



Burcham Elementary

School Plan for Student Achievement
2025-2026

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

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement-

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/chief-academic-office/state-and-federal-programs/state-and-federal-required-plans>

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

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

Past DCAC Recommendations:

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Past DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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

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

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

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

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.
California Education Code § 11503; 20 U.S.C. § 6318

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Implementation of high-value routines like Daily Decoding Routine (grades TK-2), Daily Linguistic Review (grades 3-5), and fluency routines are not consistent within and across grade levels. Some teachers utilize these practices with fidelity and others do not. Consequently, learning experiences can be disjointed as students move through grade levels, causing valuable instructional time to be spent on learning the way each teacher does things rather than mastering standards.

The State Dashboard indicates concerns with ELA performance of Socioeconomically Disadvantaged students in 2025 (Orange).

ELA Goals

Through consistent, high-quality, and data-driven implementation of Daily Decoding Routines (TK-2) and Daily Linguistic Routines (3-5), along with rigorous standards-based Quality Core Instruction, Burcham's ELA goals are:

89%+ FRSA Met/Exceeded in GrK-

84% Fluency At/Above in GrK-3

78% iReady Reading Early On + in Gr1-5

33% of Gr4/5 students who were Not Met in SBAC ELA last year will meet iReady Reading Stretch Growth

45% of Gr4/5 students who were Not Met in SBAC ELA last year will be At/Above on Fluency assessment

In order to move the Socioeconomically Disadvantaged subgroup from Orange to Yellow, student performance for this subgroup in ELA must be maintained from the prior year (+/- 2.9 points) and a Distance From Standard of -5 to +9.9.

The site Instructional Leadership Team, consisting of the principal, Instructional Intervention Coordinator, and teachers, will monitor progress and make adjustments on a quarterly basis.

Comprehensive Needs Assessment: Mathematics

Math Findings

Implementation of high-value routines like Number Sense Routines and 3-part tasks (Launch, Collaborate, Consolidate) are not consistent within and across grade levels. Some teachers utilize these practices with fidelity and others do not. Consequently, learning experiences can be disjointed as students move through grade levels, causing valuable instructional time to be spent on learning the way each teacher does things rather than mastering standards.

Math Goals

Through consistent, high-quality, and data-driven implementation of Number Sense Routines, along with rigorous standards-based Quality Core Instruction, Burcham's Math goals are:
70%+ of students in Grades 3-5 achieve Met/Exceeded on SBAC Math
70%+ of students in Grades 1-5 achieve Mid or Above Grade Level on iReady Math Diagnostic 3

Progress Monitoring Plan Summary
The site Instructional Leadership Team, consisting of the principal, Instructional Intervention Coordinator, and teachers, will monitor progress and make adjustments on a quarterly basis.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Burcham has 21 ELs, 5 RFEPs, and 10 IFEPs.

11 ELs are in kindergarten and first grade.

8 ELs have IEPs: 6 ELLs are in our SDC MM classes and 2 receive RSP services. 1 EL has a 504.

English Learner Goals

Provide multilingual learners a minimum of 30 minutes of daily Designated ELD instruction using the district-adopted curriculum and CA ELD Standards-based content guidance, including mini-lessons using the Wonders, Impact, and Amplify programs to support connected language skills and functions across core content areas.

Identify English learners and their corresponding proficiency level using ELLevation.

Monitor English learners' progress by analyzing data from ELPAC (or Alternate ELPAC), iReady, and district assessments using ELLevation and other tools.

Include data and planning time for meeting the needs of English learners /ELD in grade level and staff meetings.

Establish a Burcham ELAC to collaborate and frequently communicate with families of English learners around EL progress.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

According to the Spring 2025 Student Wellness Pulse Survey, Identity (84% favorable), Agency (78% favorable), and Belonging (72%) favorable decreased over the course of the year. Belonging is of a particular concern, with 4th and 5th grade students reporting an 18 point drop in "feeling happy to be a part of this school" and a 9 point drop in "feeling close to people at this school." Students' Sense of Belonging ended the 24-25 school year at its lowest point in the last three years.

The State Dashboard indicates concerns with Suspension Rates. While Overall Suspension rates have not been a concern on the 2023 (Green) and 2024 (Blue) dashboards, the 2025 (Yellow) dashboard indicates suspensions rose last year, particularly for the Students with Disabilities subgroup (up from 1.7% to 2.5%) which has maintained a level of Orange the last two years.

The State Dashboard indicates concerns with overall Chronic Absenteeism rates. While the overall rate has decreased from 27.1% in 2023 (Red level) to 17.2% in 2025 (Orange level), the Socioeconomically Disadvantaged (Red level, 31.1% in 2025), Students with Disabilities (Red level, 31.6% in 2025), and Hispanic (Red level, 21.7% in 2025) subgroups are still Very High and increased from 2024 to 2025.

The chronic absenteeism rate of Students of 2 or more races was at Yellow level in 2023 and Orange level in 2024, but improved to Green level in 2025.

Culture/Climate Goals

As measured by the Spring 2026 Student Pulse Survey, the goal is for 85%+ of Burcham's 4th and 5th graders to respond favorably (Strongly Agree or Agree) to questions in the category of Belonging.

We have 82 students receiving special education services. In order to achieve a Green level on the state dashboard for Suspension Rates, our suspension rate for Students with Disabilities needs to decrease by at least .3 percentage points (a suspension rate of =2.2%, or 1.8 students). To achieve a Yellow level, the suspension rate for Students with Disabilities would need to be between 2.3% and 2.7%.

The goal for overall attendance is 95%. In order to move from Chronic Absenteeism rates of Orange level overall and Red levels for Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students, Burcham's goals are:

An overall Chronic Absenteeism rate of 14.2% or less to achieve Yellow level

A Chronic Absenteeism rate for Socioeconomically Disadvantaged Students of 28.1% or less to achieve Yellow level

A Chronic Absenteeism rate for Students with Disabilities of 28.6% or less to achieve Yellow level

A Chronic Absenteeism rate for Hispanic students of 18.7% or less to achieve Yellow Level

A Chronic Absenteeism rate for Students of 2 or more races of 2.6%-5% to maintain Green level.

Action Plan Summary

Our focus on active engagement of our students in purposeful and differentiated instruction will have a positive impact on attendance.

Increase students' sense of belonging through whole-class lessons on empathy and respect presented by CARE Center school psychologist and counselor.

Provide NCI training for teachers and aides in grades TK, K, and 1.

Progress Monitoring Plan Summary

The site Culture and Climate Leadership Team, consisting of the principal and teachers, will review Pulse survey, suspension, referral, and attendance data each quarter, including for Dashboard red-level and orange-level groups, for further analysis and determination of next steps.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness

Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) On the FRSA, we would like to see 88% of student meet the standards on all subtests in Grades K-2. On the ELA iReady, we would like to see 70% of our students meet typical growth showing one year's growth. On the SBAC, we would like to see a 5% increase in scores from the previous year. All students will show growth in their overall writing scores by the end of the school year with 90% of our student population receiving a score of 2-4 on their achievement report cards and growth on each performance task for students in grades 3-5 based on a 10-point rubric.	Goal Partially or Not Met	<p>FRSA Met/Exceeded All: 80% Black: 40% Latino: 75% White: 85% Female: 86% Male: 75% Low Income: 69% GATE: 100% GrK: 75% Gr1: 77% Gr2: 88%</p> <p>iReady Reading 2024-25 D1 to D3 ≥ Typical Growth All Students 155/289 = 53.6% Black 12/19 = 63.2% Latino 62/131 = 47.3% White 45/85 = 52.9% Gr1 38/55 = 69.1% Gr2 40/50 = 80% Gr3 43/59 = 72.9% Gr4 53/63 = 84.1% Gr5 50/62 = 80.6% GATE 56/56 = 100% Boys 132/166 = 79.5% Girls 92/123 = 74.8%</p> <p>SBAC ELA 24-25</p>	Whole school implementation of DDR and DLR with fidelity. Regular data analysis and progress monitoring with a focus on differentiation and subgroup progress.

		<p>Overall M+E 62.7% Black M+E 40% Latino M+E 54.8% White 76.9% Gr3 57% Gr4 62% Gr5 69% Special Education 29.2%</p> <p>Achievement Report Writing Scores by Grade Level -- Score of 2, 3, or 4 GrK 85.25% Gr1 94.74% Gr2 98.04% Gr3 93.22% Gr4 61.54% Gr5 87.50% Burcham Total 85.99%</p> <p>Staff PDs focused on regular implementation of small group instruction based on FRSA, Fluency, and iReady data.</p>	
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Math	1) Both significant subgroups (AA, Hispanic) will close the achievement gap on the SBAC and iReady assessments in the area of Math within 10% points of the White subgroup.	Goal Partially or Not Met	<p>SBAC Math Data Analysis The achievement gap between Black students and white students increased from 5.3 percentage points in 23-24 to 29.2 percentage points in 24-25.</p> <p>The achievement gap between Latino students and white students increased from 7.8 percentage points in 23-24 to 13.9 percentage points in 24-25.</p> <p>iReady Math Data Analysis The achievement gap between Black students and white students increased from 17.9 percentage points in 23-24 to 32.4 percentage points in 24-25.</p> <p>The achievement gap between Latino students and white students increased from 11.8 percentage points in 23-24 to 19.3 percentage points in 24-25.</p> <p>Staff PDs focused on regular implementation of small group instruction based on unit assessments and iReady data.</p>	Whole school implementation of Number Sense Routines with fidelity. Regular data analysis and progress monitoring with a focus on differentiation and subgroup progress.
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SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
English Learner	1) Burcham will provide consistent designated ELD lessons in a small group setting to re-designate 4 out of our 15 ELL students resulting in a 26% re-designation rate.	Goal Partially or Not Met	2 of 12 ELLs were redesignated. The other ELLs appear to be IFEPs. Staff PDs focused on regular implementation of small group instruction based on FRSA, Fluency, iReady, and ELPAC data, using ELLevation as a resource.	Regular data analysis and progress monitoring of multilingual learners' progress.

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
Culture/Climate	1) Increase the sense of belonging by 5% through the use of case carriers on the attendance team, counseling small groups, classroom building activities and addressing student behaviors on the playground immediately.	Goal Partially or Not Met	<p>Sense of Belonging, as measured by the Pulse survey, decreased by 7 percentage points over the course of the 24-25 school year, from 79% favorable to 72% favorable.</p> <p>I feel close to people at this school. fell from 87% to 84%</p> <p>I am happy to be part of this school. fell from 91% to 76%</p> <p>How easy is it to make friends at this school? fell from 73% to 63%</p> <p>During the past 30 days, how well did you get along with people different from you? fell from 69% to 61%</p> <p>During the past 30 days, how safe have you felt at school? increased from 76% to 77%</p> <p>School increased supervision for safety and office coverage for supporting students' social/emotional needs.</p>	Implementation of PBIS with support of Culture and Climate Leadership Team

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
For added safety and a positive school climate, Recreational Aide supervision will be increased. PULSE Survey results showed that more adults are needed on the playground and students reported that they needed more help resolving issues. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Burcham has been assigned a Health Assistant 0.19 for two days a week. We would like to increase the Health Assistant position by an additional 0.19 days in order to have support 4 days a week along with our one day a week nurse. This intervention will provide a layer of support for students who come to the office for socio-emotional issues along with medical concerns due to COVID. The individual will assist with the COVID Care room, provide first aide, maintain records and assist students with emotional needs in the absence of our counselor and with limited office staff to assist. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Funds will be used to release teachers for planning time. Each grade level will receive a 2-3 half day subs during the year to plan collaboratively and prepare for district assessments. Time will also be used to cover classess so teachers in grades K-2 can assess students on the FRSA. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading,</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science,</p>

<p>• Regular practice with complex text and its academic vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Burcham's Chronic Absenteeism rates on State Dashboard: Socioeconomically Disadvantaged (Red level, 31.1% in 2024-25), Students with Disabilities (Red level, 31.6% in 2024-25) and Hispanic (Red level, 21.7% in 2024-25) Attendance/Chronic Absenteeism Rate 100	In order to decrease chronic absenteeism, fund substitute IOA coverage so that regular IOA can make personal calls and home visits to identify barriers to and provide support for student attendance.	Low SES, Special Education, Hispanic, Other Targeted Students	LCFF \$788 Hourly - Intermediate Office Assistant (1) for 20 hours annually - LCFF 100%	03/23/2026 - 06/11/2026 Quarterly	IOA	Chronic Absenteeism rates Attendance/Chronic Absenteeism Rate 100
Students need to be exposed to the arts in order to increase motivation and as an avenue to express oneself. Culture-Climate Survey (Student-Staff) 20, SEL Survey 20, Core Curriculum 60	As part of Prop 28, students will receive art lessons one day a week provided by a qualified Art Teacher.	All Students	Prop 28 \$36,033 Teacher - Elementary .2 FTE - Prop 28 100%	09/05/2025 - 06/12/2026 Weekly	Art Teacher	Student work will be posted reflecting diversity and creativity. Culture-Climate Survey (Student-Staff) 20, SEL Survey 20, Core Curriculum 60

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
iReady and SBAC scores in Reading and Math are not improving over the years. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 10, Core Curriculum 30	Funds will be used to release teachers for planning time. Each grade/teacher will receive two release days to plan collaboratively and prepare for district assessments. Time will be used to release teachers as well for FRSA testing to ensure results are submitted in a timely manner.	African-American, English Learners, Identified At-Risk Students, Low SES, Special Education	LCFF \$8,974 Substitute teacher full day (16) for 2 days - LCFF 100%	10/06/2025 - 04/03/2026 Semester	Classroom Teachers IIC Teacher Principal	iReady, iReady Pathways, FRSA, PSA/PT/Unit Assessment scores will be analyzed to provide SGI to specified subgroups with highest need. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 10, Core Curriculum 30

