



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Luther Burbank Elementary School	24-6577-6025670	April 21, 2026	June 19, 2026

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 Luther Burbank Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement.....	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	49
Goal 3.....	62
Goal 4.....	68
Budget Summary	71
Budget Summary	71
Other Federal, State, and Local Funds	71
Budgeted Funds and Expenditures in this Plan.....	72
Funds Budgeted to the School by Funding Source.....	72
Expenditures by Funding Source	72
Expenditures by Budget Reference	72
Expenditures by Budget Reference and Funding Source.....	72
Expenditures by Goal.....	73
School Site Council Membership	74
Recommendations and Assurances	75
Instructions.....	76
Appendix A: Plan Requirements	83
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	86

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 Luther Burbank Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) for Burbank Elementary School is designed to meet Every Student Succeeds Act (ESSA) requirements. Each site identifies resource inequities, analyzes data, and isolates identified needs. From this work, Burbank Elementary creates goals and selects actions and/or strategies to meet the goals. Burbank selects measurable outcomes to drive the actions. Burbank continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback.

Educational Partner Involvement

How, when, and with whom did Luther 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

The SPSA is developed through partnerships with the site leadership team, the school site council, and the English Language Advisory Committee. The plan is reviewed periodically throughout the school year with the aforementioned educational partners. The plan is formally reviewed and adopted by the school board annually in June.

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.

Burbank is not in eligible for ATSI or CSI.

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.

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

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.

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

Other Needs

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

Data from state and local assessments—including the California Assessment of Student Performance and Progress (CAASPP), the Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) as measured by Acadience, Writing Performance Tasks (WPT), and collaborative analysis conducted within Professional Learning Communities (PLCs)—are systematically reviewed to inform the principal’s data-driven placement of students into tiered intervention groups aligned to identified academic needs.

Areas we will work on for continued improvement in English Language Performance Index (ELPI) scores:

1. Strengthen designated ELD with explicit language objectives tied to content instruction.

While EL growth is strong, continued acceleration will depend on consistently implemented designated ELDs that are tightly aligned with grade-level content. Ensuring that each lesson includes clear language objectives (speaking, listening, reading, and writing) and structured academic discourse will help more students move from “progressing” to “reclassifiable,” particularly those nearing proficiency.

2. Increase targeted progress monitoring and instructional adjustment for ELs not yet making expected growth.

Although 62.2% of ELs demonstrated growth, targeted analysis of the remaining students is critical. Using regular ELPAC-aligned progress monitoring to identify specific language domains (e.g., writing or academic vocabulary) where students are stagnating will allow teachers to adjust instruction and provide small-group, skill-specific interventions to ensure more consistent growth across all EL subgroups.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Luther 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.03%	0.96%	0.84%	7	7	6
African American	2.65%	2.34%	2.79%	18	17	20
Asian	10.18%	9.35%	9.78%	69	68	70
Filipino	0.15%	0.41%	0.70%	1	3	5
Hispanic/Latino	62.68%	62.31%	60.06%	425	453	430
Pacific Islander	0.15%	0.28%	0.14%	1	2	1
White	16.81%	17.19%	18.16%	114	125	130
Two or More Races	4.57%	5.23%	5.59%	31	38	40
Not Reported	1.77%	1.93%	1.96%	12	14	14
Total Enrollment				678	727	716

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	22	22	38
Kindergarten	121	92	83
Grade 1	77	96	88
Grade 2	95	88	99
Grade 3	94	104	96
Grade 4	105	110	96
Grade 5	92	108	114
Grade 6	94	99	102
Total Enrollment	678	727	716

Conclusions based on this data:

1. Student ethnic group representation at Burbank has remained relatively stable over time.
2. Burbank's student enrollment has experienced a slight decline this school year as a result of district boundary adjustments.

3. During the 2024–25 school year, kindergarten enrollment declined, while transitional kindergarten (TK) enrollment increased.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	46	63	65	6.8%	8.7%	9.1%
Fluent English Proficient (FEP)	11	33	25	1.6%	4.5%	3.5%
Reclassified Fluent English Proficient (RFEP)	29	1	18	4.3%	1.9%	3.6%

Conclusions based on this data:

1. EL Population at Burbank has increased 2% over the past two years.
2. Burbank's FEP has been declining over the past two years. Burbank declined in the number of students reclassified in the 22-23 school year but increased reclassifications by 2% in the 23-24 school year. **
3. During the 2024–25 school year, Burbank significantly increased the number of English Learners who were reclassified. As a result, Burbank earned a Blue performance designation on the California School Dashboard for English Learners, reflecting an overall increase of 27.2%.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	95	98	99	95	97	99	95	97	99	100.0	99	100
Grade 4	106	113	96	105	112	94	104	112	94	99.1	99.1	97.9
Grade 5	86	108	115	85	105	114	85	105	114	98.8	97.2	99.1
Grade 6	93	96	102	92	96	99	92	96	99	98.9	100	97.1
All Grades	380	415	412	377	410	406	376	410	406	99.2	98.8	98.5

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2424.	2405.	2400.	24.21	18.56	16.16	21.05	21.65	17.17	17.89	22.68	35.35	36.84	37.11	31.31
Grade 4	2439.	2454.	2452.	16.35	22.32	18.09	22.12	18.75	23.40	20.19	22.32	24.47	41.35	36.61	34.04
Grade 5	2507.	2494.	2523.	25.88	20.00	33.33	27.06	32.38	21.93	15.29	14.29	23.68	31.76	33.33	21.05
Grade 6	2528.	2527.	2506.	25.00	23.96	21.21	28.26	16.67	22.22	15.22	31.25	21.21	31.52	28.13	35.35
All Grades	N/A	N/A	N/A	22.61	21.22	22.66	24.47	22.44	21.18	17.29	22.44	26.11	35.64	33.90	30.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.79	14.43	12.12	62.11	58.76	62.63	22.11	26.80	25.25
Grade 4	19.23	20.54	12.77	55.77	64.29	64.89	25.00	15.18	22.34
Grade 5	16.67	20.00	25.44	69.05	59.05	60.53	14.29	20.95	14.04
Grade 6	22.83	26.04	20.20	45.65	45.83	52.53	31.52	28.13	27.27
All Grades	18.67	20.24	17.98	57.87	57.32	60.10	23.47	22.44	21.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.11	15.46	11.11	49.47	49.48	59.60	28.42	35.05	29.29
Grade 4	13.46	14.29	15.96	48.08	54.46	53.19	38.46	31.25	30.85
Grade 5	32.94	21.90	30.70	47.06	53.33	57.02	20.00	24.76	12.28
Grade 6	23.91	16.67	19.19	45.65	55.21	38.38	30.43	28.13	42.42
All Grades	22.61	17.07	19.70	47.61	53.17	52.22	29.79	29.76	28.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.74	6.19	4.04	70.53	75.26	73.74	14.74	18.56	22.22
Grade 4	8.65	19.64	9.57	73.08	65.18	67.02	18.27	15.18	23.40
Grade 5	16.67	11.43	12.28	69.05	72.38	79.82	14.29	16.19	7.89
Grade 6	25.00	12.50	6.06	64.13	73.96	76.77	10.87	13.54	17.17
All Grades	16.00	12.68	8.13	69.33	71.46	74.63	14.67	15.85	17.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.11	11.34	9.09	56.84	69.07	63.64	21.05	19.59	27.27
Grade 4	10.58	10.71	10.64	65.38	64.29	67.02	24.04	25.00	22.34
Grade 5	17.65	19.05	20.18	60.00	58.10	64.91	22.35	22.86	14.91
Grade 6	23.91	22.92	19.19	54.35	60.42	53.54	21.74	16.67	27.27
All Grades	18.35	15.85	15.02	59.31	62.93	62.32	22.34	21.22	22.66

Conclusions based on this data:

1. On the CAASPP, Burbank demonstrated a modest increase of approximately 0.18% in English Language Arts and a decrease of 0.58% in mathematics. Overall, this performance reflects sustained growth or relatively flat year-

over-year trends. While Burbank's scores are slightly below the state average, they continue to remain 10% or more above the district average.

2. On the California School Dashboard, the "All Students" group scored in the Orange performance level. Socioeconomically disadvantaged and Hispanic students scored in the Orange range, English Learners in the Yellow range, White students in the Green range, and Asian students in the Blue range in ELA.
3. Hispanic students maintained although they are 35.6 points below standard and are in the orange on the CA Dashboard. Socioeconomically disadvantaged (SED) students are also in the orange. They maintained at a slight decrease of 2.1 points and are 38.8 points below the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	95	98	99	94	97	99	94	97	99	98.9	99	100
Grade 4	106	113	96	105	112	95	105	112	95	99.1	99.1	99
Grade 5	87	108	115	85	105	114	85	105	114	97.7	97.2	99.1
Grade 6	94	97	102	93	96	100	93	96	100	98.9	99	98
All Grades	382	416	412	377	410	408	377	410	408	98.7	98.6	99

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2431.	2409.	2420.	22.34	11.34	13.13	23.40	26.80	26.26	21.28	26.80	32.32	32.98	35.05	28.28
Grade 4	2451.	2452.	2431.	16.19	14.29	8.42	23.81	24.11	18.95	21.90	27.68	31.58	38.10	33.93	41.05
Grade 5	2477.	2476.	2478.	21.18	11.43	13.16	14.12	15.24	14.91	20.00	32.38	30.70	44.71	40.95	41.23
Grade 6	2491.	2474.	2488.	20.43	15.63	18.00	15.05	7.29	12.00	18.28	18.75	27.00	46.24	58.33	43.00
Grade 11															
All Grades	N/A	N/A	N/A	19.89	13.17	13.24	19.36	18.54	17.89	20.42	26.59	30.39	40.32	41.71	38.48

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.72	20.62	23.23	42.55	47.42	56.57	28.72	31.96	20.20
Grade 4	19.05	16.96	13.68	44.76	41.96	41.05	36.19	41.07	45.26
Grade 5	16.47	10.48	11.40	35.29	56.19	47.37	48.24	33.33	41.23
Grade 6	21.51	13.54	11.00	29.03	27.08	37.00	49.46	59.38	52.00
Grade 11									
All Grades	21.49	15.37	14.71	38.20	43.41	45.59	40.32	41.22	39.71

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.47	15.46	17.17	45.74	49.48	49.49	29.79	35.05	33.33
Grade 4	16.19	19.64	10.53	39.05	41.07	45.26	44.76	39.29	44.21
Grade 5	18.82	13.33	12.28	48.24	49.52	56.14	32.94	37.14	31.58
Grade 6	15.05	12.50	14.00	38.71	39.58	43.00	46.24	47.92	43.00
All Grades	18.57	15.37	13.48	42.71	44.88	48.77	38.73	39.76	37.75

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.40	13.40	11.11	55.32	61.86	66.67	21.28	24.74	22.22
Grade 4	19.05	17.86	13.68	49.52	48.21	47.37	31.43	33.93	38.95
Grade 5	18.82	11.43	11.40	51.76	60.00	61.40	29.41	28.57	27.19
Grade 6	15.05	15.63	18.00	51.61	50.00	57.00	33.33	34.38	25.00
All Grades	19.10	14.63	13.48	51.99	54.88	58.33	28.91	30.49	28.19

Conclusions based on this data:

