be administered on a routine basis • PLC's will meet on a weekly basis • PLC's meeting notes that include data analysis and next steps will be collected • Site Leadership Team (SLT) will meet on a bi monthly basis • Administrators will use meeting notes to confer with SLT • Administrative and support staff will assist the grade levels and site leadership team • PLC Release time scheduled a week after assessments administered • Results based facilitation of student data • Results based notes of next steps Measures: • Assessment data • Language Development meeting notes • Classroom observations • Weekly grade level team meeting notes • Students data reports collected from Illuminate and Universal Screener • Results based noted collected People Assigned: Principal Assistant Principal Spanish Language Development Instructors Academic Language Development Instructors El Specialist		
3.2	Response to Intervention (RtI) Task: 1. Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data-driven decision making, screening, progress monitoring, and a multi-level prevention system that include needs of Spanish Language Learners and students assigned to Academic Language Development classes • Maintain RTI committee from prior year • Revise site based developed RTI 2 framework and integrate CCIF lesson design with language development needs • Collaboration with all site based staff that provide sen / ices to students in the development of the site based model (instructional staff, COST, SPED, Nurse, other) 2. Instructional staff to attend workshops facilitated	Students in Spanish, Academic and English Development	None Specified None Specified

	by on site content area specialists, district, and/or outside agencies topics to include: • lesson design • culturally and linguistically responsive practices • grade level content knowledge • administration of screening tools • small group instruction 3. Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in Spanish Language Arts for DLI students and English Language Arts for all students • culturally and linguistically responsive screening tools • culturally and linguistically responsive materials • software and technology Measures: • site based RTI Framework • classroom observations People Assigned: Principal Assistant Principal RTI Committee Partner Teacher EL Specialist		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We need to ensure that our students in Designated English Language Development, Spanish Language Development, and Academic Language Development are making progress towards their language development goals as set forth by local and state assessments. Daily Leveled Language development instructions are implemented with fidelity across all grade levels, and the EL specialist provides support with strategies as needed. Our Multilingual Learners make up a large subgroup at Burbank Elementary. We have also consistently increased every year the number of Newcomers for the past three years. We currently have 101 Newcomers. Some of these students have had challenges in the area of oral fluency and or literacy. These students are at risk of becoming long-term EL's, and we must ensure that students grow at least one level on a yearly basis.

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

Additional resources to support our newcomers have been a challenge. There has been a commitment to have a Bilingual/Biliterate Para Educator to support our Newcomers for the following school year.

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

Continue to advocate for our newcomers for additional support. We will also continue to look into additional resources for an academy or after school intervention for our newcomers.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Deeper Learning: Visual and Performing Arts

Identified Need

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

Sustainability in the use of strategies to integrate art is much needed for our students to be expressive and creative as learned through our collaboration with TurnAround Arts
Our Arts Leadership Team (ALT) continues to engage with our PLC in deeper learning practices around the VAPA standards and incorporating the Social Justice Standards.

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Instructors will use the VAPA and Social Justice Standards to develop integrated art lessons: -provide all staff with copies of VAPA standards • maintain a regularly grade level team meetings to share best practices -maintain and Arts Leadership Team to collaborate and coordinate with Admin, support staff and grade level meetings regarding strategies Professional Development will be provided for all staff to support and deepen their knowledge of VAPA standards, Social Justice Standards,	All Students	None Specified None Specified None Specified None Specified

	Culturally Responsive Teaching and delivery of Visual Thinking Strategies (VTS). -Principal, Assistant Principal and ALT to facilitate the development and integration of the arts -Instructors attend workshops and training provided by district and art specialists Instructional and supplemental materials purchased that will be aligned to support students ability to access the VAPA standards -materials will be culturally and linguistically responsive The school will offer increased learning time for students to participate in: -annual talent show -annual musical -annual Creativity festival where student work is showcase -offering after school enrichment -In addition to the activities listed above, we will use the 2025-2026 school year to implement our Prop 28 Site Plan (pending budget constraints).		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No major difference this school year