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
New Family Orientation with teachers and PTA Minimum Day Schedule for first 2 weeks of the school year	LBUSD Middle School of Choice Process with Counselor Students in second semester change classes, depending on content area, between the two 5th grade teachers to mimic and provide experience with passing periods and having different teachers for different subjects	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Especially in TK, K, and Adapted Core classes, students often become dysregulated, interrupting instruction and sometimes becoming a danger to themselves or others. Staff members and students are getting hurt. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40	Provide funds for general education staff to attend district Non-Violent Crisis Intervention trainings to build capacity to support and respond appropriately to students who are dysregulated.	LCFF \$11,845 Substitute teacher full day (6) for 6 days - LCFF 100% Teacher Hourly Extra Comp (6) for 3 hours annually - LCFF 100%	02/03/2026 - 06/11/2026 Monthly	District Behavior Staff	Referrals, Calming Room visits, BERs, Class Observations

Describe Teacher Involvement

All teachers participate in:

- * IEP and 504 meetings
- * Student Success Team (SST) meetings
- * staff meetings
- * grade level collaboration meetings

Select teachers/staff participate in:

- * Instructional Leadership Team (ILT)
- * Culture and Climate Leadership Team (CCLT)
- * School Site Council (SSC)
- * other committees and teams
- * after school tutoring and/or enrichment

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Stakeholder Voice and Sense of Belonging to a School Community grounded in student well-being and academic excellence.	<p>monthly PTA meetings and PTA-sponsored events</p> <p>monthly "Donuts with the Principal" opportunities for parents/guardians to informally speak with the principal about any questions or concerns</p> <p>Weekly "Burcham Family News" sent by text and email to keep families informed and aware of upcoming events</p>	No additional school funding allocated	School year	<p>PTA executive board</p> <p>Principal</p>	<p>Family participation in school events</p> <p>LBUSD Parent Survey</p>

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	\$0
Title I Parent and Family Involvement (3008)	\$0

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development	n/a
Centralized Services Share	Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology Additional reservation for Parent Involvement (over 1% requirement)	n/a

State Programs *	Allocation
LCFF	\$21,700

* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

Midyear Adjustments

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services and Assistance to Schools

Counselors

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

Literacy Teachers

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Children and Family Services

Data Day

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

Technology

One-time supplemental technology devices and support to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Darron Evans	09-10-2027
Staff	Classroom Teacher	Eva Morales	09-10-2026
Staff	Classroom Teacher	Pam Bee	09-10-2026
Staff	Classroom Teacher	Steven Flores	09-10-2026
Staff	Other School Personnel	Gabby Gutierrez	09-10-2026
Community	Parent/Community Member	█ Eide	09-10-2026
Community	Parent/Community Member	█ Nordholm	09-10-2026
Community	Parent/Community Member	█ Sheffield	09-10-2027
Community	Parent/Community Member	█ Swain	09-10-2027
Community	Parent/Community Member	█ Suutari	09-10-2027

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on
2. SSC approved the **Home-School Compact** on 10/01/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/01/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 10/29/2025
6. The SPSA was approved at its meeting on 03/18/2026

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Acronym and Terms

for School Site Councils and English Learner Advisory Committees

AM 1-4 Accountability Measures 1 - 4: components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.

CAASPP California Assessment of Student Performance and Progress state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.

Categorical Funds: financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.

CCSS Common Core State Standards: Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”

CDE California Department of Education: state agency responsible for overseeing “the state’s diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].

CIE Continuous Improvement Expenditure Plan: District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].

DCAC District Community Advisory Committee: parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.

DELAC District English Learner Advisory Committee: Parents of English Learners participate in district meetings about English Learner (EL)

services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

EL/ELL English Language Learner: a student with a primary language other than English

ELA English Language Arts: basically reading and writing

ELAC English Learner Advisory Committee: In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

ELOP Expanded Learning Opportunities Program: California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

ELPAC English Language Proficiency Assessments for California: language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

EONA Educational Opportunities for Native Americans: program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

ESSA Every Student Succeeds Act: The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The.. law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

FEP Fluent English Proficient: a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve

those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

FINSYS: LBUSD's Financial System

FPM Federal Program Monitoring: School districts that receive funding for certain programs may be chosen for a review by the state. The review's purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

FRSA Foundational Reading Skills Assessment: district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

IEP Individual Education Plan: an individualized plan for students qualifying for Special Education Services

LCAP Local Control Accountability Plan: "The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs."

LCFF Local Control Funding Formula: "hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential." This model began in 2013-2014.

LEA Local Educational Agency: this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

MTSS Multi-Tiered System of Support: an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

NGSS Next Generation Science Standards: adopted by the State of CA in September 2014, these standards are created around a set of

performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

PD Professional Development: learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

PTA Parent-Teacher Association a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

RTI Response to Intervention(or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the classroom between the teacher and parents.

SBAC Smarter Balanced Assessment System: computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

SEL Social-emotional learning: “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>.]

SFP State & Federal Programs Office : oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

SPSA School Plan for Student Achievement “A plan of action to improve student academic performance by coordinating all educational services and resources.”

SPV Sankofa Parent Village community of care and support for Parents and Caregivers of Black children

SSC School Site Council: the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be

composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

SST Student Success Team: a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student's progress and needs.

TDRs Time Distribution Reports: documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position's funding percentage.

Title I is a section of the ESEA (or ESSA) that "provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards."

Title III is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

TOSA Teacher on Special Assignment can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

Subject to change and updates

Acrónimo y términos

para los consejos escolares y los comités asesores de estudiantes de inglés

AM 1-4 Medidas de Responsabilidad 1 - 4: componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

CAASPP Evaluación de California del rendimiento y progreso estudiantil : sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

Fondos categóricos: apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

CCSS - Estándares Estatales Básicos Comunes: Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente. "Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

CDE Departamento de Educación de California: agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

CIE - Plan de gastos de mejora continua: herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

DCAC - Comité Asesor Comunitario del Distrito: comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

DELAC - Comité Asesor de Estudiantes de Inglés del Distrito: Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos. para estudiantes de inglés.

EL/ELL Estudiante del idioma inglés: un estudiante con un idioma principal distinto del inglés.

ELA Artes del lenguaje inglés: básicamente lectura y escritura

ELAC - Comité Asesor de Estudiantes de Inglés: En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

ELOP - Programa de Oportunidades de Aprendizaje Ampliadas: Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

ELPAC - Evaluaciones de dominio del idioma inglés para California: evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

EONA Oportunidades Educativas para Nativos Americanos: programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

ESSA - Cada Estudiante Triunfa: La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

FEP Competente en inglés con fluidez: una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

FINSYS: Sistema financiero LBUSD

FPM - Monitoreo del programa federal : los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

FRSA - Evaluación de habilidades de lectura fundamentales: evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

IEP - Plan de educación individual : un plan individualizado para estudiantes que califican para servicios de educación especial

LCAP - Plan de Responsabilidad de Control Local: “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

LCFF - Fórmula de financiación de control local: “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

LEA - Agencia educativa local: este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

MTSS - Sistema de apoyo de múltiples niveles: un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

NGSS - Estándares científicos de próxima generación: adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un

continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

PD - Desarrollo profesional: actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

PTA - Asociación de Padres y Maestros: un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

RTI - Respuesta a la intervención (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

SBAC - Sistema de evaluación Smarter Balanced: pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

SEL - Aprendizaje socioemocional: “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>.]

SFP - Oficina de Programas Estatales y Federales: supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

SPSA - Plan Escolar para el Rendimiento Estudiantil: “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

SPV - Sankofa Parent Village: comunidad de cuidado y apoyo para padres y cuidadores de niños negros

SSC - Consejo Escolar: el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean con los requisitos publicados por el Departamento de Educación de California.

SST - Equipo de éxito estudiantil: un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

TDR - Informes de Distribución de Tiempo: documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

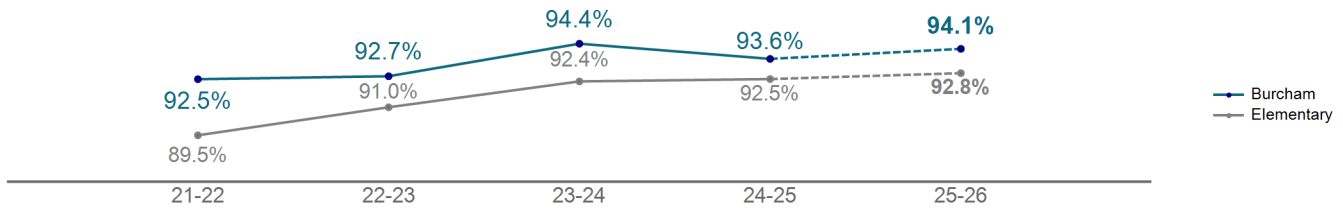
El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

TOSA - Maestro en Asignación Especial: puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

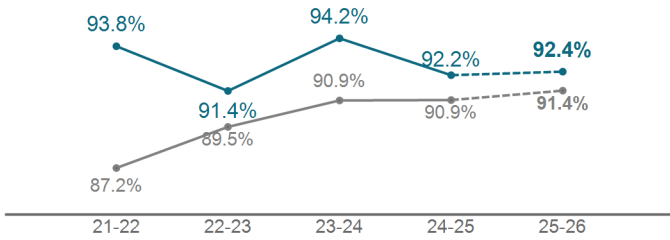
Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.

Attendance Rate

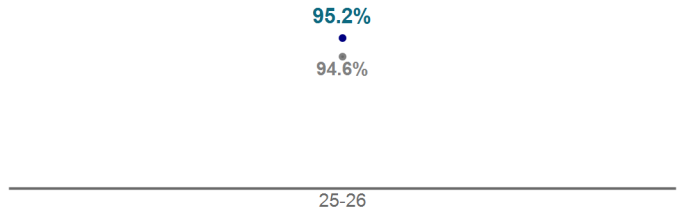
Burcham
All Students
N = 433



African American
N = 29



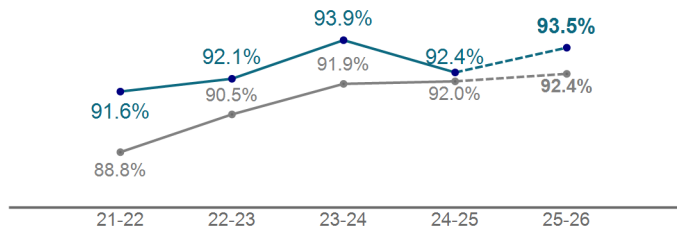
Asian
N = 21



Filipino

Subgroup with fewer than 20 students.

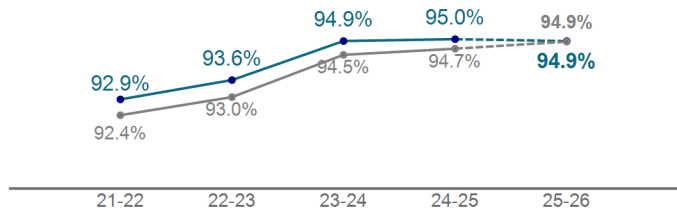
Hispanic
N = 198



Pacific Islander

Subgroup with fewer than 20 students.

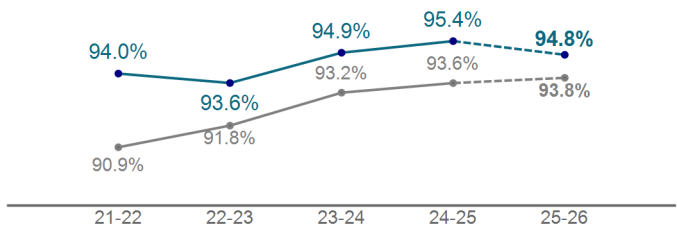
White
N = 116



Native American

Subgroup with fewer than 20 students.