1. Data analysis of mathematics outcomes indicates that the All Students group earned an orange–Maintained performance level on the California School Dashboard. Notably, no student groups were identified in the red performance level. Hispanic students and socioeconomically disadvantaged students performed in the orange range, while English Learners and White students scored in the yellow range. Asian students achieved a green performance level. No student groups reached the blue performance level in mathematics.
2. Data analysis shows that Hispanic students maintained their performance; however, they remain 69.6 points below the standard, resulting in an orange performance designation on the California School Dashboard. Similarly, socioeconomically disadvantaged students are also in the orange range. This group experienced a decline of 6.7 points and is currently 73.4 points below the standard, indicating a continued need for targeted academic supports.
3. Data analysis indicates that English Learners increased by 14.1 points, resulting in movement into the yellow performance level on the California School Dashboard. White students also remained in the yellow range, although their performance declined by 10.6 points. Asian students maintained their performance and are 3.7 points above the standard, earning a green designation on the Dashboard.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	9	10	8
1	1428.7	*	*	1427.3	*	*	1429.6	*	*	11	7	8
2	*	1452.5	*	*	1447.9	*	*	1456.7	*	7	13	8
3	*	*	1496.1	*	*	1504.1	*	*	1487.5	4	5	15
4	*	*	*	*	*	*	*	*	*	6	7	5
5	*	*	*	*	*	*	*	*	*	9	8	8
6	*	*	*	*	*	*	*	*	*	4	6	7
All Grades										50	56	59

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	0.00	*	*	45.45	*	*	27.27	*	*	27.27	*	*	11	*	*
2	*	0.00	*	*	46.15	*	*	38.46	*	*	15.38	*	*	13	*
3	*	*	13.33	*	*	33.33	*	*	46.67	*	*	6.67	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.00	7.27	20.69	30.00	34.55	34.48	34.00	30.91	31.03	32.00	27.27	13.79	50	55	58

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*	*
2	*	7.69	*	*	46.15	*	*	38.46	*	*	7.69	*	*	13	*
3	*	*	53.33	*	*	20.00	*	*	20.00	*	*	6.67	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	16.36	39.66	42.00	34.55	36.21	28.00	25.45	15.52	20.00	23.64	8.62	50	55	58

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	7.69	*	*	23.08	*	*	38.46	*	*	30.77	*	*	13	*
3	*	*	6.67	*	*	26.67	*	*	46.67	*	*	20.00	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.00	3.64	12.07	22.00	20.00	25.86	32.00	40.00	32.76	42.00	36.36	29.31	50	55	58

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
2	*	7.69	*	*	84.62	*	*	7.69	*	*	13	*
3	*	*	13.33	*	*	80.00	*	*	6.67	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.00	14.55	20.69	66.00	58.18	63.79	18.00	27.27	15.52	50	55	58

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
2	*	0.00	*	*	84.62	*	*	15.38	*	*	13	*
3	*	*	60.00	*	*	40.00	*	*	0.00	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.00	25.45	50.00	54.00	47.27	43.10	28.00	27.27	6.90	50	55	58

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	9.09	*	*	63.64	*	*	27.27	*	*	11	*	*
2	*	0.00	*	*	61.54	*	*	38.46	*	*	13	*
3	*	*	6.67	*	*	53.33	*	*	40.00	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.00	3.64	12.07	50.00	45.45	55.17	44.00	50.91	32.76	50	55	58

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	9.09	*	*	63.64	*	*	27.27	*	*	11	*	*
2	*	25.00	*	*	58.33	*	*	16.67	*	*	12	*
3	*	*	0.00	*	*	93.33	*	*	6.67	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.00	18.52	13.79	54.00	57.41	62.07	32.00	24.07	24.14	50	54	58

Conclusions based on this data:

1. Data analysis indicates that overall ELPI progress increased by 27.2%, resulting in a blue performance designation on the California School Dashboard. This outcome reflects substantial growth in English Learner progress across the site and indicates effective implementation of targeted language development supports.
2. Data analysis shows that 62.2% of Burbank's English Learners increased by at least one ELPI level. This rate exceeds pre-pandemic growth levels from 2019, indicating strong post-pandemic recovery and progress in English language development outcomes.
3. Data analysis indicates a continued reduction in the percentage of English Learners who declined by one performance level. In 2025, only 11.1% of English Learners decreased one level, compared to 22.5% in 2024, 15.8% in 2023, and 14.3% in 2022. This trend reflects improved consistency in English Learner performance over time.

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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
716	72.1%	9.1%	1%
Total Number of Students enrolled in Luther Burbank Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	65	9.1%
Foster Youth	7	1%
Homeless	17	2.4%
Socioeconomically Disadvantaged	516	72.1%
Students with Disabilities	74	10.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	2.8%
American Indian	6	0.8%
Asian	70	9.8%
Filipino	5	0.7%
Hispanic	430	60.1%
Two or More Races	40	5.6%
Pacific Islander	1	0.1%
White	130	18.2%

Conclusions based on this data:

1. Data analysis indicates that 72% of Burbank's student population is identified as socioeconomically disadvantaged. This proportion is notably higher than the statewide average in California, highlighting the greater need at the site and underscoring the importance of targeted academic, social-emotional, and wraparound supports to address achievement gaps and promote equitable outcomes for students.
2. Statewide, approximately 56.1% of students in California's K–12 public schools identify as Hispanic or Latino, making this group the largest ethnic demographic in the state's education system. In comparison, 62% of Burbank's student population is Hispanic, indicating that Burbank has a higher proportion of Hispanic students than the overall California average. This demographic context is important when analyzing achievement trends, resource allocation, and culturally responsive practices at the site level.
3. Data analysis of special education identification rates for the 2024–25 school year indicates that Burbank slightly exceeded the state benchmark of 10%, with 10.3% of students identified as receiving special education services. This places the site just above the state goal and reflects close alignment with statewide expectations for identification.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Burbank is in the orange on English Language Arts and Math on the CA Dashboard which is considered maintaining. English Learners scored in the blue overall.
2. Burbank still has 19.4% of students who are chronically absent, placing it in the orange on the CA Dashboard.

Data analysis indicates that while Burbank has made measurable progress in reducing chronic absenteeism, nearly one in five students still experience chronic absenteeism, which remains in the orange, signaling an ongoing need. On the California School Dashboard, White students were identified in the red performance level, reflecting a 9.1% increase in chronic absenteeism, with 21.6% of students in this subgroup identified as chronically absent. Asian students scored in the orange range, with chronic absenteeism increasing by 2.6%, though the overall rate remains comparatively low at 6.9%. Socioeconomically disadvantaged students also fell within the orange range, showing a modest improvement of 1.3%; however, 22.1% of students in this group remain chronically absent.

Students with disabilities demonstrated improvement, with chronic absenteeism declining by 3.4% compared to the previous year, yet 26.1% of students in this subgroup remain chronically absent, indicating a continued need for targeted supports. English Learners made notable progress, with a 7.6% decline in chronic absenteeism, though 15.3% remain chronically absent, placing this group in the yellow range. Hispanic students also scored in the yellow range, with a 3.3% decline, but 21.1% of students continue to experience chronic absenteeism.

Students identified as Two or More Races demonstrated significant improvement, with chronic absenteeism decreasing by 9.1%, resulting in an overall rate of 9.1%. Collectively, these data reflect positive trends in several subgroups while underscoring the need for sustained, targeted attendance interventions for specific student populations.

3. Data analysis indicates that Burbank's overall suspension rate declined by 1.5%, resulting in a yellow performance designation for suspensions on the California School Dashboard. No student groups were identified in the red or blue performance levels. At the subgroup level, Asian students experienced an increase of 1.4%, and students identified as Two or More Races increased by 3.3%. Suspensions for African American students declined by 1%. Notably, no Foster Youth were suspended, reflecting a 28.6% decline. In contrast, suspensions among students experiencing homelessness increased by 4.8%. These patterns highlight areas of progress as well as specific student groups that may benefit from continued targeted behavioral and social-emotional supports.

School and Student Performance Data

Academic Performance English Language Arts

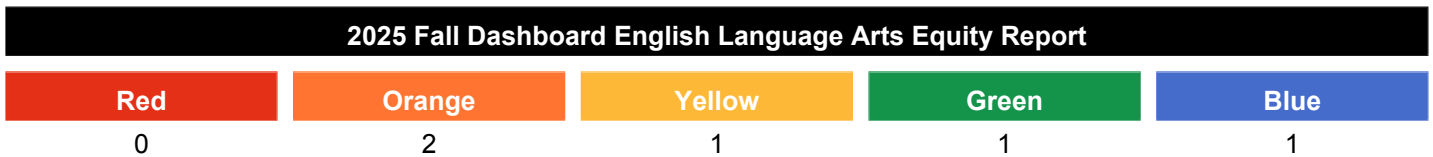
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>10.7 points below standard</p> <p>Maintained 2.9 points</p> <p>389 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>49.5 points below standard</p> <p>Increased 16.1 points</p> <p>45 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>38.8 points below standard</p> <p>Maintained -2.1 points</p> <p>283 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>86.4 points below standard</p> <p>Increased 29.3 points</p> <p>36 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Blue</p> <p>35.6 points above standard</p> <p>Increased 16.1 points</p> <p>40 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>35.6 points below standard</p> <p>Maintained -1.5 points</p> <p>237 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>17.6 points above standard</p> <p>Increased 8.8 points</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>31.9 points above standard</p> <p>Increased 6.7 points</p> <p>71 Students</p>

Conclusions based on this data:

- All students scored in the orange for ELA on the CA Dashboard. We maintained with a small gain of 2.9%.

Data analysis indicates that English Learner performance increased by 16.1 points during the 2024–25 school year, reflecting meaningful academic progress for this student group. Overall, the All Students group and socioeconomically disadvantaged students earned an orange performance designation.

It is important to note the demographic context of the data: more than three times as many Hispanic students participated in the assessment compared to White students, which significantly influences overall performance trends. White students scored in the green range, demonstrating an increase of 6.7 points and performing 31.9 points above the standard. Asian students also showed strong outcomes, with an increase of 16.1 points and performance levels 35.6 points above the standard. Students identified as Two or More Races increased by 8.8 points and are currently 17.6 points above the standard.

Hispanic students maintained their performance overall, placing them in the orange, with a slight decline of 1.1 points; however, they remain 35.6 points below the standard. These results highlight both areas of strong growth and persistent achievement gaps, underscoring the need for continued targeted supports while sustaining effective instructional practices for high-performing student groups.
- Data analysis indicates that students who are socioeconomically disadvantaged scored 38.8 points lower in English Language Arts than their non-socioeconomically disadvantaged peers scoring in the orange. Performance for this group was maintained from the previous year, suggesting stability in outcomes while highlighting a persistent achievement gap that warrants continued, targeted instructional and support strategies.

3. Data analysis shows that White students increased by 6.7 points and continue to perform 31.9 points above the standard placing them in the green on the CA Dashboard. Asian students demonstrated substantial growth, increasing by 16.1 points and performing 35.6 points above the standard which puts them in the blue performance band on the CA Dashboard. Students with disabilities showed notable improvement, with an increase of 29.3 points; however, this group remains 86.4 points below the standard, indicating a significant and ongoing achievement gap despite recent gains.

School and Student Performance Data

Academic Performance Mathematics

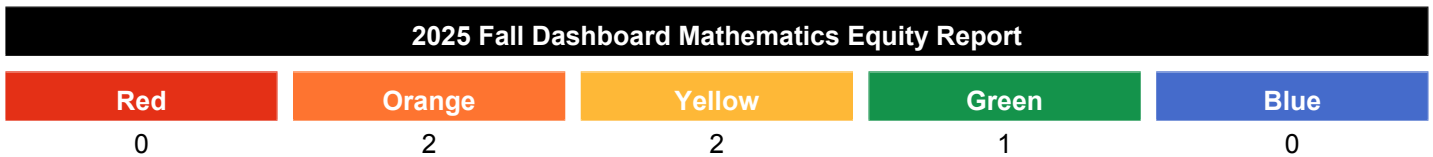
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>45.4 points below standard</p> <p>Maintained -1.1 points</p> <p>391 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>76.1 points below standard</p> <p>Increased 14.1 points</p> <p>46 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>73.4 points below standard</p> <p>Declined 6.7 points</p> <p>284 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>130.7 points below standard</p> <p>Maintained 2.6 points</p> <p>36 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Green</p> <p>3.7 points above standard</p> <p>Maintained 1.5 points</p> <p>40 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>69.6 points below standard</p> <p>Maintained -2.9 points</p> <p>239 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0.7 points below standard</p> <p>Increased 12.7 points</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>15.6 points below standard</p> <p>Declined 10.6 points</p> <p>71 Students</p>

Conclusions based on this data:

1. Data analysis indicates that Burbank maintained overall mathematics performance, with a modest decrease of 1.1 points scoring in the orange on the CA Dashboard. Despite this stability, the All Students group remains 45.4 points below the standard, resulting in an orange performance designation on the California School Dashboard. These results suggest the need for continued focus on instructional coherence and targeted supports to accelerate mathematics achievement across the site.
2. Data analysis indicates that Hispanic students earned an orange performance designation in mathematics, maintaining overall performance with a modest 2.9-point decline; however, this group remains 69.6 points below the standard. Socioeconomically disadvantaged students also scored in the orange range and experienced a larger decline of 6.7 points during the 2024–25 school year, remaining 73.4 points below the standard. These findings highlight persistent achievement gaps and reinforce the need for targeted, data-driven instructional interventions to support these student groups.
3. Data analysis indicates that English Learners earned a yellow performance designation in mathematics, demonstrating an increase of 14.1 points; however, they remain 76.1 points below the standard. White students experienced a decline of 10.6 points and are currently 15.6 points below the standard. Asian students scored in the green range, maintaining performance with a modest increase of 1.5 points and performing 3.7 points above the standard.