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

Equity -- All of our students will have access to culturally and linguistically relevant and responsive course materials and instructional as well as social-emotional pedagogical strategies, as part of an ongoing effort to provide our teachers and staff with the latest professional development opportunities, including but not limited to Anti Bias-Anti Racism, Deeper Learning, Culturally Responsive and Social Emotional training.
Students in our focus populations (African American, Latinx, English Learners, Foster Youth, and Students with Disabilities) will increase their CAASPP scores in ELA and Mathematics by an additional 3 points toward standard versus the overall school population, by Spring 2025

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

LEA Goal:

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

LCAP Goal:

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

Identified Need

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

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS survey	50% of 5th grade students reporting feeling safe at school 68% of 5th grade students reported that there is a caring adult at school	75 % of students feeling safe at school and feel that there is a caring adult at school
Suspension	0.3 % rate of suspension	Lower than 0.1%
Burbank student climate survey	58% of 1-6th grade students reported that they feel safe at school 75% of 1-6th grade students repored that there is a caring adult at school	90% feeling ssafe at school and that there is a caring adult at school

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Burbank will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. Improving Student Outcomes 1. Maximizing the use of recess and lunch as a classroom to teach social skills, conflict resolution, and good sportsmanship.	All Students	None Specified None Specified 5,184 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Support for before during and afterschool supervision and special events

	• Assistant Principal / PE teacher / Supervising Staff, Principal to monitor and model the inclusive and responsible forms of play to students and staff during recess • Assistant Principal coordinates junior coaches as leaders during recess • YEP Operation Supervisor and YEP leaders carry over practice into the YEP after school program • Playworks structures recess framework 2. Study trips will be used as a method to enrich learning, provide positive experiences, and to allow for all students to have equitable access to resources and build background knowledge 3. Student centered activities that promote and use positive reinforcement strategies will continue to be implemented: • PBIS • Choose Love SEL Curriculum • Anti Defamation League • Restorative Circles • Arts Integration • Playworks framework and Junior Coaches • Student Ambassadors for ADL • Spirits Days • Student Council • Super Citizen Program • Academic Based Awards Assemblies (CAASPP scores) • Ally Week • Reclassified Celebration • DLI Celebration Measures: The following measures will be used to determine the phase and efficacy of implementation: • formative and summative assessment data of students enrolled in Extended Day Classes • classroom rosters • student climate survey • detention/suspension rates People Assigned: Principal Assistant Principal SBDM PBISTeam		None Specified None Specified
5.2	Reinforcement of trauma-informed school-wide practices through the implementation of: • SEL curriculum and pedagogy, including small group pullouts • Choose Love SEL Curriculum • PBIS Tier 2 supports, including "check in and check out" system	Focus groups (Black or African American, ELs, and Latinx)	

	• COST services and supports • RTI framework • Building trust and relationships all as a community of learners looking through the lens of Anti Bias-Anti Racism and CRT.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

We have seen an increase in trauma informed stressors especially for our newcomer group.

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Maintain monthly parent engagement activity log. Monitor and evaluate with Family Engagement Specialist. There has been fewer parents that engage in our parent meetings this year. The pattern has been high involvement in attendance at the beginning of the school year and decreases drastically with fewer than 10 parents at school meetings, ie: 2nd Cup of Coffee, PTA and ELAC.
However, when there are special celebrations and events, we do have the majority of parents attending.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting sign in sheets	20-30 parents typically participate in ELAC, 2nd Cup of Coffee, PTA	Increase by 10% the number of parents participating in these meetings
Family Events	practically monthly	continue on a monthly basis
Parent workshops offered	5 parent workshops offered	7 parent workshops

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Burbank will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion. Improving Parent Engagement 1. Regular Communication with parent/caretaker	All	789.00 Title 1: Parent Allocation None Specified Childcare, materials, refreshments , finger printing