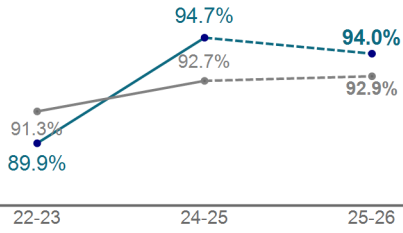
Other
N = 54



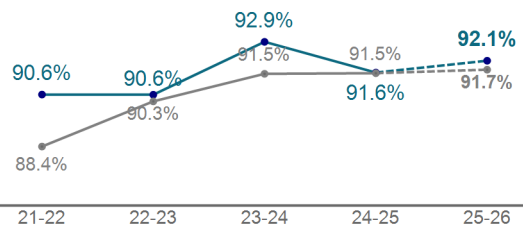
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 26



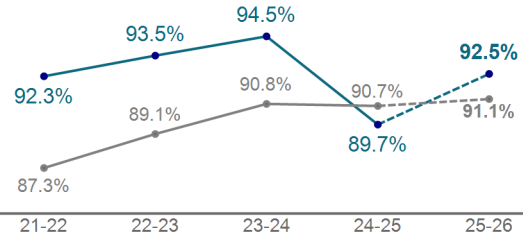
Low SES
N = 149



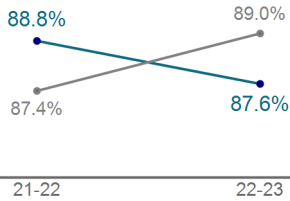
English Learner
N = 21



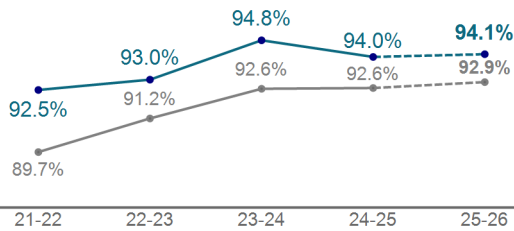
Special Education
N = 83



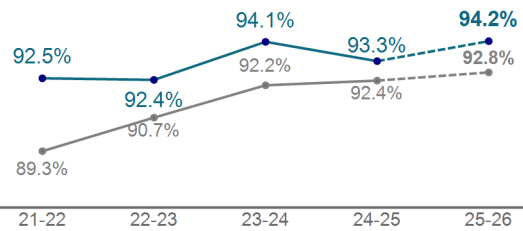
Homeless or Foster Youth



Female
N = 195



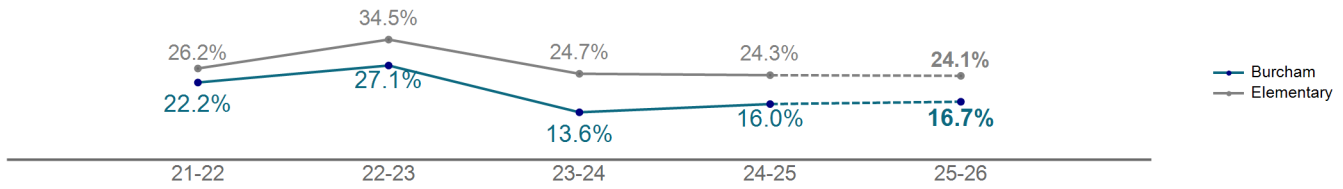
Male
N = 236



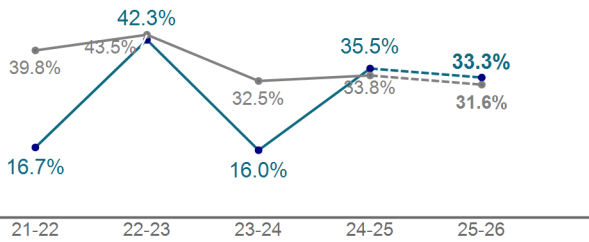
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

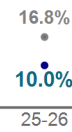
Burcham
All Students
N = 426



African American
N = 30



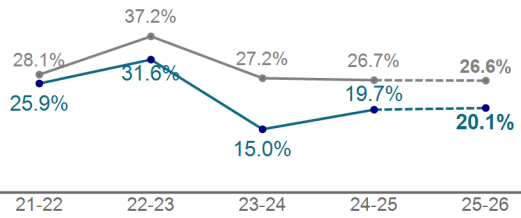
Asian
N = 20



Filipino

Subgroup with fewer than 20 students.

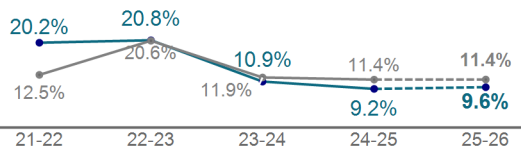
Hispanic
N = 194



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 115



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

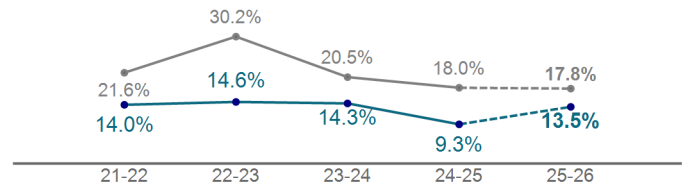
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

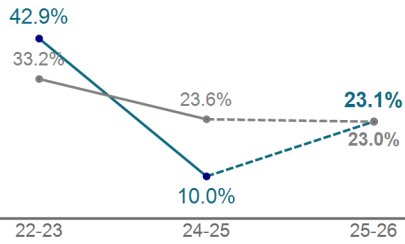
N = 52



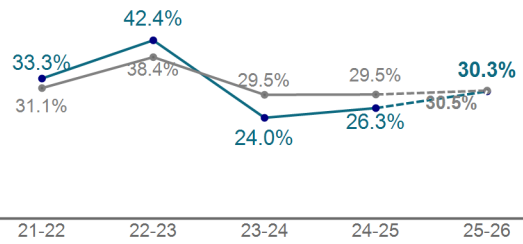
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

EL + RFEP
N = 26



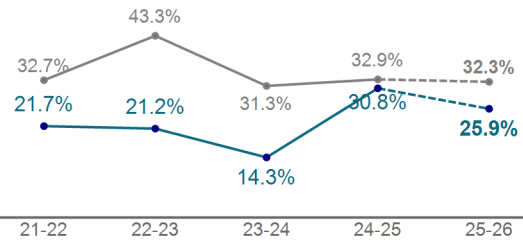
Low SES
N = 152



English Learner
N = 21



Special Education
N = 85



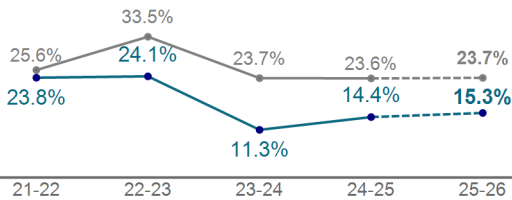
Homeless or Foster Youth

Subgroup with fewer than 20 students.

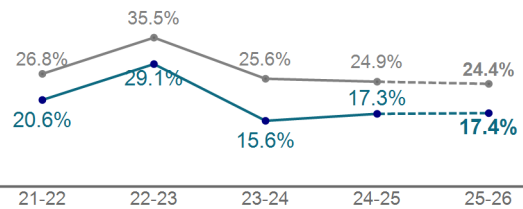
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 189



Male
N = 235



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	185	37%	17	20	21	42	63%	↑1		↑8	
	All Elementary	50%	29	21	24	26	50%	↑2		↑5	
	District	48%	27	22	28	24	52%	↑2		↑4	
Grade	Gr. 03	58	43%	14	29	19	38	57%	↓1		-
	All Elementary	53%	31	22	21	27	47%	↑-		-	
	District	52%	30	22	21	27	48%	↑1		-	
	Gr. 04	63	38%	19	19	17	44	62%	↑4		↑4
	All Elementary	51%	31	20	22	27	49%	↑1		↑3	
	District	51%	31	19	22	27	49%	↑1		↑2	
Gr. 05	64	31%	19	13	27	42	69%	↑-		↑12	
	All Elementary	46%	26	20	29	25	54%	↑4		↑8	
	District	45%	26	19	29	26	55%	↑4		↑8	
Ethnicity	Hispanic	84	45%	23	23	20	35	55%	↑2		↑5
	All Elementary	57%	34	23	24	20	43%	↑2		↑6	
	District	55%	31	24	27	18	45%	↑2		↑4	
	White	52	23%	10	13	23	54	77%	↑7		↑12
	All Elementary	22%	10	12	27	51	78%	↑1		↑3	
	District	23%	10	13	31	46	77%	↑3		↑2	
	Other	15*	33%	13	20	27	40	67%	↓11		-
	All Elementary	31%	17	15	26	43	69%	↑1		↑3	
	District	31%	16	16	29	40	69%	↑1		↑2	
African American	15*	60%	27	33	7	33	40%	↓10		-	
All Elementary	66%	41	25	19	15	34%	↑1		↑5		
District	64%	38	25	23	13	36%	↑2		↑3		

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SBAC ELA 2025 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Asian	12*	42%	17	25	25	33	58%	↑3		-
		All Elementary	33%	17	16	26	41	67%	↑2		↑7
		District	30%	14	16	31	39	70%	↑3		↑5
	Cambodian	8*	50%	25	25	25	25	50%	↓6		-
		All Elementary	37%	20	18	26	37	63%	↑1		↑7
		District	36%	16	19	32	33	64%	↑1		↑4
	Filipino	5*	0%			40	60	100%	-		-
		All Elementary	27%	16	12	25	48	73%	↑-		↑4
		District	25%	9	16	30	45	75%	↑2		↑3
	American Indian	1*	0%				100	100%	-		-
		All Elementary	38%	24	14	33	29	62%	↑16		↑14
		District	43%	29	14	31	26	57%	↑3		↑10
Pacific Islander	1*	0%				100	100%	↑50		-	
	All Elementary	59%	31	28	27	14	41%	↑7		↑8	
	District	55%	30	26	35	10	45%	↑2		↑6	
Gender	Female	76	37%	14	22	24	39	63%	↓5		↑4
		All Elementary	47%	27	21	25	28	53%	↑1		↑4
		District	44%	23	21	30	26	56%	↑2		↑3
	Male	108	37%	19	19	19	44	63%	↑7		↑11
		All Elementary	52%	31	21	23	25	48%	↑3		↑7
		District	52%	31	22	26	22	48%	↑3		↑4
	Nonbinary	1*	100%	100				0%	-		-
		All Elementary*	50%	33	17	33	17	50%	↑50		-
		District	33%	15	19	38	29	67%	↑13		↑10

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SBAC ELA 2025 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Special Populations	EL + RFEP	9*	89%	33	56	11		11%	↓17		-	
		All Elementary	67%	44	23	19	15		33%	↓-		↑6
		District	62%	37	25	25	13		38%	↑1		↑5
	ELL	5*	100%	60	40				0%	-		-
		All Elementary	87%	63	23	11	3		13%	↓6		↑5
		District	90%	67	23	8	1		10%	↓4		↑3
	RFEP	4*	75%	75	25				25%	↓75		-
		All Elementary	29%	7	22	35	37		71%	↓5		↑9
		District	39%	13	26	38	23		61%	↑2		↑5
	Foster	All Elementary	67%	47	21	23	9		33%	↑13		↑13
		District	71%	50	21	22	7		29%	↑6		↑8
	GATE/Excel	55	4%	4	9	87	96%			↓1		-
		All Elementary	7%	16	26	67	93%			↑2		↑2
		District	10%	2	8	31	60	90%		↑2		↑1
	Low SES	65	54%	28	26	25	22		46%	↓6		↑11
		All Elementary	59%	36	23	23	18		41%	↑2		↑6
		District	58%	34	24	27	15		42%	↑2		↑4
	Special Ed.	24	71%	50	21	8	21		29%	↑6		-
All Elementary		79%	60	19	13	8		21%	↑3		↑6	
District		81%	62	20	13	6		19%	↑2		↑4	
Homeless	All Elementary	71%	50	21	18	11		29%	↓1		↑6	
	District	69%	45	24	21	10		31%	↑-		↑3	
Spec Ed. Speech/RSP	16*	88%	63	25	6	6		13%	↓13		-	
	All Elementary	81%	58	23	14	5		19%	↓4		↑7	

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Burcham

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed. Speech/R	District	81%	57	24	15	4	19%	↓2		↑5
	Homeless/Foster	All Elementary	70%	49	21	19	11	30%	↑1		↑7
		District	69%	46	24	21	9	31%	↑1		↑3

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SBAC Math 2025 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	186	186	38%	16	23	22	40	62%	↑1		↓2
	186	All Elementary	55%	29	26	23	22	45%	↑1		↓4
		District	62%	36	25	19	19	38%	↑2		↓2
Grade	Gr. 03	59	31%	14	17	19	51	69%	↑1		-
		All Elementary	51%	30	22	26	23	49%	↓-		-
		District	51%	29	21	26	23	49%	↑-		-
	Gr. 04	63	38%	11	27	21	41	62%	↑9		↓7
		All Elementary	55%	24	31	25	20	45%	↓-		↓3
		District	55%	25	30	25	21	45%	↓-		↓3
	Gr. 05	64	45%	22	23	25	30	55%	↓6		↑3
		All Elementary	60%	33	27	19	22	40%	↑3		↓4
		District	59%	33	26	19	23	41%	↑3		↓4
Ethnicity	Hispanic	85	45%	21	24	21	34	55%	↓1		↓2
		All Elementary	62%	33	29	22	15	38%	↑1		↓4
		District	68%	42	27	18	13	32%	↑2		↓2
	White	52	31%	10	21	13	56	69%	↑6		↓7
		All Elementary	28%	10	18	28	44	72%	↓1		↓7
		District	37%	16	21	25	38	63%	↑2		↓5
	Other	15*	20%	13	7	33	47	80%	↑2		-
		All Elementary	37%	16	20	26	37	63%	↑-		↓4
		District	42%	22	20	24	34	58%	↑1		↓2
African American	15*	60%	27	33	20	20	40%	↓18		-	
	All Elementary	72%	42	29	17	11	28%	↑2		↓1	
	District	78%	52	26	14	8	22%	↑2		↓1	

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Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Asian	12*	42%	42	17	42	58%	↑3		-	
		All Elementary	37%	15	23	26	37	63%	↑1		↓3
		District	42%	20	23	23	34	58%	↑3		↓2
	Cambodian	8*	38%	38	38	25	63%	↓15		-	
		All Elementary	41%	18	23	27	31	59%	↑2		↓3
		District	47%	23	24	25	28	53%	↑3		↓2
	Filipino	5*	0%			80	100%	-		-	
		All Elementary	30%	12	18	29	41	70%	↑1		↓3
		District	37%	16	21	22	40	63%	↑1		↓3
	Pacific Islander	1*	0%			100	100%	↑50		-	
		All Elementary	64%	33	31	21	15	36%	↓-		-
		District	72%	41	31	17	11	28%	↓1		↓2
American Indian	1*	0%			100	100%	↑100		-		
	All Elementary	43%	24	19	38	19	57%	↑30		↑21	
	District	58%	40	19	26	16	42%	↑11		↑10	
Gender	Female	76	39%	20	20	25	36	61%	↑4		-
		All Elementary	59%	31	28	22	19	41%	↑1		↓4
		District	64%	37	26	19	17	36%	↑2		↓2
	Male	109	37%	13	24	19	44	63%	↓1		↓3
		All Elementary	52%	27	25	24	24	48%	↑1		↓3
		District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	1*	100%	100			0%	-		-	
		All Elementary*	67%	33	33	17	17	33%	↑33		-
		District	69%	41	29	20	10	31%	↑7		-