School and Student Performance Data

Academic Performance Science

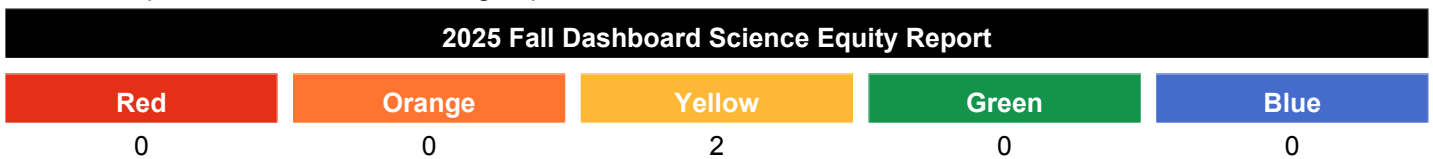
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>56.1 science points</p> <p>Increased 3.3 points</p> <p>109 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>50.1 science points</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>48.7 science points</p> <p>Maintained 0.8 points</p> <p>75 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p>Asian</p>  <p>No Performance Color 66.4 science points 14 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Hispanic</p>  <p>Yellow 48.9 science points Maintained -0.5 points 66 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 69.2 science points Increased 15 points 20 Students</p>

Conclusions based on this data:

1. Data analysis indicates that Burbank earned a green performance designation on the California School Dashboard for science in the 24-25 school year, reflecting an overall increase of 3.3 points compared to the 2023–24 school year. This improvement suggests positive growth in science achievement and the effectiveness of current instructional practices.
2. Data analysis indicates that Hispanic students maintained overall performance in science, with a slight decrease of 0.5 points. This resulted in a yellow performance designation on the California School Dashboard, reflecting relative stability while identifying an area for continued instructional focus.
3. Data analysis shows that White students demonstrated significant growth in science, increasing by 15 points. Socioeconomically disadvantaged students maintained their performance, with a modest increase of 0.8 points, resulting in a yellow performance designation on the California School Dashboard. These results indicate stability for socioeconomically disadvantaged students alongside notable gains for White students, while highlighting opportunities to further accelerate growth for all learners.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 62.2 making progress. Number Students: 45 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

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.

2025 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
11.1%	26.7%	0%	62.2%

Conclusions based on this data:

1. Data analysis indicates that ELPI scores increased by 27.2% during the 2024–25 school year, with 62.2% of English Learners demonstrating measurable progress. These results reflect strong growth in English language development and suggest effective implementation of targeted instructional supports for English Learners.
2. Data analysis shows that 62.2% of English Learners grew at least one level on the ELPAC during the 2024–25 school year, a substantial increase compared to 35% in the 2023–24 school year. This significant year-over-year growth reflects strengthened instructional practices and targeted supports contributing to improved English language development outcomes.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Orange <p>19.4% Chronically Absent</p> <p>Maintained -0.2</p> <p>751 Students</p>	<p>English Learners</p>  Yellow <p>15.3% Chronically Absent</p> <p>Declined 7.6</p> <p>72 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p>  No Performance Color <p>7.1% Chronically Absent</p> <p>Declined 9.5</p> <p>14 Students</p>	<p>Homeless</p>  No Performance Color <p>35% Chronically Absent</p> <p>Declined 5</p> <p>20 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange <p>22.1% Chronically Absent</p> <p>Declined 1.3</p> <p>580 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>26.1% Chronically Absent</p> <p>Declined 3.4</p> <p>92 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>47.6% Chronically Absent</p> <p>Increased 25.4</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>Orange</p> <p>6.9% Chronically Absent</p> <p>Increased 2.6</p> <p>72 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>21.1% Chronically Absent</p> <p>Declined 3.3</p> <p>451 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>9.1% Chronically Absent</p> <p>Declined 9.1</p> <p>55 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Red</p> <p>21.6% Chronically Absent</p> <p>Increased 9.1</p> <p>139 Students</p>

Conclusions based on this data:

- Data analysis indicates that chronic absenteeism was maintained during the 2024–25 school year, with 19.4% of students identified as chronically absent. This places us in the orange. While this reflects stability from the prior year, the proportion of students affected remains significant and continues to be an area for focused intervention and improvement.
- Data analysis of chronic absenteeism indicates notable variation across student groups. White students experienced a 9.1% increase in chronic absenteeism compared to the previous school year, placing this group in the red performance level on the California School Dashboard, with 21.6% of White students identified as chronically absent. Asian students scored in the orange range, with chronic absenteeism increasing by 2.6%, though the overall rate remains relatively low at 6.9%.

Socioeconomically disadvantaged students demonstrated a modest improvement, with chronic absenteeism declining by 1.3%; however, 22.1% of students in this group remain chronically absent, indicating ongoing concern, placing them in the orange. Students with disabilities also scored in the orange range, with a decrease of 3.4% in chronic absenteeism, yet 26.1% of students in this subgroup remain chronically absent. These patterns underscore the need for differentiated attendance interventions tailored to specific student populations. White students increased 9.1%, which is red.
- Data analysis indicates meaningful improvement in chronic absenteeism for several student groups. English Learners demonstrated strong progress, with chronic absenteeism decreasing by 7.6%, resulting in 15.3% of students identified as chronically absent. Hispanic students also showed improvement, earning a yellow performance designation with a 3.3% decline in chronic absenteeism; however, 21.1% of students in this group remain chronically absent.

Students identified as Two or More Races exhibited significant gains, with chronic absenteeism decreasing by 9.1%, resulting in an overall rate of 9.1%. These trends reflect positive movement in attendance outcomes while underscoring the need to sustain and strengthen targeted supports for groups with higher chronic absenteeism rates. This put them in the green on the dashboard.

School and Student Performance Data

Conditions & Climate Suspension Rate

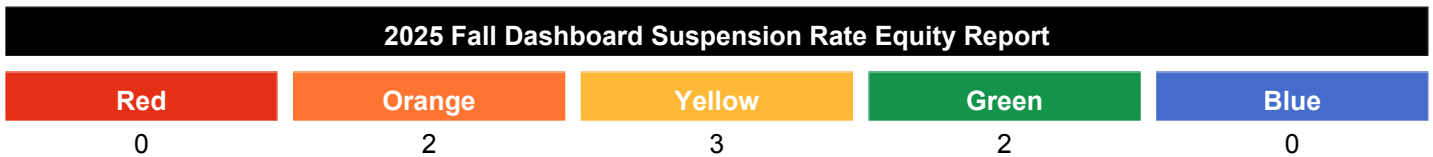
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 1.5%</p> <p>768 Students</p>	<p>English Learners</p> <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 1.4%</p> <p>74 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 28.6%</p> <p>16 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>4.8% suspended at least one day</p> <p>Increased 4.8%</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4% suspended at least one day</p> <p>Declined 1.6%</p> <p>594 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>5.4% suspended at least one day</p> <p>Declined 0.6%</p> <p>93 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>4.5% suspended at least one day</p> <p>Declined 1%</p> <p>22 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>74 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 2.7%</p> <p>459 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 3.3%</p> <p>59 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined 0.8%</p> <p>141 Students</p>

Conclusions based on this data:

1. Data analysis indicates that overall suspensions at Burbank decreased by 1.5% during the 2024–25 school year, resulting in a yellow performance designation on the California School Dashboard. This improvement reflects positive progress in the implementation of behavior supports and disciplinary practices, while also highlighting opportunities to further reduce suspensions through continued emphasis on proactive, restorative, and preventive approaches.
2. Data analysis indicates that Asian students earned an orange performance designation for suspensions, reflecting an increase of 1.4%. Students identified as Two or More Races also experienced an increase in suspensions of 3.3% and were similarly placed in the orange range on the California School Dashboard. These trends suggest a need for continued monitoring and targeted behavioral supports for these student groups.
3. Data analysis indicates that Hispanic students earned a yellow performance designation for suspensions, reflecting a 2.7% decline. Socioeconomically disadvantaged students also demonstrated improvement, with suspensions decreasing by 1.6% and a yellow designation on the California School Dashboard. Students with disabilities similarly scored in the yellow range, with a 0.6% decline in suspensions. These trends reflect positive movement across multiple student groups and suggest that current behavioral supports are contributing to reduced exclusionary discipline 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 1

Title and Description of School Goal

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

Student Academic Achievement

By the end of the school year, Burbank Elementary School will demonstrate measurable academic growth across all grade levels, with students in grades K–2 showing a minimum of 10% growth from DPA 1 to DPA 3, and students in grades 3–6 increasing achievement by a minimum of 10% in English Language Arts and Mathematics as measured by CAASPP results and reflected on the California School Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

California School Dashboard Performance Indicators:

English Language Arts:

All Students, Low Performance: Orange;

Hispanic, SES Disadvantaged Low Performance: Orange.

Mathematics:

All Students, Low Performance: Orange; and,

Hispanic, and SES Disadvantaged Low Performance, Orange.

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
California School Dashboard ELA Indicator	<p>2025 CA Dashboard Data 2025-Overall- Maintained +2.9 points (orange)</p> <p>All students- 389 students- maintained +2.9 points (orange), 10.7 points below the standard</p> <p>Hispanic 237- students-maintained - 1.5 points (orange) 35.6 points below the standard</p> <p>SES disadvantaged- 283 students, maintained -2.1 points (orange), 38.8 points below the standard</p> <p>Asian - 40 students - increased by 16.1 points. (blue) 35.6 points above the standard</p> <p>White- 71 students- increased 6.7 points (green), 31.9 points above the standard</p> <p>ELs- 45 students increased 16.1 points (yellow), 49.5 points below the standard</p> <p>SWDs- 36 students- increased 29.3 points (no performance color) 86.4 points below the standard</p>	2025- All students will make growth on the CAASPP.
California School Dashboard Math Indicator	<p>2025 CA Dashboard Data 2025- Maintained -1.1 points (orange)</p> <p>All students (391) maintained -1.1 points (orange), 45.4 points below the standard.</p> <p>Hispanic- 239 students- maintained - 2.9 points (orange) 69.6 points below the standard</p> <p>SES - 284 students- declined 6.7points (orange), 73.4 points below the standard</p> <p>White - 71 students- declined 10.6 points (yellow), 15.6 points below the standard</p> <p>Asian- 40 students- maintained 1.5 points (green), 3.7 points above the standard</p> <p>ELs—46 students- increased 14.1 points (yellow) 76.1 points below the standard</p>	2025-All students will make growth CAASPP.