	related to academics, announcing special events, informing of advisory group meetings, and other forms of parent/caretaker involvement will continue to be provided. Multiple forms of communication include: • Principal's monthly newsletter • Monthly calendar • Infinite Campus all call • Webpage • Class Dojo 2. School cafeteria, library or available room will serve as a location for parent/caretaker trainings, workshops, advisory group meetings, and a workspace for parent/caretakers volunteering at the school. • Principal and support staff with PTA, AASAI, ELAC group will coordinate trainings / workshops for parents/caretakers • Administration, support staff and staff will engage parents / caretakers that are non responsive or feel marginalized from the school community • 2nd Cup of Coffee 3. Site funds will be allocated to support the involvement of parent / caretakers in our students' education. • materials and supplies for trainings/workshops and promotion thereof • consultants • childcare • refreshments The following measure will be used to determine the efficacy of implementation: • parent climate survey • workshop/training attendance data • workshop/training evaluations data People Assigned: Principal Assistant Principal EL Specialist Family Engagement Specialist Support Staff		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism
Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Burbank Elementary will decrease chronic absenteeism by 10% in the 25-26 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Our overall chronic absenteeism has declined by 10% but still continue to have 26% chronic absenteeism.
Our African American students had a chronic absenteeism of 44% which was an increase of 5% and our Asian students also increased in chronic absenteeism by 7%
This means that these students have been absent for 10% of their instructional day. Although we have declined in our chronic absenteeism, there is still a lot of work to be done.
All other significant subgroups have declined by 28%- 5%.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Reports	95% ADA	98% ADA
CA Dashboard Chronic Absenteeism Data	26.2%	Decrease by 10% as measured by the CA Dashboard in 24-25 school year

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Burbank staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early	All Students	1,000.00 Title I: Schoolwide Program

	intervention and COST services. Student attendance will be regularly monitored and reported to administration team. • Attendance clerk to inform administration of students with excessive amounts of tardies and/or absences. • Proper protocol to be followed up with Attendance Clerk, Assistant Principal and FES for chronically absent and/tardy student, • Perfect attendance certificates awarded on a trimester basis • Daily absence phone calls made by attendance clerk and / or all call through Infinite Campus 2: Collaboration with COST, Nurse, Assistant Principal, CWA and Family Engagement Specialist • refer to site based RTI model • Home Visits when necessary • parent meeting 3: Student Centered positive promotion, incentives purchased through site discretionary monies • monthly raffles for perfect attendance • monthly certificates • end of the year raffle • Certificate and prize for perfect attendance given at the end of the year Measures: • attendance reports • month to month review of truancy/absence data school wide, grade level and class by class People Assigned: Principal Assistant Principal Attendance Clerk Classroom Teacher EL Specialist COST Family Engagement Specialist		4000-4999: Books And Supplies Attendance Incentives

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

No major differences with the intended implementation and budget expenditures.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$106,598.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental and Concentration Funds	$27,625.00
Title 1: Parent Allocation	$789.00
Title I: Schoolwide Program	$78,184.00

Subtotal of state or local funds included for this school: $106,598.00

Total of federal, state, and/or local funds for this school: $106,598.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	27,625	0.00
Title I: Schoolwide Program	78,973	789.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	27,625.00
Title 1: Parent Allocation	789.00
Title I: Schoolwide Program	78,184.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,000.00
2000-2999: Classified Personnel Salaries	50,184.00
4000-4999: Books And Supplies	6,000.00
5000-5999: Services And Other Operating Expenditures	15,625.00
None Specified	789.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	20,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	7,625.00
None Specified	Title 1: Parent Allocation	789.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	14,000.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	50,184.00

4000-4999: Books And Supplies	Title I: Schoolwide Program	6,000.00
5000-5999: Services And Other Operating Expenditures	Title I: Schoolwide Program	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,625.00
Goal 2	5,000.00
Goal 3	5,000.00
Goal 5	5,184.00
Goal 6	789.00
Goal 7	1,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Irma Torres-Fitzsimons	Principal
Inmaculada Butler	Classroom Teacher
Daniel Gonzalez	Classroom Teacher
Jimmie Martinez	Classroom Teacher
Alejandra Melgoza	Other School Staff
Diana Thormoto	Parent or Community Member
Aurelio Medel	Parent or Community Member
Gisela Maldonado	Parent or Community Member
Nalleli Albarran	Parent or Community Member
Karina Gutierrez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

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

Attested:

Principal, Irma Torres-Fitzsimons on 4-23-25

SSC Chairperson, Aurelio Medel on 4-23-25

ELAC Representative, Karina Gutierrez on 4-23-25