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SBAC Math 2025 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	EL + RFEP	10*	70%	40	30	10	20	30%	↑1		-
		All Elementary	69%	40	29	19	12	31%	↑-		↓2
		District	74%	49	25	15	10	26%	↑2		↓1
	ELL	6*	83%	67	17	17		17%	↑17		-
		All Elementary	85%	56	28	12	3	15%	↓3		↓1
		District	90%	70	21	8	2	10%	↓2		↑-
	RFEP	4*	50%	50	25	25		50%	↓50		-
		All Elementary	39%	10	29	32	29	61%	↓7		↓4
		District	61%	32	29	22	17	39%	↑3		↓2
	Foster	All Elementary	75%	44	32	18	7	25%	↑2		-
		District	81%	54	26	12	7	19%	↑4		-
	GATE/Excel	55	0%			13	87	100%	↑8		-
		All Elementary	10%	1	9	28	61	90%	↑-		↓5
		District	19%	5	14	27	53	81%	↑2		↓5
	Homeless	1*	100%	100				0%	↓25		-
		All Elementary	80%	50	30	13	7	20%	↓4		↓3
District		82%	58	24	11	7	18%	↓-		↓2	
Homeless/Foster	1*	100%	100				0%	↓33		-	
	All Elementary	79%	49	30	14	7	21%	↓3		↓3	
	District	82%	57	25	11	7	18%	↑-		↓2	
Low SES	66	58%	26	32	20	23	42%	↓4		↓3	
	All Elementary	64%	35	29	21	14	36%	↑1		↓3	
	District	71%	44	26	17	12	29%	↑2		↓1	
Special Ed.	24	63%	50	13	8	29	38%	↑2		-	

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

SBAC Math 2025 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	78%	57	21	14	8	22%	↑2		↑1
		District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	16*	75%	56	19	13	13	25%	↓13		-
		All Elementary	81%	56	24	13	6	19%	↓4		↑1
		District	85%	66	20	10	5	15%	↓2		↑1

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

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

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

SBAC Science 2025 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	64	53%	11	42	22	25	47%	↑12		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	72%	15	57	19	9	28%	↑2		-	
Grade	Gr. 05	53%	11	42	22	25	47%	↑12		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	67%	17	51	20	12	33%	↑2		-	
Ethnicity	Hispanic	29	59%	14	45	24	17	41%	↓6		-
		All Elementary	76%	19	57	17	7	24%	↑1		-
		District	79%	17	61	16	5	21%	↑1		-
	White	20	40%	5	35	20	40	60%	↑21		-
		All Elementary	35%	4	31	32	33	65%	↑7		-
		District	46%	7	40	30	24	54%	↑4		-
	Other	5*	60%		60	20	20	40%	↑11		-
		All Elementary	45%	8	38	28	27	55%	↑5		-
		District	51%	8	44	28	20	49%	↑4		-
	African American	5*	80%	40	40	20		20%	↑20		-
		All Elementary	83%	27	57	12	4	17%	↓2		-
		District	85%	24	62	11	3	15%	↑-		-
	Filipino	2*	50%		50	50		50%	-		-
		All Elementary	50%	8	42	35	15	50%	↑2		-
		District	53%	6	47	32	15	47%	↑1		-
Pacific Islander	1*	0%				100	100%	↑100		-	
	All Elementary	86%	27	59	5	9	14%	↓4		-	
	District	87%	22	64	11	2	13%	↑4		-	

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

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

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

SBAC Science 2025 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Ethnicity	American Indian	1*	100%	100				0%	-		-	
		All Elementary*	60%	10	50	20	20	40%	↑29		-	
		District	62%	10	52	24	14	38%	↑19		-	
	Asian	1*	0%					100%	100%	↑100		-
		All Elementary	59%	9	50	24	17	41%	↓8		-	
		District	56%	6	50	25	18	44%	↓1		-	
Cambodian	1*	100%	100				0%	-		-		
	All Elementary	61%	9	52	24	15	39%	↓1		-		
	District	62%	7	54	26	12	38%	↑1		-		
Gender	Female	27	59%	7	52	26	15	41%	↓4		-	
		All Elementary	70%	15	56	19	10	30%	↑-		-	
		District	73%	13	59	19	8	27%	↑1		-	
	Male	37	49%	14	35	19	32	51%	↑27		-	
		All Elementary	67%	18	48	20	13	33%	↑3		-	
		District	71%	17	54	19	10	29%	↑3		-	
Nonbinary	All Elementary*	67%	67		33		33%	-		-		
	District	82%	4	79	7	11	18%	↓21		-		
Special Populations	EL + RFEP	2*	100%	50	50			0%	-		-	
		All Elementary	82%	26	56	13	5	18%	↑2		-	
		District	83%	20	63	13	3	17%	↑1		-	
	ELL	1*	100%	100				0%	-		-	
		All Elementary	99%	45	54	1		1%	↓2		-	
		District	99%	43	56			1%	↓1		-	
RFEP	1*	100%	100				0%	-		-		

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

Burcham

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Special Populations	RFEP	All Elementary	61%	3	58	27	12	39%	↓6		-	
		District	75%	9	66	20	5	25%	↑-		-	
	Foster	All Elementary	77%	23	55	14	9	23%	↑7		-	
		District	83%	23	60	14	3	17%	↑6		-	
	GATE/Excel	22		5%		5	32	64	95%	↑34		-
		All Elementary		30%		29	38	32	70%	↓9		-
		District		35%	2	33	38	27	65%	↑1		-
	Low SES	20		60%	25	35	25	15	40%	↑12		-
		All Elementary		78%	21	57	16	6	22%	↑1		-
		District		81%	19	61	15	4	19%	↑1		-
	Special Ed.	7*		100%	71	29			0%	↓14		-
		All Elementary		91%	43	48	6	3	9%	↓2		-
		District		92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	6*		100%	67	33			0%	↓17		-
		All Elementary		92%	39	53	6	2	8%	↓5		-
		District		92%	32	60	7	2	8%	↓2		-
Homeless	All Elementary		80%	30	50	14	5	20%	↑5		-	
	District		86%	26	60	11	3	14%	↑-		-	
Homeless/Foster	All Elementary		80%	29	51	14	6	20%	↑5		-	
	District		86%	25	60	11	3	14%	↑1		-	

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

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

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Burcham

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	117	62	14	20	31	36	
		All ES	48	22	22	26	31	
		District	33	30	15	17	38	
	Grade	Gr. 04 (Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118)	58	54	17	28	29	26
			All ES	48	24	23	28	25
			District	45	24	24	28	24
		Gr. 05 (Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101)	59	71	10	12	32	46
			All ES	50	21	20	24	36
			District	49	21	20	24	36
Ethnicity	Hispanic	59	54	17	24	27	32	
		All ES	50	22	21	26	31	
		District	34	30	14	17	38	
	White	26	78	8	15	31	46	
		All ES	44	21	23	27	28	
		District	31	30	15	19	37	
	Other	11^	-	9	45	45		
		All ES	44	23	20	28	28	
		District	33	31	15	17	37	
African American	10^	-	20	10	30	40		
	All ES	50	24	21	20	35		
	District	31	32	14	15	39		

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Burcham

5/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
Category	Subgroup	N	Average Scale Score Change	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Asian	6^	-	33	33	17	17
			All ES	47	22	22	27	30
			District	34	29	15	17	39
	Ethnicity	Cambodian	4^	-	25	50	25	
			All ES	48	23	20	28	29
			District	35	29	15	18	38
	Ethnicity	Filipino	3^	-		33	67	0
			All ES	44	26	22	26	26
			District	39	29	14	17	41
	Ethnicity	American Indian	1^	-			100	0
			All ES^	60	7	14	36	43
			District	36	23	10	23	43
Ethnicity	Pacific Islander	1^	-			100		
		All ES	65	11	28	28	32	
		District	30	29	18	15	37	
G e n d e r	Gender	Female	50	54	18	20	36	26
			All ES	45	23	23	25	29
			District	33	30	15	17	38
	Gender	Male	66	69	11	18	27	44
			All ES	52	21	20	26	32
			District	33	31	14	17	38

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Burcham

5/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	1^	-			100	0
		All ES^	45	33	33	33	
		District	33	37	15	5	44
Special Populations	EL + RFEP	6^	-	33	33	33	
		All ES	53	22	19	26	33
		District	34	31	13	16	41
	ELL	3^	-	33	33	33	
		All ES	52	24	19	25	33
		District	36	30	14	17	38
	RFEP	3^	-	33	33	33	
		All ES	52	20	20	28	33
		District	31	31	12	15	43
	Foster	All ES	53	24	12	31	33
		District	33	37	14	13	36
		GATE/Excel	37	53	14	11	51
	All ES		42	23	23	28	26
	District		32	29	16	19	36
	Low SES	40	66	13	28	20	40
		All ES	50	22	22	25	32
		District	34	30	15	16	39
	Special Ed.	12^	-	8	17	17	58

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Burcham

5/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
ELA	Special Populations	N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	Special Ed.	All ES	57	22	19	22	37
		District	36	30	14	17	39
	Spec Ed. Speech/RSP	g^	-	11	22	11	56
		All ES	62	20	17	23	40
		District	37	31	13	16	41
		Homeless	All ES	53	22	22	22
	District		33	31	15	16	39
	Homeless/Foster	All ES	53	23	20	23	34
District		34	32	15	15	38	

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Burcham

5/12/26

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
M a t h	All Students	119	42	22	29	26	24	
		All ES	35	24	29	28	19	
		District	23	34	20	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85)	59	40	24	24	32	20
			All ES	42	20	30	31	20
			District	40	21	30	30	19
		Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	60	43	20	33	20	27
			All ES	28	29	29	25	18
			District	27	30	28	25	17
	Ethnicity	Hispanic	59	38	19	29	29	24
			All ES	36	24	28	28	19
			District	22	35	19	19	27
White		27	40	33	22	15	30	
		All ES	32	26	31	25	17	
		District	23	34	20	19	26	
Other		11^	-	9	36	36	18	
		All ES	32	26	28	29	17	
		District	27	31	20	20	28	
African American	10^	-	40	30	20	10		
	All ES	35	23	32	25	19		
	District	21	35	20	18	28		

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Burcham

5/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
Category	Subgroup	N	Average Scale Score Change	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Ethnicity	Asian	7^	-	14	14	43	29
			All ES	41	23	29	26	22
			District	28	31	21	20	29
	Cambodian	4^	-			75	25	
		All ES	40	22	28	26	24	
		District	29	30	20	20	30	
	Filipino	3^	-			67	33	
		All ES	38	22	26	33	18	
		District	31	30	19	21	30	
	Pacific Islander	1^	-			100	0	
		All ES	38	23	38	23	17	
		District	14	35	22	20	23	
	American Indian	1^	-			100	0	
		All ES^	50	7	43	21	29	
		District	26	32	26	13	29	
Gender	Female	50	43	24	20	32	24	
		All ES	33	25	30	27	18	
		District	22	34	20	18	27	
	Male	68	41	21	35	21	24	
		All ES	37	24	29	28	19	
		District	23	35	19	19	27	

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Burcham

5/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Nonbinary	1^	-			100	0	
		All ES^	19	33	67	0		
		District	12	43	12	14	31	
Math Special Populations	EL + RFEP	7^	-	14	43	29	14	
		All ES	37	25	27	28	21	
		District	21	37	18	18	27	
	ELL	4^	-	25	25	25	25	
		All ES	36	27	26	26	20	
		District	20	38	18	18	26	
	RFEP	3^	-		67		33	0
		All ES	40	22	27	30	21	
		District	21	36	18	18	28	
	Foster	All ES	37	24	22	24	31	
		District	27	35	15	19	31	
	GATE/Excel	38	43	21	26	24	29	
		All ES	35	23	30	29	17	
		District	26	31	21	21	27	
	Low SES	41	38	20	29	32	20	
		All ES	36	24	28	28	19	
		District	22	35	19	19	27	
	Special Ed.	12^	-	8	50	42		

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Burcham

5/12/26

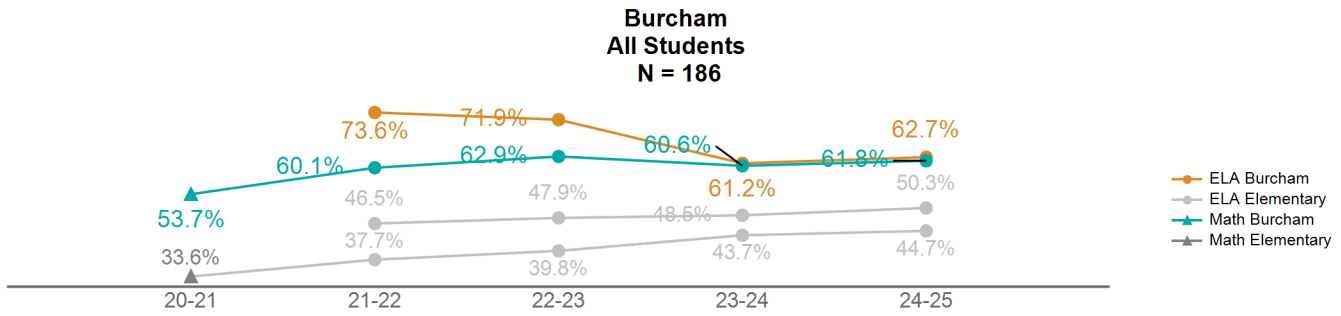
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Special Ed.	All ES	39	26	26	26	23
		District	22	36	17	17	29
	Spec Ed. Speech/RSP	g^	-	11	44	44	
		All ES	39	25	26	25	24
		District	22	36	18	17	29
		All ES	31	24	30	27	19
	Homeless	District	17	38	20	16	26
		All ES	32	24	29	26	21
	Homeless/Foster	District	18	38	19	16	27

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

^Not currently a significant subgroup.