	SWDs- 36 students- maintained 2.6 points (no performance color), 130.7 points below the standard	
California School Dashboard English Learner Progress Indicator	2025 ELs- 45 students- increased 27.2% (blue) 62.2% making progress	2025-50% of ELs will make progress towards English Language fluency on the ELPAC.
District Progress Assessment	<p>2025-26 Overall-ELA DPA1- 28% on or above DPA 2- 46% on or above (+18%)</p> <p>Kinder DPA 1- 23% on or above DPA 2- 65% on or above (+42%)</p> <p>1st Grade DPA 1- 20% on or above DPA 2- 51% on or above (+31%)</p> <p>2nd Grade DPA 1- 21% on or above DPA 2- 41% on or above (+20%)</p> <p>3rd Grade DPA 1- 45% on or above DPA 2- 61% on or above (+16%)</p> <p>Grade 4 DPA 1- 22% on or above DPA 2- 37% on or above (+15%)</p> <p>Grade 5 DPA 1- 30% on or above DPA 2- 43% on or above (+13%)</p> <p>Grade 6 DPA 1- 36% on or above DPA 2- 41% on or above (+5%)</p> <p>Math 25-26 Overall-Math DPA1- 15% on or above DPA 2- 30% on or above (+15%)</p> <p>Kinder DPA 1 11% on or above DPA 2 42% on or above (+31%)</p> <p>1st Grade DPA 1- 4% on or above</p>	2025-growth in all grades/content areas

	<p>DPA 2- 29% on or above (+25%)</p> <p>2nd Grade DPA 1- 8% on or above DPA 2- 26% on or above (+18%)</p> <p>3rd Grade DPA 1- 18% on or above DPA 2- 24% on or above (+6%)</p> <p>Grade 4 DPA 1- 18% on or above DPA 2- 31% on or above (+13%)</p> <p>Grade 5 DPA 1- 12% on or above DPA 2- 23% on or above (+ 11%)</p> <p>Grade 6 DPA 1- 20% on or above DPA 2- 37% on or above (+ 17%)</p> <p>CAASPP comparison data will be added as soon as it is fully available.</p> <p>SBAC- 3rd -6th-grade READING</p> <p>24-25- overall- 43.84% (+0.18%)</p> <p>3- 33.34% (-6.87%) 4- 41.07% (+2.6%) 5- 52.38% (-0.56%) 6- 40.63% (-12.63%)</p> <p>SBAC- 3rd -6th grade MATH</p> <p>24-25- overall- 31.13% (-0.58%)</p> <p>3- 38.14% (-7.6%) 4- 41.49% (+3.09%) 5- 55.26% (+28.59%) 6- 43.43% (+7.95%)</p> <p>ENGLISH LANGUAGE DEVELOPMENT RECLASSIFICATION RATES *No English Learner Progress Index report for 2020-2021 or 2021-2022 is reported by the California School Dashboard.</p> <p>2020-2021-Total number reclassified/Total number EL =0 2021-2022-Total number reclassified/Total number EL= 4/50=8%</p>	
--	--	--

	<p>2022-2023- Total number reclassified/Total number of EL= 7/48= 15%</p> <p>2023-2024- Total number reclassified/Total number of EL= 1/53= 1.9%</p> <p>2024-2025- Total number reclassified/Total number of EL= 18/55=32.72%</p>	
	<p>By April 2026, 10% or more of English Learners will be reclassified as English Fluent Proficient based on reclassification criteria.</p>	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1. Instructional Program</p> <p>All students, including English learners, students with disabilities, students with learning difficulties, and advanced learners, are provided with locally adopted, standards-aligned core instructional materials in English Language Arts and Mathematics. These materials are aligned to the California Common Core State Standards as required by California Education Code §60200. Research by Robert J. Marzano (2003) identifies a guaranteed and viable curriculum as the most significant school-level factor impacting student achievement, emphasizing the importance of ensuring all students have access to consistent, standards-based instruction. The California Department of Education further requires that instructional materials support universal access and include appropriate supports for diverse learners, including English learners and students with disabilities. (Marzano, R. J. (2003). What works in schools: Translating research into action. ASCD. California Department of Education. (2014). English Language Arts/English Language Development Framework for California Public Schools. California Education Code §60200.)</p> <p>Teachers implement the adopted core curriculum, along with supplemental materials, to ensure universal access and differentiation, consistent with UDL principles (Novak, 2022) and California Department of Education guidance on equitable access to standards-based instruction. (Novak, K. (2022). UDL Now!: A teacher's guide to applying Universal Design for Learning. CAST. California Department of Education. (2014). ELA/ELD Framework for California Public Schools.)</p>	All students	<p>1000.00 0824 1000-1999: Certificated Personnel Salaries Certificated Teacher OT 5000.00 0824 1000-1999: Certificated Personnel Salaries Certificated Subs 500.00 0824 2000-2999: Classified Personnel Salaries IA Overtime 1000.00 0824 1000-1999: Certificated Personnel Salaries Office and clerical OT 10,571.00 0824 2000-2999: Classified Personnel Salaries Clerical Office Salary portion CPO clerk 500.00 0824 2000-2999: Classified Personnel Salaries Classified OT 3124.00 0824 3000-3999: Employee Benefits Certificated and Classified 0824 Benefits 3000.00 0824</p>

	<p>Ancillary materials, including intensive vocabulary instruction, targeted instructional supports for grades TK–6, and reading and mathematics intervention resources, are utilized to ensure universal access to the core curriculum. These materials are designed to meet the needs of all students, including those with reading and math difficulties, students with disabilities, and advanced learners. Research by Douglas Fuchs and Lynn S. Fuchs (2008) supports the use of a multi-tiered approach in which high-quality core instruction is supplemented with targeted and intensive interventions to improve student outcomes. This approach aligns with the California Department of Education’s MTSS framework, which emphasizes differentiated supports and evidence-based interventions to ensure equitable access and achievement for all students. (Fuchs, D., & Fuchs, L. S. (2008). Response to intervention (RTI): A framework for preventing reading difficulties and improving outcomes for all students.)</p> <p>The school provides intensive intervention for students in grades 1–6 who are two or more years below grade level in reading and/or mathematics. These students, including English learners and students with disabilities, receive targeted, accelerated instruction based on assessed need, delivered by certificated teachers and supported by instructional assistants. Research by Douglas Fuchs and Lynn S. Fuchs (2008) supports the implementation of intensive, small-group instruction with increased time, explicit teaching, and systematic progress monitoring for students with significant learning gaps. This approach aligns with the California Department of Education’s MTSS framework, which calls for data-driven, tiered interventions to ensure all students make accelerated progress toward grade-level standards. (Fuchs, D., & Fuchs, L. S. (2008). Response to intervention (RTI): A framework for preventing reading difficulties and improving outcomes for all students.)</p> <p>All students identified as English learners are provided with the locally adopted, standards-aligned core instructional materials in English Language Arts, including supplementary English Language Development (ELD) materials aligned to the California Common Core State Standards. In accordance with California Education Code §60200, instructional materials must be standards-aligned, and the California Department of Education requires that English learners receive access to the core curriculum alongside designated and integrated ELD instruction. The California ELA/ELD Framework further emphasizes the use of supplementary ELD materials to support English language acquisition while ensuring full access to grade-level content. (California Department of</p>	<p>5700-5799: Transfers Of Direct Costs Printshop</p> <p>0824 5800: Professional/Consulting Services And Operating Expenditures</p> <p>6000.00 3010 1000-1999: Certificated Personnel Salaries Certificated Teacher OT 20,000.00 3010 1000-1999: Certificated Personnel Salaries Certificated Teacher Subs 59,884.00 3010 2000-2999: Classified Personnel Salaries IA Salaries</p> <p>3010 2000-2999: Classified Personnel Salaries IA Part Time 1500.00 3010 2000-2999: Classified Personnel Salaries Instructional Assistant OT 4,000.00 3010 2000-2999: Classified Personnel Salaries IA Subs 14,762.00 3010 2000-2999: Classified Personnel Salaries CPO Clerk Salary</p> <p>3010 2000-2999: Classified Personnel Salaries Other Classified OT 34,349.00 3010 3000-3999: Employee Benefits Certificated/Classified Benefits</p> <p>3010 4000-4999: Books And Supplies Non Capitalized Equipment</p> <p>3010</p>
--	--	---

<p>Education. (2014). English Language Arts/English Language Development Framework for California Public Schools.)</p> <p>At all grade levels, teachers utilize the locally adopted, standards-aligned core curriculum along with ancillary materials designed to support universal access and differentiated instruction. These materials ensure that the needs of all students, including English learners, are met through appropriate scaffolds and supports. Research by Stephen Krashen (2003) highlights the importance of providing comprehensible input and instructional supports to facilitate language acquisition and access to academic content. This approach aligns with guidance from the California Department of Education and the California ELA/ELD Framework, which emphasizes differentiated instruction and supplemental materials to ensure equitable access for English learners. (Krashen, S. (2003). Explorations in language acquisition and use. Heinemann.)</p> <p>Ancillary materials include instructional supports for English learners in grades TK–6 designed to ensure universal access to the core curriculum. These materials provide differentiated supports that address the linguistic and academic needs of English learners, enabling full participation in grade-level instruction. Research by Katie Novak (2022) supports the use of Universal Design for Learning principles to proactively design instruction and materials that remove barriers and provide equitable access for all learners. This approach aligns with guidance from the California Department of Education and the California ELA/ELD Framework, which emphasize the use of supplementary materials and supports to meet the needs of English learners. (Novak, K. (2022). UDL Now!: A teacher’s guide to applying Universal Design for Learning.)</p> <p>Extended day programming provides additional reading and mathematics support to all students to mitigate learning loss and accelerate academic progress. In alignment with the Expanded Learning Opportunities Program (Education Code §46120), these services extend instructional time beyond the school day and focus on addressing students’ academic needs through targeted intervention and enrichment. The California Department of Education identifies expanded learning programs as a critical strategy for learning recovery, helping students regain skills and access grade-level content. (California Department of Education. (n.d.). Expanded Learning Opportunities Program (ELO-P).</p> <p>English learner students may participate in extended-day programs designed to improve English proficiency through additional instructional time and targeted supports. In alignment with the</p>		<p>5000-5999: Services And Other Operating Expenditures Conferences ADMIN</p> <p>3010</p> <p>5000-5999: Services And Other Operating Expenditures Conferences Certificated 3,725.00</p> <p>3010</p> <p>5000-5999: Services And Other Operating Expenditures AVID Dues 1,600.00</p> <p>3010</p> <p>5800: Professional/Consulting Services And Operating Expenditures Student Agendas</p>
--	--	---

Expanded Learning Opportunities Program (Education Code §46120), these programs provide engaging learning experiences that support students' academic and language development beyond the regular school day. The California Department of Education emphasizes that English learners benefit from increased opportunities for designated and integrated English Language Development, which can be reinforced through extended learning programs. (California Department of Education. (n.d.). Expanded Learning Opportunities Program (ELO-P).

All students identified as English learners are provided with the locally adopted, standards-aligned core instructional program materials in English Language Arts, including supplementary English Language Development (ELD) materials aligned to the California Common Core State Standards. The California Department of Education emphasizes that English learners must have full access to the core curriculum while receiving designated and integrated ELD instruction to support language development and academic achievement (California Department of Education, 2014). (California Department of Education. (2014). English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through grade twelve.)

At all grade levels, teachers utilize the locally adopted, standards-aligned core curriculum supplemented with ancillary materials designed to support universal access and differentiated instruction. Programs such as UFLI Foundations, Heggerty Phonemic Awareness, and SIPPS provide explicit, structured literacy support to meet the needs of all students, including English learners. This approach aligns with guidance from the California Department of Education and the English Language Arts/English Language Development Framework (2014), which emphasizes differentiated instruction, foundational skills development, and universal access to grade-level content. (California Department of Education. (2014). English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through grade twelve.)

Ancillary materials include instructional supports for English learners in grades TK–6 designed to ensure universal access to the core curriculum. These materials provide differentiated linguistic and academic supports to meet the needs of all English learner students. The California Department of Education English Language Arts/English Language Development Framework emphasizes that English learners must have full access to grade-level content through appropriate scaffolds, supplementary materials, and designated and integrated English Language Development (ELD) instruction (California Department of Education,

	<p>2014). (California Department of Education. (2014). English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through grade twelve.)</p> <p>Ongoing professional development and collaboration support effective implementation of core and supplemental programs (UFLI, Heggerty, SIPPS) and UDL practices, consistent with California Department of Education guidance on continuous improvement. (Novak, K. (2022). UDL Now!: A teacher’s guide to applying Universal Design for Learning. University of Florida Literacy Institute. (n.d.). UFLI Foundations. Heggerty, M. (n.d.). Phonemic Awareness Curriculum. Shefelbine, J., & Newman, M. (n.d.). SIPPS.)</p>		
1.2	<p>2. Instructional Time</p> <p>The school's schedule allocates adequate instructional time to English Language Arts/English Language Development, and mathematics as required by the Frameworks. This provides all students, including English learners, students with disabilities, students with learning difficulties and advanced learners adequate instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions.</p> <p>The school schedule allocates adequate instructional time beyond the basic core program to further support identified strategic students, including English learners, students with learning difficulties and/or disabilities. The school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support necessary. Students identified as needing intensive intervention in reading or math receive additional targeted instruction during a protected time outside of the core-aligned instructional program. In this way students needing intensive instruction can progress and participate through daily lessons with their grade level peers, as well as receive support in identified areas of strategic support. (Lynn and Douglas Fuchs-2022)</p>	All students	<p>35,500.00 3010 4000-4999: Books And Supplies Supplies</p>
1.3	<p>3. Guaranteed Viable Curriculum</p> <p>The Burbank team commits to a guaranteed viable curriculum that ensures that all students are reaching their maximum potential. (R. Marzano-2009)</p>	All students	

	<p>The District provides an annual pacing guide, which is posted at the District's webpage, through the Department of Curriculum, Instruction, and Staff Development for each grade level, for the locally-adopted, standards-aligned English Language Arts/English Language Development, and mathematics programs, which includes pacing and supplemental lessons to allow all teachers to follow a common sequence of instruction and assessment. (R. Marzano-2009)</p> <p>Pacing guide use ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments, along with other curriculum-based measures, informs instruction, teacher decision-making, and collaboration. (Richard DuFour (Author), Rebecca DuFour (Author), Robert Eaker (Author), Thomas W. Many (Author), Mike Mattos (Author)-2024</p> <p>The basic core courses pacing guides are the foundational guides for the strategic support class. The strategic support teacher or aide uses the basic core course pacing guide and intensifies the focus on key standards, ensuring: 1) an alignment to grade-level content being taught, 2) the use of locally-adopted basic core program ancillary materials, 3) time for pre-/re-teach, and 4) time to address specific skill needs of strategic students.</p>		
1.4	<p>4. Professional Development for School Administrators</p> <p>The school and district provides principals and learning directors with professional development focused on leadership, support and monitoring to fully implement and locally-adopted, standards-aligned English Language Arts/English Language Development, and Mathematics basic core and intervention programs. (Center for Model Schools-2025)</p>	All site administrators	
1.5	<p>5. Credentialed Teachers and Professional Development Opportunity</p> <p>The District staffs all classrooms with fully credentialed and highly qualified teachers, as per the requirements of the Elementary and Secondary Education Act. Professional development activities are provided at the site and district levels and focus on the locally-adopted standards-aligned instructional materials for English Language Arts/English Development, and mathematics and intensive intervention programs in use at the school.</p>	All credentialed teachers	
1.6	<p>6. Ongoing Instructional Assistance and Support for Teachers</p>	All credentialed teachers	

	<p>The school and district provides instructional assistance and ongoing support to all teachers of English Language Arts/English Language Development, and mathematics and strategic and intensive intervention. Options include: Content experts and specialists who are knowledgeable about the locally -adopted program, and may work inside the classrooms to support teacher and deepen their knowledge about the content and the delivery of instruction.</p>		
1.7	<p>7. Student Achievement Monitoring System</p> <p>The school and district provides and supports an easily accessible electronic data management system. Schools uniformly administer, score, analyze, and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative, and curriculum embedded). Assessment results are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. As assessment guide is provided by the District and is located at he District webpage, under the direction of the department of Curriculum instruction, and Staff development.</p>	<p>All students At promise students- priority</p>	
1.8	<p>8. Data impacting Student Placement</p> <p>The school and district support structured collaboration meetings, which transpire weekly in order for teachers to analyze, discuss, and use assessment results and other student progress information in the programs at the school. These activities guide student placement, instructional planning and delivery, as well as progress monitoring decisions.</p> <p>Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, research supported lesson design and delivery, to the mastery of content standards for all students, including English learners and students with learning disabilities or difficulties.</p>	<p>All students At promise students- priority</p>	
1.9	<p>9. Fiscal Support</p> <p>The school and districts general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the Essential Program Components in English Language Arts/English Language Development, and mathematics and the Single Plan for Student Achievement. The Single Plan for Student Achievement is aligned with the Local Education Plan and Local Control Accountability Plan.</p>	<p>All students</p>	<p>2,000.00 3010 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements X 3,000.00 3010 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements X 200.00 3010</p>

			5000-5999: Services And Other Operating Expenditures Spelling Bee, writing festival, speech festival entry fees 3,500.00 3010 5000-5999: Services And Other Operating Expenditures Online Subscriptions
1.10	<p>10. Parent Involvement</p> <p>Parent involvement on-site is an important factor in student achievement.</p> <ul style="list-style-type: none"> The Luther Burbank School Site Council (SSC) is comprised of certificated and classified staff, administration, parent, and community representatives who review and make recommendations regarding the English Language Arts programs, English Language Development, and mathematics. Annual parent and staff surveys are used to evaluate, monitor, and modify school-wide and grade-level specific English Language Arts, ELD, and Mathematics. Parent workshops are offered. Interpreting and translation services for parent meetings. 	All parents	

Annual Review

SPSA Year Reviewed: 2025-26

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.

1.1—Burbank Elementary School has prioritized ongoing professional development and structured teacher collaboration, with strong grade-level team collaboration that feeds into MTSS academic and behavior teams within a clearly defined system for monitoring student progress. Teachers actively participated in AVID training and collaborative planning. As a result, the school made significant progress in developing and sustaining effective, schoolwide systems to address both academic and behavioral needs.

1.2—The master schedule was intentionally designed to meet the needs of all students, with dedicated, sitewide instructional time allocated for English Language Development (ELD) and Response to Intervention (RtI). During the year, Burbank Elementary School made significant progress in strengthening and aligning its Multi-Tiered System of Supports (MTSS) for both academic and behavioral supports, resulting in more coherent and responsive systems to address student needs.

1.3 -Burbank Elementary School's grade-level and leadership teams continue to collaboratively refine and monitor a guaranteed and viable curriculum through regular review of pacing, instructional alignment, and student performance data to ensure consistent implementation and equitable access to high-quality instruction for all students.

1.4-The Learning Director, three classroom teachers, and the school counselor participated in the AVID Summer Conference in July 2025 to strengthen instructional leadership, build staff capacity, and support the effective, sitewide implementation of AVID strategies.

1.5 and 1.6- Ongoing professional development opportunities were provided for all staff in the areas of SIPPS, UFLI, Heggerty, and Universal Design for Learning (UDL) to strengthen instructional practices and support student access to high-quality, evidence-based instruction. In addition, select teachers have participated in AVID training, with additional staff scheduled to attend the AVID Summer Conference in July to expand sitewide implementation.

1.7- Student achievement is monitored through established, ongoing data-review systems. Quarterly data is collected and analyzed using Diagnostic Phonics Assessment (DPA), Acadience Reading assessments, CAASPP results, and site-based MTSS academic and behavior tracking tools to monitor student progress in English Language Arts, Mathematics, and behavior. In addition, student attendance is routinely monitored through site and district attendance systems to ensure timely intervention and support for students demonstrating need.

1.8- Teachers engage in weekly grade-level collaboration to review and analyze student learning, behavior, and attendance data to inform Tier I instructional practices. Student progress is formally reviewed every 4–6 weeks using multiple measures, including DPA, Acadience, classroom formative assessments, and MTSS academic and behavior tracking tools. Based on established decision rules, students demonstrating insufficient progress receive Tier II targeted interventions, while students with persistent or intensive needs are referred for Tier III supports. Grade-level teams present student progress data at MTSS academic meetings to monitor the effectiveness of interventions, adjust supports as needed, and ensure alignment to SPSA goals for improved student achievement, behavior, and attendance outcomes.

1.9- Fiscal resources are allocated throughout the year to purchase instructional supplies and materials for teachers, students, and classrooms. These materials support effective instruction, promote student organization, and contribute to student success by ensuring access to the resources needed for learning.

1.10- Burbank Elementary School will strengthen parent and family engagement by hosting quarterly parent education nights during the 2025–26 school year and actively recruiting parents to participate in school leadership and advisory groups, including the English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Club (PTC).

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

During the 2024–25 school year, Burbank Elementary School experienced staffing challenges that limited the availability of after-school programs. In response, staffing capacity was strengthened for the 2025–26 school year, resulting in the offering of 14 after-school programs. These programs include targeted academic enrichment and student development opportunities such as writing, Speech Festival preparation, science fair, woodworking, Technovation, theater, dance, social-emotional learning, and sports. Participation in these after-school programs has increased student engagement and school connectedness and, as a result, Burbank has improved overall student attendance while supporting academic and social-emotional skill development.

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.

Burbank will not take a team to the AVID conference this year.

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.

Social Emotional Learning and Student Wellness

A) Attendance (Student Engagement – Chronic Absenteeism Indicator)

Burbank Elementary School will reduce overall student chronic absenteeism (combined chronic and severe chronic) by 5% through the continued implementation of Positive Behavioral Interventions and Supports (PBIS). These strategies will strengthen a positive, inclusive, and engaging school climate; increase student connectedness; and include parent education and community outreach efforts. Progress will be monitored using attendance data reflected on the California School Dashboard Student Engagement indicator.

B) Suspension Rate (Student Engagement – Suspension Indicator)

Burbank Elementary School will continue its commitment to equitable practices by reducing suspensions and other exclusionary disciplinary practices by 25% and increasing the use of restorative and alternative disciplinary measures. These efforts are intended to improve student access to instruction, support social-emotional development, and positively impact the Suspension Rate as reported on the California School Dashboard Student Engagement indicator.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe, inclusive, and culturally responsive learning environment in which students develop social-emotional skills and receive targeted supports to increase engagement in learning, as measured by improved attendance and suspension rates and positive results from student, staff, and stakeholder surveys.

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.

California School Dashboard Performance Indicators:

Chronic Absenteeism

Burbank Elementary School maintained its chronic absenteeism rate with a minimal change of 0.2%, resulting in 19.4% of students identified as chronically absent and an Orange designation on the California School Dashboard. This data underscores the need to continue implementing SPSA Goal 2 action steps to strengthen school climate, increase student connectedness, expand PBIS practices, and enhance parent engagement and outreach to improve attendance outcomes.

Attendance data for White students will be closely monitored through regular attendance team reviews, as this subgroup scored in the Red performance level on the California School Dashboard with a chronic absenteeism rate of 21.6%, reflecting an increase of 9.1%. Tier II interventions will include targeted attendance monitoring, individualized family outreach, check-ins with school counselors, and PBIS-aligned incentives to increase school connectedness. Students demonstrating continued attendance concerns will receive Tier III supports, including intensive attendance plans, case management through the attendance team, coordination with district and community resources, and ongoing progress monitoring.

Attendance will also be closely monitored for additional student subgroups using tiered supports. Asian students, who experienced a 2.6% increase in chronic absenteeism resulting in 6.9% chronically absent, will receive Tier II supports focused on early identification, family communication, and reinforcement strategies, with Tier III interventions implemented as needed for students demonstrating persistent attendance challenges. Socioeconomically Disadvantaged students declined chronic absenteeism by 1.3%; however, with 22.1% remaining chronically absent, Tier II supports will include targeted attendance outreach, incentives, and academic engagement strategies, while Tier III interventions will involve individualized attendance plans and coordination with support services.