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

Percent of Students with Achievement Level of Met or Exceeded in SBAC



African American

Subgroup with fewer than 20 students.

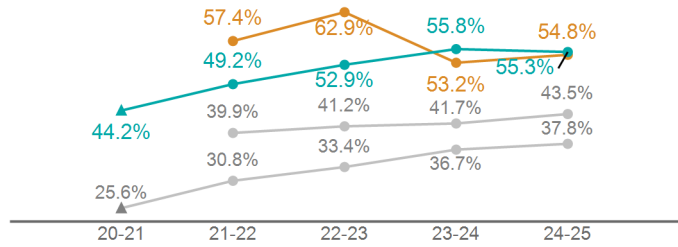
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

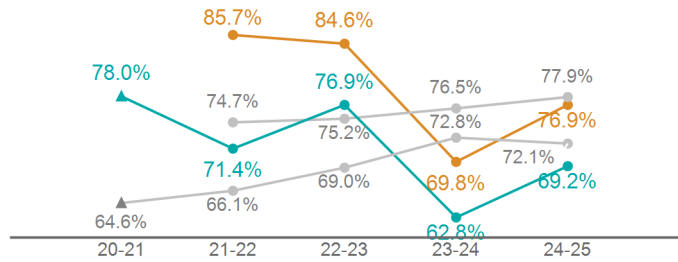
Hispanic N = 85



Pacific Islander

Subgroup with fewer than 20 students.

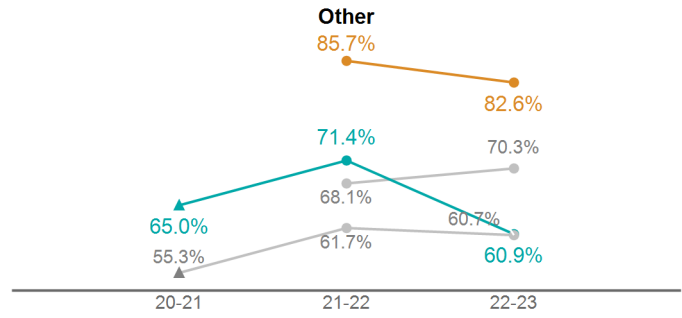
White N = 52



N's are from the current year.
Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

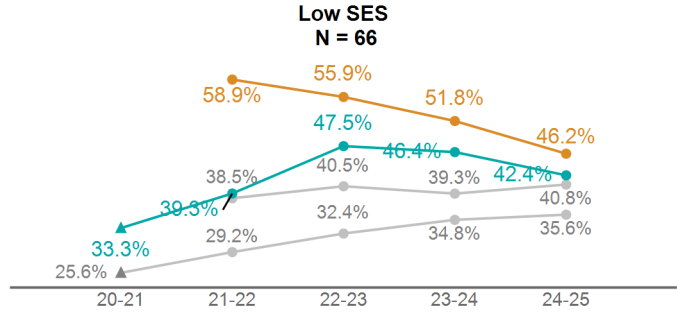
Native American
Subgroup with fewer than 20 students.



Percent of Students with Achievement Level of Met or Exceeded in SBAC

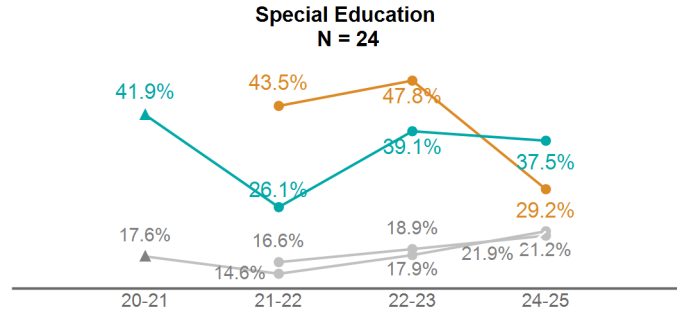
EL + RFEP

Subgroup with fewer than 20 students.



English Learner

Subgroup with fewer than 20 students.



Homeless

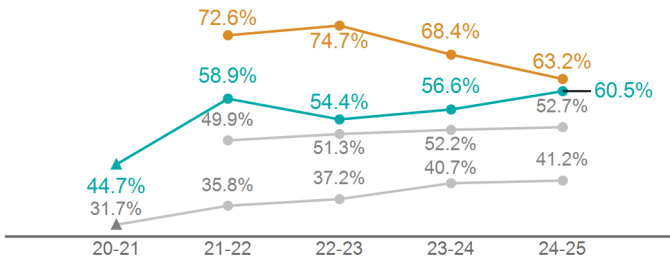
Subgroup with fewer than 20 students.

Foster Youth

Subgroup with fewer than 20 students.

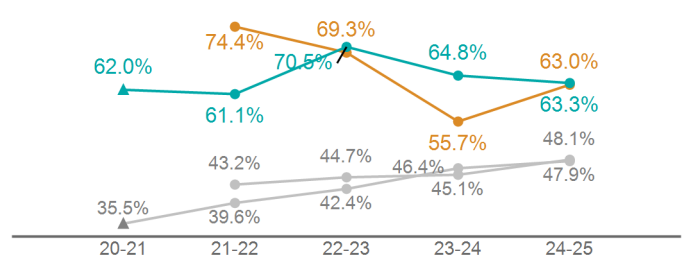
Female

N = 76



Male

N = 109














N's are from the current year.
Subgroups under 20 students are not included.

Burcham

2024-2025

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action
2024-2025	YR	All	All		 3	
		Grade	Gr. 03		 1	
			Gr. K		 2	
		Ethnicity	African American		 1	
			Hispanic		 1	
			White		 1	
		Gender	Female		 1	
			Male		 2	
		Foster	Foster		 1	
		LowSES	Low SES		 1	
		SPED	Special Ed.		 2	

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2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of










School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action
2023-2024	YR	All	All		1	
		Grade	Gr. 04		1	
		Ethnicity	Hispanic		1	
		Gender	Male		1	
		Homeless	Homeless		1	
		LowSES	Low SES		1	
		SPED	Special Ed.		1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1	

Burcham

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	
2022-2023	YR	All	All	 1	 2		
		Grade	Gr. 02		 2		
			Gr. 05	 1			
		Ethnicity	Hispanic			 2	
			Other	 1			
		Gender	Female	 1			
			Male			 2	
		LowSES	Low SES			 1	

Burcham

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action
2021-2022	YR	All	All		1	
		Grade	Gr. 05		1	
		Ethnicity	African American		1	
		Gender	Male		1	
		Homeless	Homeless		1	
		LowSES	Low SES		1	
		SPED	Special Ed.		1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1	

Burcham

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action
2019-2020	YR	All	All		 2	 5
		Grade	Gr. 02			 1
			Gr. 03		 1	 2
			Gr. 04		 1	 2
		Ethnicity	African American		 1	 2
			Hispanic			 1
			Other		 1	 1
			White			 1
		Gender	Female		 1	
			Male		 1	 5
		Homeless	Homeless			 1
		LowSES	Low SES		 1	 2
		SPED	Special Ed.		 1	 4
		SPED-Speech/RSP	Spec Ed. Speech/RSP		 1	 2

Burcham

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type).
 Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	3	100
Grade	Gr. 03	1	100
	Gr. K	2	100
Ethnicity	African American	1	100
	Hispanic	1	100
	White	1	100
Gender	Female	1	100
	Male	2	100
Special Populations	Foster	1	100
	Low SES	1	100
	Special Ed.	2	100

Suspension Rate

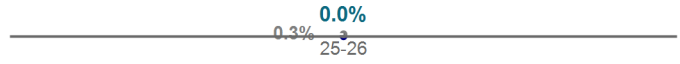
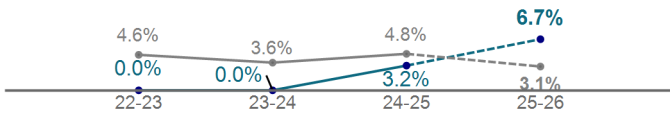
Burcham
All Students
N = 443

— Burcham
— Elementary



African American
N = 30

Asian
N = 21



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 206



Pacific Islander

Subgroup with fewer than 20 students.

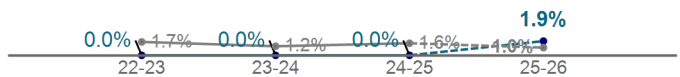
White
N = 117



Native American

Subgroup with fewer than 20 students.

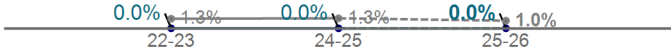
Other
N = 54



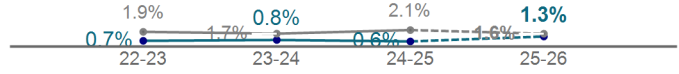
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

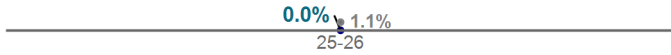
EL + RFEP
N = 27



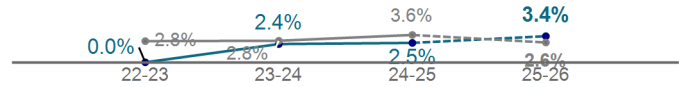
Low SES
N = 156



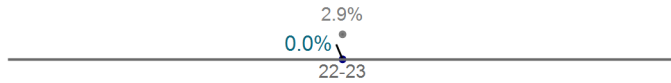
English Learner
N = 22



Special Education
N = 88



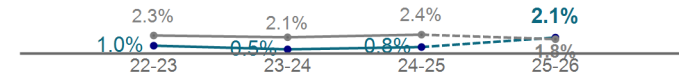
Homeless or Foster Youth



Female
N = 198



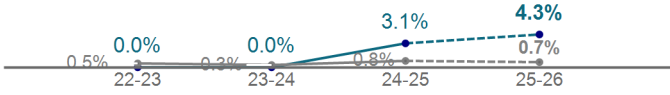
Male
N = 243



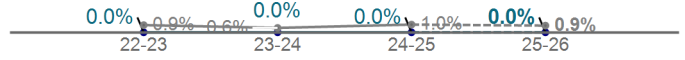
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

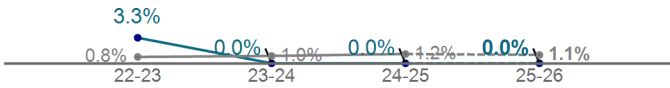
Gr. K
N = 70



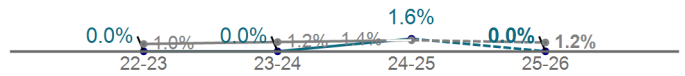
Gr. 01
N = 68



Gr. 02
N = 62



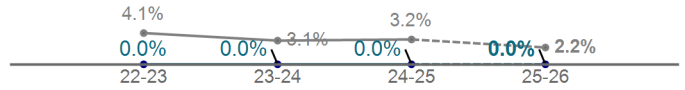
Gr. 03
N = 54



Gr. 04
N = 66



Gr. 05
N = 68



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

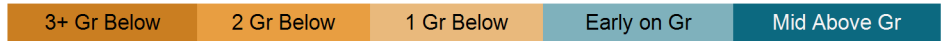
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	53	9	85	24		
			2	56	7	59	20	14	
			3	55	4	49	15	33	
	Teacher	Harrity, C	1	2	100				
			2	3	100				
			3	2	50	50			
		Morales, E	1	26	4	88	4	4	
			2	26		65	15	19	
			3	26		54	8	38	
		Mosley, M	1	27	11	85	4		
			2	27	4	59	26	11	
			3	27	4	44	22	30	
	Ethnicity	Asian	1	2	100				
			2	3		67	33		
			3	3		33	33	33	
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	22	14	82	5		
			2	22	9	55	27	9	
			3	22	5	50	14	32	
		Pacific Islander	1	1					100
			2	1					100
			3	1					100
		White	1	19	5	95			
			2	19	5	63	21	11	
			3	19	5	53	16	26	
Other	1	8	13	75	13				
	2	8		63		38			
	3	8		38	13	50			
African American	2	2	50	50					
	3	1	100						

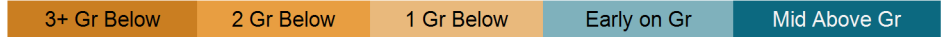


i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
1	Gender	Female	1	22	9	91				
			2	23	4	78	13	4		
			3	23		70	9	22		
		Male	1	31	10	81	3	6		
			2	33		9	45	24	21	
			3	32		6	34	19	41	
	Special Populations	Low SES	1	15	20	73	7			
			2	17	18	65	12	6		
			3	16	6	63	6	25		
		ELL	1	2		50	50			
			2	2			50	50		
			3	2			50	50		
		RFEP	1	1		100				
			2	1		100				
			3	1		100				
		EL + RFEP	1	3	33	67				
			2	3		33	33	33		
			3	3		33	33	33		
		Special Ed.	1	9		56	33	11		
			2	11		36	55	9		
			3	10		20	60	10	10	
		Spec Ed. Speech/RSP	1	3		67	33			
			2	3		33	67			
			3	3		33	67			