Students with Disabilities who remain in the Orange performance band with 26.1% chronic absence despite a 3.4% decline will receive Tier II attendance supports aligned with IEP goals and regular collaboration between special education staff and attendance teams. Tier III interventions will include individualized attendance plans, increased family conferencing, and coordination with specialized support services. English Learners reduced chronic absenteeism by 7.6%, resulting in 15.3% chronic absenteeism and a Yellow performance level; Tier II supports will focus on culturally responsive family outreach and student engagement strategies, with Tier III supports provided as needed for students with ongoing attendance concerns.

Hispanic students reduced chronic absenteeism by 3.3%, resulting in 21.1% chronic absenteeism and a Yellow performance level; Tier II strategies will include targeted family communication and engagement supports, while Tier III interventions will focus on individualized attendance planning and sustained monitoring. Students identified as Two or More Races demonstrated a significant 9.1% decline in chronic absenteeism, resulting in 9.1% chronically absent and a Green performance level. Tier I practices will be maintained for this subgroup, with Tier II or Tier III supports implemented as needed to sustain positive attendance outcomes.

Burbank was in the red for suspension rates. All student groups, Hispanic and SES students, were in the red. SWDs, ELs, students of two or more races, and white students scored in the orange. Asian students scored in the blue. Burbank will continue to employ strategies to decrease overall suspension rates. The addition of a behavior technician for the 2025-2026 school year will provide the opportunity to run a behavior academy for students with chronic behavioral issues.

Suspension Rates:

Suspension data will be closely monitored through regular behavior team reviews, as overall suspension rates for all students declined by 1.5%, placing Burbank Elementary School in the yellow performance level on the California School Dashboard. No student groups scored in the red or blue performance levels. Suspension data will be reviewed twice monthly by site administrators, the school counselor, and the MTSS behavior lead to monitor trends, guide decision-making, and inform targeted supports in alignment with SPSA Goal 2.

Subgroup suspension data will be used to implement tiered behavioral supports. Asian students increased suspension rates by 1.4%, and students identified as Two or More Races increased suspension rates by 3.3%, placing both subgroups in the orange performance band. Tier II interventions for these groups will include targeted social-emotional skill development, restorative practices, adult mentoring and check-ins, and PBIS-aligned behavior supports, coordinated by the school counselor and MTSS behavior lead. Students demonstrating persistent or intensive behavioral needs will receive Tier III interventions, including individualized behavior intervention plans, functional behavior assessments, administrator-led family conferences, and coordinated case management, with progress reviewed twice monthly.

Additional student groups will continue to be monitored through the same twice-monthly review cycle. Hispanic students declined suspension rates by 2.7%, Socioeconomically Disadvantaged students declined by 1.6%, and Students with Disabilities declined by 0.6%, all remaining in the yellow performance band. Tier II supports will be maintained and adjusted as needed, with Tier III interventions implemented when data indicates insufficient progress.

English Learners declined suspension rates by 1.4%, and White students declined by 0.8%, placing both groups in the green performance band. Tier I PBIS practices will be sustained for these subgroups, with administrators, the school counselor, and the MTSS behavior lead continuing twice-monthly monitoring to ensure positive behavior outcomes are maintained and to address emerging needs.

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
-------------------------	--------------------------------	-------------------------

<p>Suspension Rates- Suspension Data Summary (California School Dashboard)</p>	<p>Suspension Data Summary (California School Dashboard)</p> <p>On the California School Dashboard, Burbank Elementary School scored in the yellow performance level for suspension rates for all students. Asian students and students identified as Two or More Races scored in the orange performance level. Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities scored in the yellow performance level. English Learners and White students scored in the green performance level. No student groups scored in the red or blue performance levels.</p> <p>Needs Assessment</p> <p>While overall suspension rates show improvement and no student groups are performing in the red or blue performance levels, subgroup data indicate a continued need to strengthen equitable, proactive behavior supports. In particular, Asian students and students identified as Two or More Races remain in the orange performance band, and multiple subgroups remain in the yellow performance band, highlighting the need for targeted Tier II and Tier III interventions to reduce suspensions, increase student engagement, and ensure continued access to instruction.</p> <p>Alignment to SPSA Goal 2 Action Steps</p> <p>In alignment with SPSA Goal 2, Burbank Elementary School will continue to implement and refine Positive Behavioral Interventions and Supports (PBIS), restorative practices, and culturally responsive behavior supports to strengthen school climate and student engagement. These actions will focus on reducing exclusionary disciplinary practices, increasing the use of alternative disciplinary measures, and providing targeted supports for identified student subgroups.</p> <p>Monitoring and Responsible Staff</p>	<p>Burbank anticipates continued reductions for all subgroups in the area of suspension rate.</p>
--	--	---

	<p>Suspension data will be reviewed twice monthly by site administrators, the school counselor, and the MTSS behavior lead to monitor trends, evaluate the effectiveness of interventions, and guide timely adjustments to supports. Data will be disaggregated by student subgroup to ensure equitable implementation of SPSA Goal 2 action steps and continuous improvement in student behavior and engagement outcomes.</p>	
<p>Chronic Absenteeism -Attendance Data Summary (California School Dashboard)</p>	<p>Attendance Data Summary (California School Dashboard)</p> <p>On the California School Dashboard, Burbank Elementary School scored in the yellow performance level for chronic absenteeism for all students. White students scored in the red performance level. Asian students scored in the orange performance level. Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities scored in the yellow performance level. English Learners scored in the yellow performance level, and students identified as Two or More Races scored in the green performance level. No student groups scored in the blue performance level.</p> <p>Needs Assessment</p> <p>While overall attendance outcomes indicate some stabilization, subgroup data reveal persistent chronic absenteeism concerns that require targeted intervention. In particular, White students remain in the red performance level, and several additional subgroups remain in the orange and yellow levels, indicating a continued need to strengthen attendance systems, student connectedness, and family engagement. This data highlights the need for consistent Tier II and Tier III attendance supports to improve equitable attendance outcomes across student groups.</p> <p>Alignment to SPSA Goal 2 Action Steps</p> <p>In alignment with SPSA Goal 2, Burbank Elementary School will continue to implement PBIS-aligned attendance strategies, strengthen</p>	<p>Burbank anticipates continued reductions for all subgroups in the area of chronic attendance.</p>

	<p>student connectedness, and expand family outreach and engagement efforts. Action steps will focus on early identification of attendance concerns, targeted interventions for identified subgroups, and coordinated supports to reduce chronic absenteeism and improve overall student engagement.</p> <p>Monitoring and Responsible Staff</p> <p>Attendance data will be reviewed twice monthly by site administrators, the school counselor, and the MTSS attendance lead to monitor trends, evaluate the effectiveness of interventions, and guide timely adjustments to supports. Attendance data will be disaggregated by student subgroup to ensure equitable implementation of SPSA Goal 2 action steps and continuous improvement in attendance outcomes.</p>	
--	---	--

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	<p>1. Conscious Discipline/PBIS (Bailey, B., 2001, 2015; Hannigan, J. D., & Hauser, L., 2015)</p> <p>Recognition, including awards, medals, ribbons, assemblies, and prizes, will be utilized to promote a positive school culture and climate for all students. These efforts support the development of a safe, supportive, and engaging learning environment that encourages positive behavior and student motivation. The California Department of Education emphasizes that positive school climate and student engagement are critical components of student success and well-being. Recognition systems align with Positive Behavioral Interventions and Supports (PBIS) frameworks, which promote the use of positive reinforcement to increase desired behaviors and foster a supportive school environment. (California Department of Education. (n.d.). School Climate and Student Engagement.)</p>	All student	<p>1,500.00 0824 4000-4999: Books And Supplies Materials, incentives related to PBIS</p>
2.2	<p>2. Schoolwide events such as Character Counts, assemblies, Back to School Night, and Open House promote positive school climate and family engagement, consistent with California Department of Education guidance. (California Department of Education. (n.d.). Family Engagement Framework. California Department of Education. (n.d.). School Climate and Student Engagement.)</p>	All students	<p>3,500.00 0824 4000-4999: Books And Supplies Other safety</p>

2.3	5. Aeries is used to monitor student achievement and inform data-driven instruction, consistent with California Department of Education expectations for continuous improvement (EC §64001).	All students	0824 1000-1999: Certificated Personnel Salaries
2.4	6. A healthy lifestyle, including physical activity (e.g., Track and Field), Positive Behavioral Interventions and Supports (PBIS), Character Counts! Coalition, nutritional guidelines, incentives, and health and safety practices will be encouraged, promoted, and supported to enhance student health, engagement, and attendance at all grade levels. The California Department of Education emphasizes that student wellness, physical activity, and positive school climate are essential components of academic success and regular attendance. These efforts align with California’s Whole Child approach and Local Control Accountability Plan (LCAP) priorities related to student engagement, school climate, and student well-being (California Department of Education. (n.d.). Whole Child Approach California Department of Education. (n.d.). School Climate and Student Engagement California Education Code §51210 (physical education requirements)	All students	19,205.00 0824 4000-4999: Books And Supplies supplies 0824 1000-1999: Certificated Personnel Salaries Coaching 0824 2000-2999: Classified Personnel Salaries Other classified part time-coaching
2.5	7. Annual parent and staff surveys will be used to evaluate, monitor, and modify school-wide and grade-level specific programs. Surveys used by the Center for Model Schools are based on the 5Essentials Framework developed by the University of Chicago Consortium on School Research and are administered to students, staff, and families to inform school improvement planning.	All parents and all staff	
2.6	8. Parent education and involvement opportunities, including Family Nights and Kindergarten Round-Up, will be provided to support families in assisting their children’s academic success. Child care and incentives may be offered to reduce barriers to participation and increase family engagement. The California Department of Education emphasizes that meaningful family engagement is a shared responsibility between schools and families and is essential to improving student achievement and school success. These efforts align with California’s Family Engagement Framework and support Local Control Accountability Plan (LCAP) priorities related to parent involvement and student engagement. (California Department of Education. (2014). California Family Engagement Framework: A Tool for California School Districts. California Education Code §11500–11506 (parent involvement) Joyce Epstein. (2011). School, Family, and Community Partnerships.)	All parents	0824 4000-4999: Books And Supplies

2.7	9. Field trips for the 2026–2027 school year, including transportation and admission costs, will be provided to support and enhance classroom instruction through real-world learning experiences. These opportunities extend student learning beyond the classroom and promote engagement, access to enrichment, and a deeper understanding of academic content. The California Department of Education supports the use of instructional activities and enrichment experiences that complement the core curriculum and increase student engagement. Additionally, California Education Code §35330 authorizes school districts to conduct field trips and excursions as part of the instructional program. (California Education Code §35330 (Field Trips & Excursions))	All students	None Specified None Specified 4,000.00 0824 5000-5999: Services And Other Operating Expenditures Field Trip Admission Cost 0824 5000-5999: Services And Other Operating Expenditures Mobile Petting Zoo/Assemblies
2.8	3.	All students	
2.9	4.	All students	
2.10	10. Extended day elective offerings provide enrichment and expanded learning opportunities that increase student engagement, improve academic outcomes, and support social-emotional development through hands-on, interest-based experiences. In California, extended day programs—including enrichment opportunities such as music, dance, robotics, science, and STEAM—are supported through the Expanded Learning Opportunities Program (ELO-P). The California Department of Education defines ELO-P (Education Code §46120) as programs that provide before-school, after-school, summer, or intersession learning opportunities focused on developing students’ academic, social, emotional, and physical needs through engaging, hands-on experiences. (California Department of Education. (n.d.). Expanded Learning Opportunities Program (ELO-P). California Education Code §46120.)	All students- Priority for EL students	0824 1000-1999: Certificated Personnel Salaries Extended Day
2.11	11. Extended day supplies and materials will be provided to support enrichment and expanded learning opportunities, including programs such as music, dance, robotics, science, and STEAM. These materials are necessary to implement hands-on, engaging learning experiences that increase student engagement and support academic and social-emotional development. The California Department of Education defines the Expanded Learning Opportunities Program (ELO-P) under Education Code §46120 as providing before-school, after-school, summer, or intersession programs that develop students’ academic, social, emotional, and physical needs through engaging, hands-on experiences. Supplies and materials are essential components for the effective implementation of these programs (California Department of Education). (n.d.). Expanded Learning Opportunities Program (ELO-P)	All students	0824 4000-4999: Books And Supplies Extended Day

2.12	12. Books and Supplies- Books, curriculum, and instructional supplies are allowable costs for extended day programs as they are necessary to deliver enrichment and academic support activities aligned with California Expanded Learning requirements (CDE; EC §§8482.1, 46120).		150.00 0824 5000-5999: Services And Other Operating Expenditures travel and conference 0824 2000-2999: Classified Personnel Salaries Extended Day Elective Offerings 1,500.00 0824 4000-4999: Books And Supplies Non capitalized equipment
2.13	13. Extended Day- intramural coaches- Extended Day programming includes intramural sports and coaching opportunities aligned with the Expanded Learning Opportunities Program (EC §46120), which supports after-school enrichment activities designed to address students’ academic, social-emotional, and physical development through engaging, hands-on experiences (California Department of Education, 2026). Additional alignment is found in California’s After School Education and Safety Program (EC §8482), which funds enrichment programs including physical activity and youth development during nonschool hours.	All students	
2.14			
2.15	15. Health and Welfare Classified- Health and Welfare classified staff include non-certificated employees who provide essential student support services such as health services, supervision, nutrition, and extended learning support. Under the California Education Code (Sections 45100 et seq.), the classified service includes all positions that do not require certification, and the California Department of Education identifies these roles as critical to supporting students’ safety, health, and overall well-being. Classified employees are also entitled to health and welfare benefits, including leave and health coverage, ensuring stability and continuity of student services.	All students	0824 2000-2999: Classified Personnel Salaries other classified salaries health and wellness noon sup X
2.16	16. Safety and Radios- Two-way radios are an essential component of school emergency response systems and are commonly included in California Comprehensive School Safety Plans to ensure effective communication during emergencies (EC §§32280–32289).	All students and staff	
2.17	17.Red Ribbon Week- The school will implement Red Ribbon Week activities as part of its comprehensive approach to student wellness and prevention education. Red Ribbon Week is a nationally recognized drug prevention campaign	All students	0824 4000-4999: Books And Supplies Materials for red ribbon week

<p>that promotes healthy, drug-free lifestyles and raises awareness about the dangers of substance abuse (Drug Enforcement Administration; National Family Partnership). Locally, California schools and agencies identify Red Ribbon Week as an opportunity to engage students in school and community-based prevention activities designed to support safe and healthy choices (Merced County Behavioral Health and Recovery Services). These efforts align with SPSA goals related to school safety, student well-being, and positive school climate.</p>		
--	--	--

Annual Review

SPSA Year Reviewed: 2025-26

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.

- 2.1 Conscious Discipline / PBIS**
 Behavior data will be closely monitored through regular team reviews, aligned with SPSA Goal 2. The PBIS Tier I team meets monthly to support the consistent, schoolwide implementation of behavior expectations and proactive supports. The MTSS Behavior Tier II/III team meets twice monthly to review disaggregated behavior data, monitor the effectiveness of interventions, and coordinate targeted and intensive supports. These meetings are facilitated by site administrators, the school counselor, and the MTSS behavior lead to ensure timely decision-making and accountability. During the year, team membership was adjusted, with two teachers joining the teams and two teachers transitioning off, ensuring sustained capacity and continuity in the implementation of Conscious Discipline and PBIS practices.
- 2.2 Family Engagement and Student Recognition**
 Character Counts, award assemblies, Back-to-School Night, and Open House provided structured opportunities to engage families and recognize student achievement and positive behavior. These events were well attended and supported increased student engagement, strengthened school connectedness, and reinforced positive school–family partnerships, contributing to improved attendance and overall student engagement outcomes in alignment with SPSA Goal 2.
- 2.3 Schoolwide Incentives and Behavior Supports**
 Character Counts grid cards (behavior incentive system), the weekly attendance SWIM Card Drawing, Behavior SWIM tickets, and other sitewide incentives supported improved attendance and reductions in minor behavior incidents by reinforcing positive behaviors and increasing student engagement. These incentives effectively complemented Tier I PBIS practices and strengthened schoolwide expectations. Impact and implementation data for these strategies are reviewed monthly by site administrators, the school counselor, and the MTSS behavior lead during PBIS Tier I team meetings and twice monthly by the MTSS Behavior Tier II/III team to monitor trends and identify students requiring additional support. While these Tier I incentives have been successful in promoting positive behaviors, more serious behavioral needs continue to be addressed through targeted Tier II and Tier III interventions outlined in Action 1.1, ensuring a comprehensive and responsive behavior support system aligned with SPSA Goal 2.
- 2.4 Student Recognition and School Climate Supports**
 Student recognition items, including but not limited to awards, medals, ribbons, assemblies, and prizes, will be purchased to reinforce positive behaviors and encourage a positive school culture and climate for all students. These recognition practices continue to be an effective Tier I strategy that supports schoolwide expectations, increases student motivation, and strengthens student connectedness to school. Implementation and impact of recognition practices will be reviewed monthly by site administrators, the school counselor, and the MTSS behavior lead during PBIS Tier I meetings and alongside attendance and behavior data to monitor effects on student engagement and attendance outcomes. Findings will inform adjustments to recognition strategies to ensure continued alignment with SPSA Goal 2 and equitable access for all students.
- 2.5 Student Achievement Monitoring System**

Aeries is the primary student information system used to monitor student attendance and behavior. Attendance and behavior data are reviewed daily by site administrators and support staff to identify immediate concerns and ensure timely responses. Data is also reviewed twice monthly by site administrators, the school counselor, and MTSS leads to analyze trends, disaggregate data by student subgroup, and evaluate the effectiveness of interventions. At Tier I, Aeries data informs schoolwide attendance and behavior supports, as well as PBIS implementation. At Tier II, data is used to identify students requiring targeted interventions and to monitor progress over time. At Tier III, Aeries supports individualized case management, intensive intervention planning, and ongoing progress monitoring. This system ensures data-driven decision-making and alignment with SPSA Goal 2 across all tiers of support.

2.6 Healthy Lifestyle and Student Wellness Supports

A healthy lifestyle will be encouraged, promoted, and supported across all grade levels through a comprehensive approach that includes physical activity opportunities, Track and Field, PBIS and Character Counts practices, adherence to nutritional guidelines, student incentives, and a focus on health and safety. These supports are intended to strengthen student wellness and engagement and to reduce chronic absenteeism by increasing students' connectedness to school and readiness to learn. Attendance and chronic absenteeism data will be regularly monitored to evaluate the impact of these wellness supports and inform ongoing adjustments aligned with SPSA Goal 2.

2.7 Stakeholder Feedback and Program Evaluation

Annual parent, staff, and student surveys will be used to evaluate, monitor, and refine schoolwide and grade-level programs. These surveys remain an effective way to gather meaningful stakeholder feedback and inform continuous improvement efforts. During the current year, Burbank Elementary School will utilize the 5Essentials Survey from the Center for Model Schools to assess school climate, instructional practices, and engagement. Survey results will be reviewed by site administrators and leadership teams and used to guide data-informed adjustments in alignment with SPSA Goal 2.

2.8 Parent education and involvement opportunities, including family nights and Kindergarten Round-Up, were provided to support parents in assisting their children's academic and social development. Child care and incentives were offered to increase access and participation. All events were well attended and contributed to strengthening family engagement, increasing school connectedness, and supporting positive attendance and engagement outcomes in alignment with SPSA Goal 2.

2.9 Field Trips and Experiential Learning (2025–26)

Field trips and educational excursions are an important component of students' learning experiences and are provided across all grade levels, with each grade level participating in at least one field trip annually. Additional funding from Proposition 28 and the Expanded Learning Opportunities Program (ELOP) supports expanded access to enrichment and experiential learning. These experiences are designed to enhance student engagement, reinforce classroom learning, and strengthen students' connection to school, contributing to positive attendance and engagement outcomes aligned with SPSA Goal 2.

2.10 Extended Day Elective and After-School Offerings (2025–26)

Burbank Elementary School offers a variety of extended-day and after-school enrichment programs during the 2025–26 school year, including Technovation, dance, theater, sports, woodworking, social-emotional learning (SEL), science project support, writing festival preparation, and speech festival preparation. Improved staffing capacity during the 2025–26 school year allowed the school to expand offerings and provide 14 extended-day programs, in addition to ongoing after-school programming through MARS and Assets. Participation in extended-day and after-school programs has increased student engagement and school connectedness, contributing to improvements in overall attendance and reductions in chronic absenteeism, as reflected in site attendance data. These programs serve as a key strategy within SPSA Goal 2 to reduce chronic absenteeism by strengthening students' sense of belonging and connection to school.

2.11 Extended Day Supplies and Materials

Supplies and materials for extended-day and after-school programs were fully funded through LCAP, Proposition 28, and ELOP funds to support the effective implementation of all enrichment and intervention offerings. These resources ensured high-quality programming, increased student participation, and supported student engagement and attendance outcomes in alignment with SPSA Goal 2.

2.12 Books and Instructional Supplies

Books and instructional supplies were purchased to support SPSA Goal 2 by promoting student engagement, strengthening school climate, and ensuring access to resources that support social-emotional learning, attendance, and positive behavior across all grade levels.

2.13 Extended Day Intramural Sports

Intramural coaches were provided for after-school sports, including soccer, basketball, track, and field, to expand physical activity opportunities and promote student engagement beyond the instructional day. These programs support student wellness, strengthen school connectedness, and contribute to improved attendance and engagement outcomes in alignment with SPSA Goal 2.

2.15 Health and Welfare Classified Noon Supervision

Health and Welfare classified noon supervisors were funded to provide organized and structured recreation during the lunch period. Staff participated in Playworks Recess Reboot training to strengthen consistency, safety, and student engagement during recess. As part of this work, an extended-day Junior Coaches program was implemented to build student leadership, promote positive peer interactions, and reinforce schoolwide behavior expectations. These combined supports increased student engagement during unstructured times, strengthened school climate, and contributed to improved attendance and reduced behavior incidents in alignment with SPSA Goal 2.

2.16 Safety Equipment and Communication Supports

Safety equipment, including radios, safety vests, and related materials, was purchased to support effective supervision, communication, and overall student and staff safety. These resources strengthen campus safety procedures, improve response during instructional and non-instructional times, and contribute to a safe and supportive learning environment in alignment with SPSA priorities.

2.17 Red Ribbon Week

Red Ribbon Week is an annual schoolwide event that promotes healthy choices, drug-free living, and positive decision-making. Event supplies were purchased to support student participation and engagement. This event contributes to a safe, inclusive, and supportive school climate by reinforcing positive behaviors and student well-being, increasing student engagement, and strengthening students' connection to school, thereby supporting positive attendance outcomes aligned with SPSA school climate and safety priorities.

Overall, strategies implemented to reduce chronic absenteeism have been effective; however, during the 2024–25 school year, attendance outcomes remained stable, resulting in an orange performance level on the California School Dashboard. While progress has been made, reducing chronic absenteeism remains a priority, and the school will continue to refine and strengthen attendance supports to improve outcomes.

Suspension rates decreased during the 2024–25 school year, indicating that behavior support systems are having a positive impact. Burbank Elementary School will continue to refine and strengthen its MTSS behavioral systems to further reduce suspensions and exclusionary practices. As a result of these efforts, Burbank scored in the yellow performance level on the California School Dashboard for suspension rates for all students.

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

None

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.