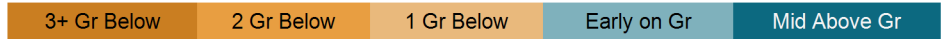
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	48	27	54	13	6	
			2	51	4	55	20	22	
			3	51		37	29	33	
	Teacher	Bickford, T	1	28	4	64	21	11	
			2	28		39	29	32	
			3	28		14	29	57	
		Flores, S	1	22	59	41			
			2	23	9	74	9	9	
			3	23		65	30	4	
	Ethnicity	African American	1	4	25	50	25		
			2	4	25	50	25		
			3	4		50	25	25	
		American Indian	1	1	100				
			2	1	100				
			3	1			100		
		Asian	1	1	100				
			2	1			100		
			3	1			100		
		Filipino	1	1	100				
			2	1	100				
			3	1				100	
		Hispanic	1	21	33	62	5		
			2	23		57	35	9	
			3	23		52	17	30	
		Pacific Islander	1	1	100				
			2	1	100				
			3	1				100	
	White	1	16	31	38	19	13		
		2	17	6	53	41			
		3	17		29	29	41		
Other	1	3		33	67				
	2	3		33	67				
	3	3			67	33			

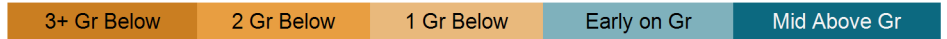
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	26	35	50	12	4	
			2	25	4	64	16	16	
			3	25		36	36	28	
		Male	1	22	18	59	14	9	
			2	26		4	46	23	27
			3	26		38	23	38	
	Special Populations	Low SES	1	18	33	67			
			2	21		67	29	5	
			3	21		48	29	24	
		ELL	1	1		100			
			2	1		100			
			3	1				100	
		RFEP	1	1		100			
			2	1				100	
			3	1				100	
		EL + RFEP	1	2		100			
			2	2		50	50		
			3	2			50	50	
		Special Ed.	1	3	67	33			
			2	3		33	33	33	
			3	3		67		33	
		Spec Ed. Speech/RSP	1	2		100			
			2	2	50	50			
			3	2		100			
GATE/Excel	1	6		50	33	17			
	2	7			14	14	71		
	3	7					100		

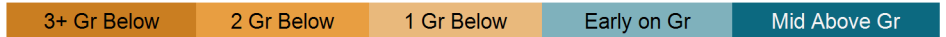
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	61	8	21	46	13	11	
			2	60	5	12	43	17	23	
			3	59	25	39	17	37		
	Teacher	Davis, T		1	29	3	48	24	24	
				2	29	31	24	45		
				3	29	14	24	62		
		Lamperts, J		1	30	17	37	47		
				2	30	10	23	57	10	
				3	30	3	10	60	13	13
	Ethnicity	African American		1	4	25	50	25		
				2	4	25	50	25		
				3	4	75	25			
		Asian		1	3	100				
				2	3	67	33			
				3	3	67	33			
		Filipino		1	2	100				
				2	2	50	50			
				3	2	50	50			
		Hispanic		1	25	16	20	44	12	8
				2	25	8	20	36	24	12
				3	24	4	8	38	21	29
		White		1	23	4	22	35	22	17
				2	22	9	36	14	41	
				3	22	5	27	9	59	
		Other		1	4	50	50			
				2	4	100				
				3	4	50	50			
Gender	Female		1	22	5	23	55	14	5	
			2	22	5	18	45	23	9	
			3	21	5	52	24	19		
	Male		1	39	10	21	41	13	15	
			2	38	5	8	42	13	32	
			3	38	3	5	32	13	47	

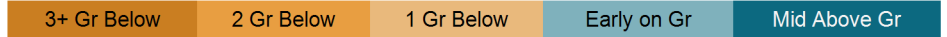
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Special Populations	Low SES	1	25	16	24	40	16	4	
			2	25	12	20	40	16	12	
			3	25	4	8	52	12	24	
		ELL	1	2	100					
			2	2	50	50				
			3	2	50	50				
		RFEP	1	1	100					
			2	1	100					
			3	1	100					
		EL + RFEP	1	3	67	33				
			2	3	33	33	33			
			3	3	33	67				
		Special Ed.	1	12	17	42	17	25		
			2	11	18	27	27	27		
			3	12	8	17	25	17	33	
		Spec Ed. Speech/RSP	1	7	29	43	14	14		
			2	6	33	17	33	17		
			3	7	14	14	29	14	29	
		Homeless	1	1	100					
			2	1	100					
			3	1	100					
GATE/Excel	1	12			17	33	50			
	2	12				17	83			
	3	11				9	91			

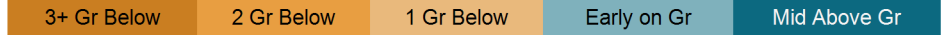
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	61	5	15	52	21	7
			2	63	3	11	32	30	24
			3	63	3	37	22	38	
	Teacher	Shields, J	1	34	3	53	32	12	
			2	34	18	38	44		
			3	34	12	24	65		
		Tran, T	1	30	10	30	53	7	
			2	29	7	24	48	21	
			3	29	7	66	21	7	
	Ethnicity	African American	1	6	17	67	17		
			2	6	67	33			
			3	6	67	33			
		Asian	1	7	14	71	14		
			2	8	63	13	25		
			3	8	38	38	25		
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	31	6	26	42	23	3
			2	32	6	22	28	25	19
			3	32	6	44	22	28	
White		1	10	70	30				
		2	10	70	30				
		3	10	40	60				
Other	1	6	33	33	33				
	2	6	17	17	67				
	3	6	17	83					

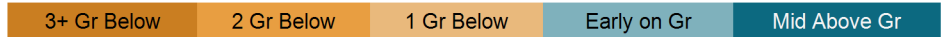
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	27	4	26	48	15	7
			2	29	3	14	31	21	31
			3	28	4	32	25	39	
		Male	1	34	6	6	56	26	6
			2	33	3	9	30	39	18
			3	34	3	38	21	38	
		Nonbinary	2	1	100				
			3	1	100				
		Special Populations	Low SES	1	20	5	20	65	5
	2			21	19	52	24	5	
	3			21	57	29	14		
	ELL		1	4	50	50			
			2	4	100				
			3	3	67	33			
	RFEP		1	1	100				
			2	2	50	50			
			3	2	50	50			
	EL + RFEP		1	5	40	60			
			2	6	83	17			
			3	5	40	40	20		
	Special Ed.		1	6	33	17	17	33	
2			6	17	33	33	17		
3			6	17	33	50			
Spec Ed. Speech/RSP	1		4	50	25	25			
	2		4	25	50	25			
	3		4	25	50	25			
Homeless	1	1	100						
GATE/Excel	1	17	24	53	24				
	2	17	29	71					
	3	17	6	94					

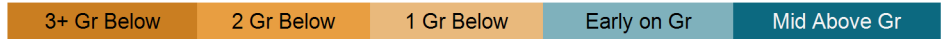
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	62	11	13	34	31	11
			2	63	8	11	35	17	29
			3	63	6	5	33	14	41
	Teacher	Richardson, N	1	35			29	51	20
			2	35			23	26	51
			3	35			17	14	69
		Vecchiolla, M	1	27	26	30	41	4	
			2	28	18	25	50	7	
			3	28	14	11	54	14	7
	Ethnicity	African American	1	4	25	25	50		
			2	5	40	20	40		
			3	5		20	20	20	20
		American Indian	1	1			100		
			2	1			100		
			3	1					100
		Asian	1	1					100
			2	1					100
			3	1					100
		Filipino	1	2			50	50	
			2	2			50	50	
			3	2					100
		Hispanic	1	29	21	10	31	28	10
			2	29	10	17	31	24	17
			3	29	10	3	41	10	34
		Pacific Islander	1	1					100
			2	1					100
			3	1					100
White	1	19		11	37	37	16		
	2	19			37	16	47		
	3	19			32	11	58		
Other	1	5		40	20	20	20		
	2	5		20	40		40		
	3	5		20	40		40		

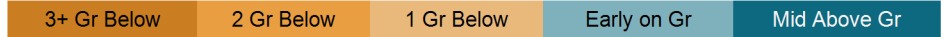
i-Ready Math Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	26	4	19	38	31	8
			2	26	4	12	42	19	23
			3	26	8	42	8	42	
		Male	1	36	17	8	31	31	14
			2	37	11	11	30	16	32
			3	37	11	3	27	19	41
	Special Populations	Low SES	1	20	25	15	30	30	
			2	20	20	20	25	15	20
			3	20	15	10	35	10	30
		ELL	1	1	100				
			2	1	100				
			3	1	100				
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		Special Ed.	1	7	71	29			
			2	7	57	14	29		
			3	7	57	29	14		
		Spec Ed. Speech/RSP	1	6	67	33			
			2	6	50	17	33		
			3	6	50	33	17		
		Homeless	1	1	100				
			2	1	100				
			3	1	100				
GATE/Excel	1	22	5	64	32				
	2	22	23	77					
	3	22	5	95					

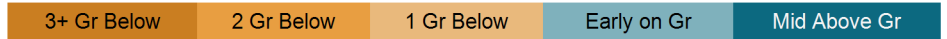
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	55	7	71	15	7	
			2	56	2	63	7	29	
			3	54		46	7	46	
	Teacher	Harrity, C	1	2		100			
			2	3	33	67			
			3	3		100			
		Morales, E	1	26		73	15	12	
			2	26		58	12	31	
			3	26		35	15	50	
		Mosley, M	1	27	7	74	15	4	
			2	27		67	4	30	
			3	27		48	7	44	
	Ethnicity	African American	1	1		100			
			2	2		100			
			3	2		100			
		Asian	1	3		33	33	33	
			2	3		67	33		
			3	3			33	67	
		Filipino	1	1			100		
			2	1		100			
		Hispanic	1	22	9	73	14	5	
			2	22	5	64	9	23	
			3	22		50	5	45	
		Pacific Islander	1	1			100		
			2	1			100		
			3	1			100		
		White	1	19	5	84	5	5	
	2		19		68	11	21		
	3		18		61	6	33		
	Other	1	8		75	25			
2		8		38		63			
3		8			13	13	75		

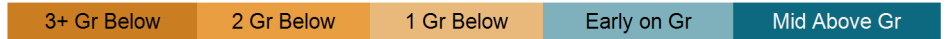
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	23	4	87	4	4	
			2	23	4	61	13	22	
			3	22		45	14	41	
		Male	1	32	9	59	22	9	
			2	33		64	3	33	
			3	32		47	3	50	
	Special Populations	Low SES	1	16	13	69	13	6	
			2	17	6	65	12	18	
			3	16		69		31	
		ELL	1	2		50		50	
			2	2		100			
			3	2		50		50	
		RFEP	1	1		100			
			2	1				100	
			3	1				100	
		EL + RFEP	1	3		33	33	33	
			2	3		67		33	
			3	3		33		67	
		Special Ed.	1	10		30	60	10	
			2	11	9	82	9		
			3	10		70		30	
		Spec Ed. Speech/RSP	1	3		33	67		
			2	3		100			
			3	3		67		33	

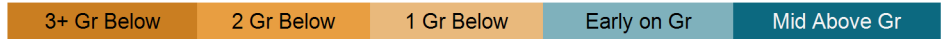
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	51	12	47	12	29	
			2	49	4	35	22	39	
			3	49		20	24	55	
	Teacher	Bickford, T	1	28		25	21	54	
			2	28		11	25	64	
			3	28		4	14	82	
		Flores, S	1	22	23	77			
			2	23	9	61	22	9	
			3	23		39	39	22	
	Ethnicity	African American	1	4	25	50	25		
			2	4		25	25	25	25
			3	4				50	50
		American Indian	1	1	100				
			2	1				100	
			3	1				100	
		Asian	1	1				100	
			2	1				100	
			3	1				100	
		Filipino	1	1				100	
			2	1				100	
			3	1				100	
		Hispanic	1	24	17	46	17	21	
			2	21	5	38	29	29	
			3	21		19	33	48	
		Pacific Islander	1	1	100				
			2	1	100				
			3	1				100	
	White	1	16	6	50	6	38		
		2	17		41	18	41		
		3	17		35	6	59		
Other	1	3		33	33	33			
	2	3			33	67			
	3	3			33	67			

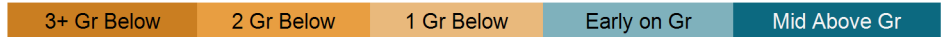
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	26	12	46	12	31	
			2	25	8	36	20	36	
			3	24		17	25	58	
		Male	1	25	12	48	12	28	
			2	24		33	25	42	
			3	25		24	24	52	
	Special Populations	Low SES	1	21	5	71	5	19	
			2	19	5	37	37	21	
			3	19		16	53	32	
		ELL	1	1	100				
			2	1				100	
			3	1				100	
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	2	100				
			2	2				50	50
			3	2				50	50
		Special Ed.	1	3		33	33	33	
			2	3		33	33	33	
			3	3			33	67	
		Spec Ed. Speech/RSP	1	2	50	50			
			2	2	50	50			
			3	2		50		50	
GATE/Excel	1	6				17	83		
	2	7					100		
	3	7					100		