For the 2025–26 school year, an RJL behavior technician was hired to provide additional adult support for students requiring targeted behavioral and social-emotional interventions. This support directly responds to suspension and attendance data indicating the need for intensified Tier II and Tier III interventions for students with ongoing behavioral and engagement challenges. The RJL behavior technician strengthens the school's MTSS framework by supporting proactive interventions aimed at reducing suspensions, increasing student engagement, and improving attendance outcomes in alignment with SPSA Goal 2.

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.

Family and Community Empowerment

Burbank Elementary School will empower families and community stakeholders to become active, informed, and collaborative partners in supporting student learning and success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Merced City School District will empower families and community stakeholders to become full partners in the education of students to ensure all students to ensure all students excel academically, build character, and are productive members of society.

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.

Burbank Elementary School has identified a need to increase parent participation and representation on school leadership and advisory groups, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Club (PTC), to strengthen family engagement and shared decision-making in alignment with SPSA Goal 3. Burbank will actively recruit parents to serve on these committees.

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
-------------------------	--------------------------------	-------------------------

<p>Data taken from the Parent Education and Participation Compliance Form</p>	<p>Double Check and Update this whole section Parent Engagement Opportunities 2025-26</p> <p>Meet the Teacher- August 12, 2025</p> <p>Yondr Pouch Parent Meeting- August 12, 2025</p> <p>Back to School Night/Title 1 Parent Meeting- September 11, 2025</p> <p>Parent Teacher Conferences- Fall- October 9-17, 2025</p> <p>MCSD LCAP Community Forums- October 21, 2025, and March 5, 2026</p> <p>DELAC- 10/7/25, 11/4/2025, 1/21/2026, 3/18/2026, and 4/8/2026</p> <p>Burbank Fall Carnival- October 24, 2025</p> <p>START Checking here!!!!!!!!!!</p> <p>2nd/3rd Grade Play- May 23, 2025</p> <p>4th Grade Ocean Play- November 19, 2024</p> <p>4th Grade Dust of Bust Play- May 26, 27, 28, 29, 2025</p> <p>6th Grade Plays- December 6, 2024, May 21, 22, and 23, 2025</p> <p>Winter Performance- 12/16/25 at CLC</p> <p>Semester Awards Assemblies-January 17 and 18, 2025, and May 27 and 30, 2025</p> <p>Parent Teacher Club Meetings- 5-6 meetings per year</p> <p>ELAC- 9/3/25, 11/18/25, 1/27/26, 3/10/26, 4/21/26</p> <p>SSC- 9/23/25, 11/18/25, 1/27/26, 3/10/26, 4/21/26</p> <p>Parent Bingo Night- 12/5/25</p> <p>Family Movie Night-</p> <p>Parent Conferences- Spring- 2/26/26 and 2/27/26</p> <p>Band Performances- 4/3/25 and 6/2/25</p>	<p>Burbank had an increase to parent participation in the 25-26 school year.</p>
---	--	--

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>3.1</p>	<p>1. Parent involvement at the school site is a critical component of student achievement and continuous school improvement. Annual parent and staff surveys are used to evaluate, monitor, and refine schoolwide programs, ensuring meaningful stakeholder input in the planning, implementation, and evaluation of Consolidated Application programs under the guidance of the School Site Council (SSC), as required by California Education Code §64001. The California Department of Education emphasizes that family engagement is a shared responsibility that significantly contributes to improved student outcomes.</p> <p>The English Learner Advisory Committee (ELAC) reviews and provides recommendations regarding the English Language Development (ELD) program in accordance with California Education Code §52176. Parent workshops and individualized support are provided throughout the year based on family input and needs. Interpreting and translation services are offered for parent meetings and conferences to ensure equitable access and meaningful participation for all families.</p> <p>Parents are encouraged to actively participate in the educational program and serve on school and district committees, including ELAC, SSC, Parent Teacher Club (PTC), Local Control and Accountability Plan (LCAP), and District English Learner Advisory Committee (DELAC). A Family Help Station has been established to connect families with school and community resources, support student progress monitoring, and promote effective two-way communication between families and the school. These practices align with the California Family Engagement Framework, which highlights the importance of building strong partnerships between schools and families to support student success. (California Department of Education. (2014). California Family Engagement Framework: A Tool for California School Districts.)</p>	<p>All students</p>	<p>3010 4000-4999: Books And Supplies Supplies for parent involvement 800.00 0824 5700-5799: Transfers Of Direct Costs Food For Parent Education Nights</p>
<p>3.2</p>	<p>2. Site-based governance structures, including the School Site Council (SSC), Parent Teacher Club (PTC), and English Learner Advisory Committee (ELAC), include parent representatives that reflect the diverse population of the school. These groups collaborate to support the academic success and well-being of all students. In accordance with California Education Code §64001, the SSC is</p>	<p>All students/families</p>	<p>Supplies</p>

	responsible for developing, monitoring, and evaluating the School Plan for Student Achievement (SPSA) and must include parents as key stakeholders. Additionally, California Education Code §52176 requires the establishment of ELAC to advise on programs and services for English learners. The California Department of Education emphasizes that inclusive, representative stakeholder engagement is essential to effective decision-making and improved student outcomes.		
3.3	3. Partnership opportunities for families and the school are established to benefit student learning. Volunteering of time and resources, parent-teacher conferences are some of the opportunities available. The Merced City School District provides an accessible family engagement and resource center to support all parents and families with training, resources, and other services. Specific services provided include interpretation/translation, parent education workshops and programs, and technical assistance and support in accessing resources from school and community agencies.	All students/families	
3.4	4. Multiple communication platforms (Aeries, ParentSquare, phone, email, website, and weekly messaging) are used to ensure effective two-way communication with families, consistent with California Department of Education family engagement guidance. (California Department of Education. (2014). California Family Engagement Framework: A Tool for California School Districts. Aeries Software. (n.d.). Aeries Student Information System. ParentSquare. (n.d.). ParentSquare.)	All students/families	

Annual Review

SPSA Year Reviewed: 2025-26

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.

**This section still needs to be updated.

1.1 Burbank participated in a well-attended Mathnasium night. Additional site and local activities, such as the fall carnival, attract families to the school. Burbank will continue to prioritize parent partnerships by implementing more individualized parent recruitment efforts, including personal phone calls.

1.2 SSC/ELAC/PTC consists of staff and parent members. We will continue to recruit families.

1.3 Burbank is working to create more parent volunteer opportunities, such as volunteering to run games or stations during the lunch period and volunteering in classrooms.

1.4 Burbank Elementary will offer authentic engagement of families and the community through effective communication. Communication methods include telephone calls, Aeries portal, ParentSquare, Burbank website, emails, marquee, and weekly messages. Burbank has strong family communications.

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

n/a

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.

Burbank will outreach more to our SSC/ELAC/ and PTC groups in an effort to build a stronger parent community and have parents be our equal partners in education. Burbank will plan one parent education night for each quarter of the 25-26 school year.

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.

Targeted Services for At-Promise Youth

Burbank Elementary will provide positive social emotional learning supports, targeted lessons, along with guided activities during unstructured time in order to reduce behavior incidents and decrease suspensions within these subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic performance and a sense of belonging for African American, Foster Youth, and Homeless students. The District will provide additional targeted programs, services, and supports designed to meet the needs of these student groups. Other student groups targeted for more support are SWDs and LTELs.

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.

California School Dashboard- suspension rates- African American students declined suspensions by 1%. They did not receive a color band performance indicator. Foster youth also declined 28.6% but do not have a color indicator, Homeless students increased by 4.8% with no color indicator. SWDs declined 0.6% falling in the Yellow.

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
CA Dashboard- ELA	<p>No data was provided on AAs/FYs/Homeless, as there were fewer than 11 students in those groups at Burbank.</p> <p>From DPA 1 to DPA 2 AAs The second-grade group grew from 20% to 60%, meeting or exceeding the standard. The fifth-grade students dropped from DPA 1 to DPA 2, 15% from 43% to 28%, meeting and exceeding the standard.</p> <p>Burbank has eight foster youth. They remained stable on the DPA, with 38% meeting or exceeding the standard on DPA 2. Overall, their scores have remained stagnant. These students made little growth.</p>	10% or more growth will be made by these subgroups on CAASPP or DPA.
CA Dashboard - Math	No data was provided on AAs/FYs/Homeless as there were less than 11 students in those groups at Burbank.	10% or more growth will be made by these subgroups on CAASPP or DPA.
CA Dashboard-Chronic Absenteeism	<p>22.2% of African American students were chronically absent. Maintained over the prior year.</p> <p>40% of Homeless(20 students in this subgroup) were chronically absent. No data was available for this subgroup in 22-23.</p> <p>16.7% of Foster youth (12 students in this subgroup) were chronically absent. No data was available for this subgroup in 22-23.</p>	AA students will decrease by an additional 10% decrease in chronic attendance.
CA Dashboard Suspension Rates	Suspension for African American (18) students increased 5.6%. No data was provided on AAs/FYs/Homeless as there were less than 11 students in those groups at Burbank in the previous year.	Burbank will reduce suspensions of AAs/FYs/Homeless students by 10%.

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	Extended Learning Opportunities provide academic support and enrichment beyond the school day, consistent with California's Expanded Learning	All students- with priority given to AAs, FYs, and homeless students.	

	Opportunities Program (EC §46120) California Department of Education. (n.d.). Expanded Learning Opportunities Program (ELO-P).		
4.2	Ongoing Professional Development- Diversity, Equity, and Inclusion. DEI professional development supports equitable instruction and inclusive practices, consistent with California Department of Education guidance on equity and access. (California Department of Education. (n.d.). Equity and Access Guidance, California Department of Education. (2014). ELA/ELD Framework for California Public Schools)	African American Foster Youth Homeless	
4.10			

Annual Review

SPSA Year Reviewed: 2025-26

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 Elementary will provide positive social and emotional learning supports, targeted lessons, and guided activities during unstructured time to reduce suspensions for our at-promise youth. This will include a more structured recess program for all students and Dolphin Academy for students who need a more restrictive recess setting.

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

none

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.

none

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$245,370.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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 (\$)
0824	\$55,350.00
3010	\$190,020.00

Subtotal of state or local funds included for this school: \$245,370.00

Total of federal, state, and/or local funds for this school: \$245,370.00

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
3010	160,622.00	-29,398.00
0824	55,350.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0824	55,350.00
3010	190,020.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	33,000.00
2000-2999: Classified Personnel Salaries	91,717.00
3000-3999: Employee Benefits	37,473.00
4000-4999: Books And Supplies	61,205.00
5000-5999: Services And Other Operating Expenditures	11,575.00
5700-5799: Transfers Of Direct Costs	3,800.00
5800: Professional/Consulting Services And Operating Expenditures	6,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	7,000.00
2000-2999: Classified Personnel Salaries	0824	11,571.00
3000-3999: Employee Benefits	0824	3,124.00

4000-4999: Books And Supplies	0824	25,705.00
5000-5999: Services And Other Operating Expenditures	0824	4,150.00
5700-5799: Transfers Of Direct Costs	0824	3,800.00
1000-1999: Certificated Personnel Salaries	3010	26,000.00
2000-2999: Classified Personnel Salaries	3010	80,146.00
3000-3999: Employee Benefits	3010	34,349.00
4000-4999: Books And Supplies	3010	35,500.00
5000-5999: Services And Other Operating Expenditures	3010	7,425.00
5800: Professional/Consulting Services And Operating Expenditures	3010	6,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	214,715.00
Goal 2	29,855.00
Goal 3	800.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Jill Setterra	Principal
Amy Mello	Other School Staff
Sally Rawlings	Classroom Teacher
Anne Lizdas	Classroom Teacher
Sida Filipinas	Classroom Teacher
Maria Haskins	Classroom Teacher
Andrea Coble	Other School Staff
Erin Lodwick	Parent or Community Member
Sandra Lee	Parent or Community Member
Zheng "Jenny" Xiang	Parent or Community Member

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Burbank Leadership Team

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 4/29/25.

Attested:

	Principal, Jill Settera on 4/29/25
	SSC Chairperson, Sandra Lee on 4/29/25

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023