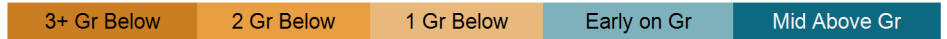
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
3	All Students	All	1	60	2	23	23	28	23		
			2	59	7	10	24	27	32		
			3	60	5	10	18	27	40		
	Teacher	Davis, T		1	29			21	38	41	
				2	29			3	38	59	
				3	29				34	66	
		Lamperts, J		1	30	7	43	27	20	3	
				2	30	13	17	50	17	3	
				3	30	10	17	37	20	17	
	Ethnicity	African American		1	4		25	25		50	
				2	4		25	25	25	25	
				3	4			50	25	25	
		Asian		1	3					100	
				2	3					100	
				3	3				67	33	
		Filipino		1	2				50	50	
				2	2		50			50	
				3	2					100	
		Hispanic		1	25	4	24	28	24	20	
				2	24	13	8	21	33	25	
				3	25	12	8	12	24	44	
			White		1	22		23	23	18	36
					2	23	4	9	26	13	48
					3	22		18	14	27	41
		Other		1	4		50	25		25	
				2	3		33	33		33	
				3	4		75			25	
Gender	Female		1	22		14	32	36	18		
			2	21		10	24	43	24		
			3	21		10	19	29	43		
	Male		1	38	3	29	18	24	26		
			2	38	11	11	24	18	37		
			3	39	8	10	18	26	38		

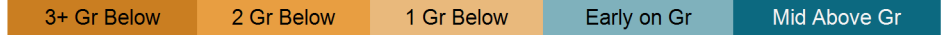
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	Low SES	1	25	4	32	28	28	8
			2	25	12	8	36	24	20
			3	25	12	12	16	28	32
		ELL	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	3	33	33	33		
			2	3	33	33	33		
			3	3	33	33	33		
		Special Ed.	1	11	9	45	9	27	9
			2	12	25	17	25	25	8
			3	12	25	17	25	8	25
		Spec Ed. Speech/RSP	1	6	17	67	17		
			2	7	43	29	14	14	
			3	7	43	14	29	14	
		Homeless	1	1	100				
			2	1	100				
			3	1	100				
GATE/Excel	1	12				33	67		
	2	12				17	83		
	3	11				9	91		

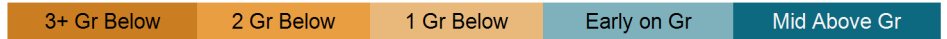
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	61	11	5	38	23	23	
			2	61	10	3	36	18	33	
			3	61	7	5	31	20	38	
	Teacher	Shields, J	1	34			29	32	38	
			2	34			26	18	56	
			3	34			12	26	62	
		Tran, T	1	30	20	10	57	10	3	
			2	29	24	3	52	17	3	
			3	29	14	10	59	10	7	
	Ethnicity	African American	1	7	14		43		43	
			2	5			20	40	40	
			3	6			33		67	
		Asian	1	8	13		50	13	25	
			2	8			13	25	38	25
			3	8			13	25	25	38
		Filipino	1	1			100			
			2	1			100			
			3	1					100	
		Hispanic	1	29	17	10	41	24	7	
			2	31	16	6	52	10	16	
			3	30	10	10	43	13	23	
		White	1	10			30	30	40	
			2	10			10	30	60	
			3	10			20	30	50	
Other	1	6				50	50			
	2	6			17		83			
	3	6				33	67			

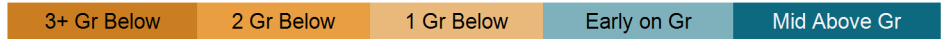
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	28	7	4	43	14	32
			2	29	7	3	38	17	34
			3	27	4	37	15	44	
		Male	1	32	16	6	31	31	16
			2	32	13	3	34	19	31
			3	33	12	6	24	24	33
		Nonbinary	1	1	100				
			3	1	100				
		Special Populations	Low SES	1	19	16	16	47	11
	2			19	16	5	53	16	11
	3			20	15	10	45	15	15
	ELL		1	4	50		50		
			2	4	25	25	50		
			3	3	33		67		
	RFEP		1	1				100	
			2	2		50		50	
			3	1				100	
	EL + RFEP		1	5	40		40		20
			2	6	17	17	50		17
			3	4	25		50		25
	Special Ed.		1	6	50		17	33	
			2	6	33	17	17	33	
			3	6	33		33		33
	Spec Ed. Speech/RSP		1	4	75		25		
			2	4	50		25	25	
			3	4	50		50		
	Homeless	1	1	100					
GATE/Excel	1	17			6	35	59		
	2	17				24	76		
	3	17				12	88		

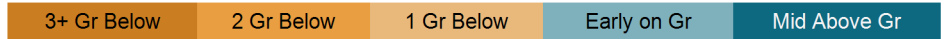
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	60	12	18	30	13	27
			2	58	5	19	24	19	33
			3	61	8	11	28	20	33
	Teacher	Richardson, N	1	35	6	31	17	46	
			2	35	9	11	26	54	
			3	35	3	20	23	54	
		Vecchiolla, M	1	27	30	37	26	7	
			2	28	11	36	43	7	4
			3	28	18	29	36	14	4
	Ethnicity	African American	1	4	50	25	25		
			2	4	25	50	25		
			3	5	20	40	20	20	
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Asian	1	1	100				
			2	1	100				
			3	1	100				
		Filipino	1	2	100				
			2	2	100				
			3	2	50	50			
		Hispanic	1	28	11	25	36	14	14
			2	26	4	27	35	15	19
			3	28	11	11	32	25	21
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
White	1	18	11	6	17	22	44		
	2	18	6	6	11	22	56		
	3	18	6	11	11	17	56		
Other	1	5	40	20	40				
	2	5	20	40	40				
	3	5	60	40					

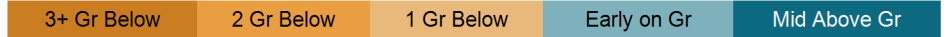
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Burcham 2024-2025 Grade 5



Legend

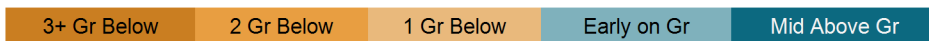


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	25	8	16	36	20	20
			2	24	4	17	29	17	33
			3	25	4	12	32	20	32
		Male	1	35	14	20	26	9	31
			2	34	6	21	21	21	32
			3	36	11	11	25	19	33
	Special Populations	Low SES	1	20	20	20	40	10	10
			2	18	6	28	33	17	17
			3	19	16	11	37	21	16
		ELL	1	1	100				
			2	1	100				
			3	1	100				
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		Special Ed.	1	7	71	14	14		
			2	6	50	33	17		
			3	6	83		17		
		Spec Ed. Speech/RSP	1	6	67	17	17		
			2	5	40	40	20		
			3	5	80		20		
		Homeless	1	1	100				
			2	1	100				
			3	1	100				
GATE/Excel	1	22		5	14	23	59		
	2	21		5	5	19	71		
	3	22		14		18	68		

i-Ready Math Overall Relative Placement School Data by Subgroup Burcham 2024-2025



Legend



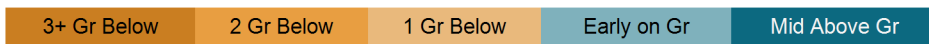
Category		Diagnostic Window	# Students	Percent by Category					
All Students	292	3	292	23	39	20	37		
Grade	Gr. 01	3	55	4	49	15	33		
	Gr. 02	3	51		37	29	33		
	Gr. 03	3	60	2	5	38	18	37	
	Gr. 04	3	63		3	37	22	38	
	Gr. 05	3	63	6	5	33	14	41	
Ethnicity	African American	3	20	5	5	55	10	25	
	Hispanic	3	131	3	5	44	18	31	
	White	3	87		2	31	18	48	
	Other	3	26		4	31	19	46	
Gender	Female	3	123		3	46	20	31	
	Male	3	168		3	4	33	19	41
Special Populations	Low SES	3	103	4	5	50	17	23	
	Special Ed.	3	38	13	13	39	11	24	
	Spec Ed. Speech/RSP	3	22	18	14	45	9	14	
	GATE/Excel	3	57				5	95	

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Burcham 2024-2025



Legend



Category		Diagnostic Window	# Students	Percent by Category				
Grade	All Students	3	293	4	6	29	20	41
	Gr. 01	3	56			45	11	45
	Gr. 02	3	51			20	25	55
	Gr. 03	3	60	5	10	18	27	40
	Gr. 04	3	63	6	5	33	19	37
	Gr. 05	3	63	8	14	27	19	32
Ethnicity	African American	3	21	5	10	33	14	38
	Hispanic	3	131	7	7	32	20	34
	White	3	87	1	8	28	17	46
	Other	3	26			27	19	54
Gender	Female	3	123	6	30	21	42	
	Male	3	169	7	7	27	20	40
Special Populations	Low SES	3	104	9	8	34	25	25
	Special Ed.	3	39	26	8	36	5	26
	Spec Ed. Speech/RSP	3	22	41	9	36	14	
	GATE/Excel	3	57			5	12	82

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Burcham

Site Level Overall Performance Level Summary



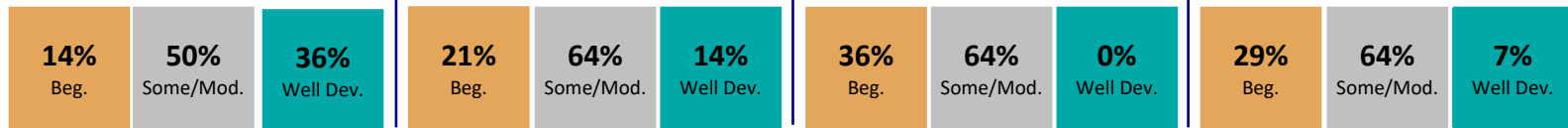
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



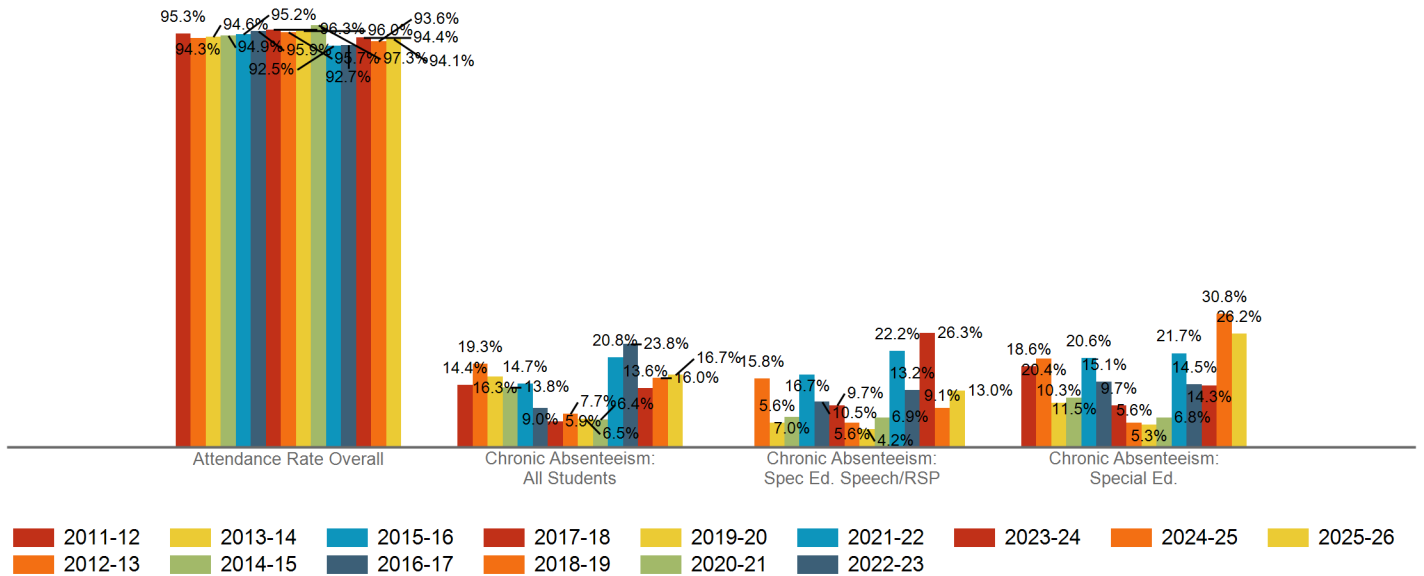
Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	100%	0%	0%
01	33%	0%	33%	33%	33%	0%	67%	33%	33%	33%	33%	67%	0%	33%	33%	33%
02	0%	0%	100%	0%	0%	0%	100%	0%	100%	0%	0%	100%	0%	0%	100%	0%
03	0%	50%	50%	0%	0%	50%	50%	0%	100%	0%	0%	100%	0%	0%	100%	0%
04	25%	75%	0%	0%	25%	75%	0%	50%	25%	25%	75%	25%	0%	25%	75%	0%
05	0%	50%	50%	0%	0%	50%	50%	0%	100%	0%	50%	50%	0%	0%	100%	0%

Attendance/Chronic Absenteeism Rate

School Year: 24-25

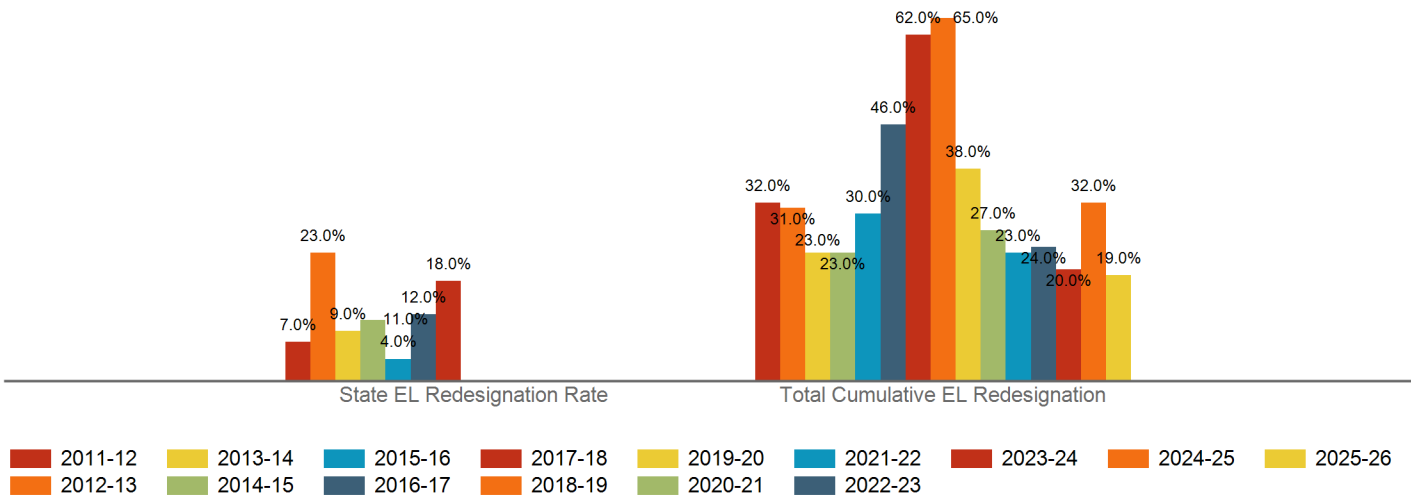
Goals	
Area	Description
Culture/Climate Goals	Increase the sense of belonging by 5% through the use of case carriers on the attendance team, counseling small groups, classroom building activities and addressing student behaviors on the playground immediately.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Burcham has been assigned a Health Assistant 0.19 for two days a week. We would like to increase the Health Assistant position by an additional 0.19 days in order to have support 4 days a week along with our one day a week nurse. This intervention will provide a layer of support for students who come to the office for socio-emotional issues along with medical concerns due to COVID. The individual will assist with the COVID Care room, provide first aid, maintain records and assist students with emotional needs in the absence of our counselor and with limited office staff to assist.		Health Assistant
3	For added safety and a positive school climate, Recreational Aide supervision will be increased. PULSE Survey results showed that more adults are needed on the playground and students reported that they needed more help resolving issues.		Hourly - Recreation Aide, Recreation Aide
Total			

EL Reclassification

School Year: 24-25

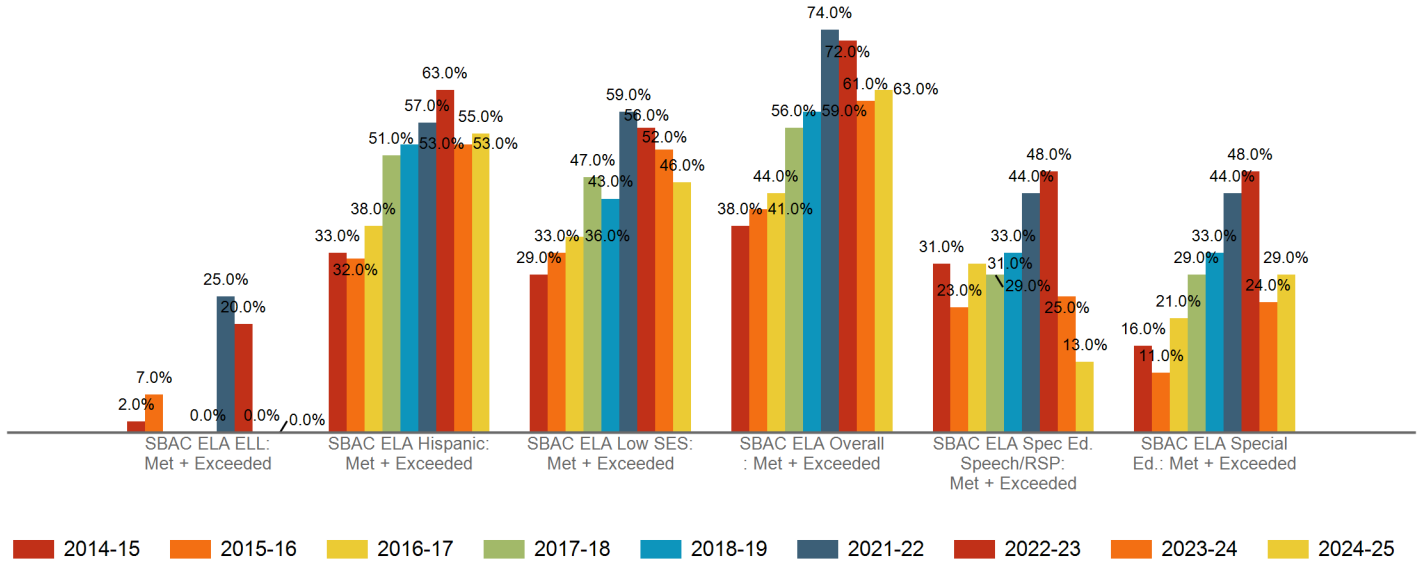


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Funds will be used to release teachers for planning time. Each grade level will receive a 2-3 half day subs during the year to plan collaboratively and prepare for district assessments. Time will also be used to cover classes so teachers in grades K-2 can assess students on the FRSA.		Substitute teacher full day
Total			

SBAC ELA

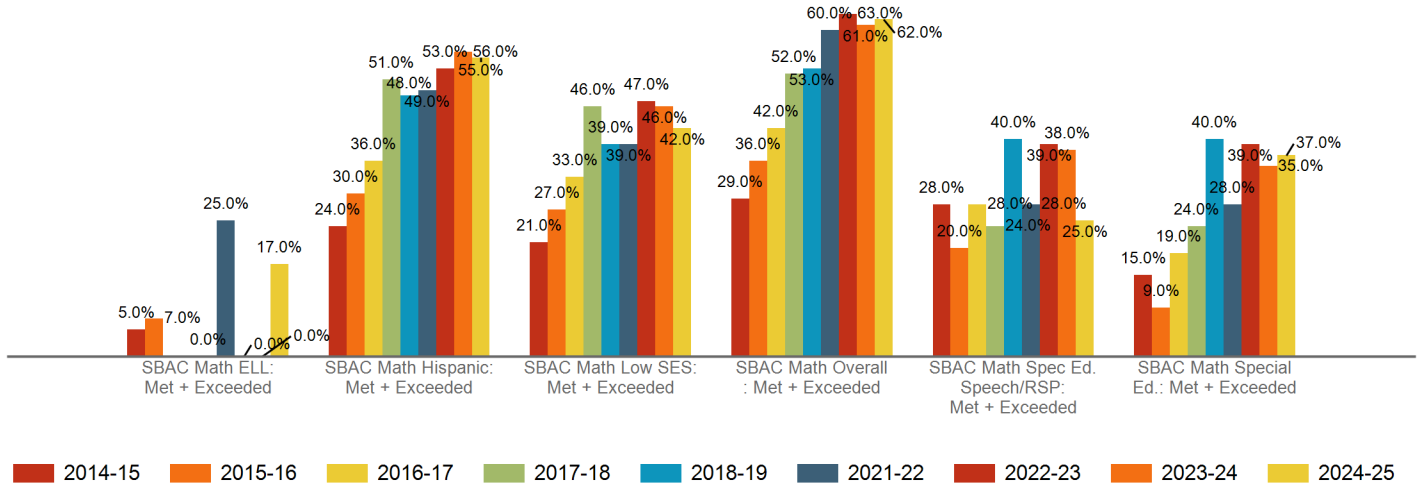
School Year: 24-25

Goals	
Area	Description
ELA Goals	On the FRSA, we would like to see 88% of student meet the standards on all subtests in Grades K-2. On the ELA iReady, we would like to see 70% of our students meet typical growth showing one year's growth. On the SBAC, we would like to see a 5% increase in scores from the previous year. All students will show growth in their overall writing scores by the end of the school year with 90% of our student population receiving a score of 2-4 on their achievement report cards and growth on each performance task for students in grades 3-5 based on a 10-point rubric.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Funds will be used to release teachers for planning time. Each grade level will receive a 2-3 half day subs during the year to plan collaboratively and prepare for district assessments. Time will also be used to cover classes so teachers in grades K-2 can assess students on the FRSA.		Substitute teacher full day
Total			

Goals	
Area	Description
Math Goals	Both significant subgroups (AA, Hispanic) will close the achievement gap on the SBAC and iReady assessments in the area of Math within 10% points of the White subgroup.

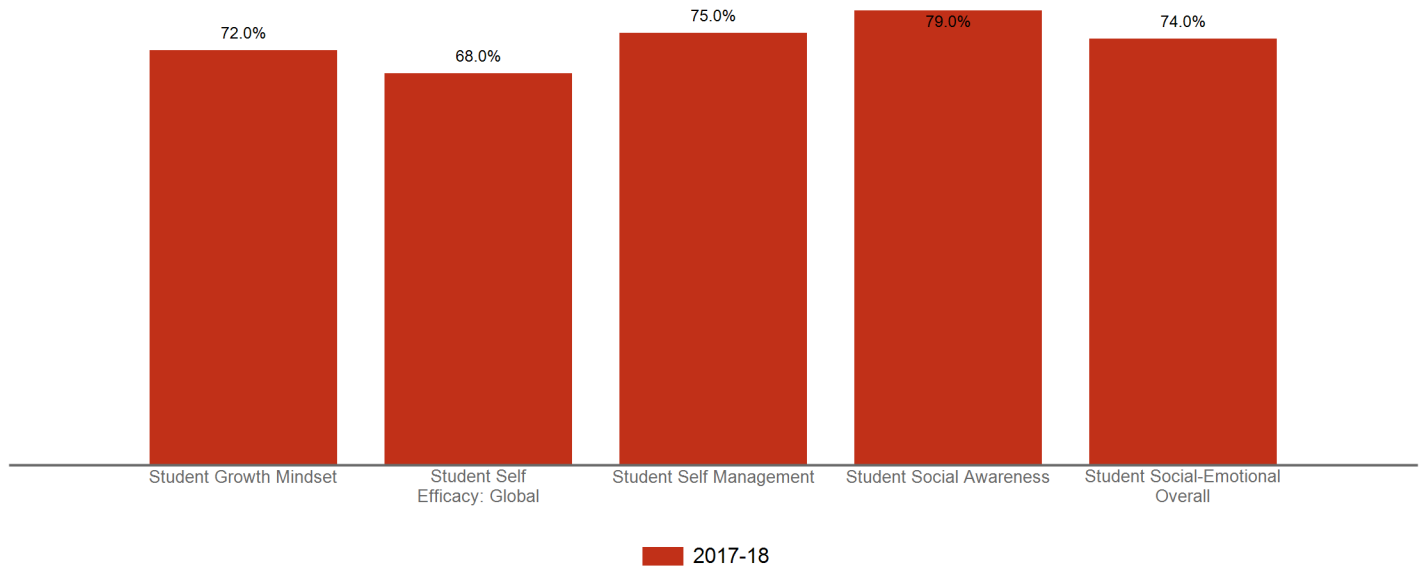


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Funds will be used to release teachers for planning time. Each grade level will receive a 2-3 half day subs during the year to plan collaboratively and prepare for district assessments. Time will also be used to cover classess so teachers in grades K-2 can assess students on the FRSA.		Substitute teacher full day
Total			

SEL Survey

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	Increase the sense of belonging by 5% through the use of case carriers on the attendance team, counseling small groups, classroom building activities and addressing student behaviors on the playground immediately.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	For added safety and a positive school climate, Recreational Aide supervision will be increased. PULSE Survey results showed that more adults are needed on the playground and students reported that they needed more help resolving issues.		Hourly - Recreation Aide, Recreation Aide
Total			

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Burcham has been assigned a Health Assistant 0.19 for two days a week. We would like to increase the Health Assistant position by an additional 0.19 days in order to have support 4 days a week along with our one day a week nurse. This intervention will provide a layer of support for students who come to the office for socio-emotional issues along with medical concerns due to COVID. The individual will assist with the COVID Care room, provide first aide, maintain records and assist students with emotional needs in the absence of our counselor and with limited office staff to assist.	\$9,856	
2	Funds will be used to release teachers for planning time. Each grade level will receive a 2-3 half day subs during the year to plan collaboratively and prepare for district assessments. Time will also be used to cover classess so teachers in grades K-2 can assess students on the FRSA.	\$4,059	Substitute teacher full day
3	For added safety and a positive school climate, Recreational Aide supervision will be increased. PULSE Survey results showed that more adults are needed on the playground and students reported that they needed more help resolving issues.	\$49,180	
Total		\$63,095	

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Special Education

School Year: 24-25

Budgeted Items			
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Total		\$63,095	



BURCHAM ELEMENTARY

SCHOOL

Home-School Compact 2025-26

562-420-2685

<http://www.ljnetr.ee/BurchamBobcats>

As a school, we will:

Teach the district approved curriculum by providing materials for California Common State Standards (CCSS) and Social-Emotional Learning (SEL) curriculum implementation

Strive to address the individual needs of each student including response to interventions, tech support, and mental health services

Communicate with parents regarding your child's progress in a way that is accessible to parents

Create a welcoming and positive environment for children and parents

Work with parents to create a life long love of learning for your child

Respect each student, use the Wheel of Choice for conflicts

Offer parent/guardian workshops that are available in our students communities & support parent involvement with school activities

Promote a positive growth mindset

Provide academic excellence in a healthy, safe, and equitable learning environment

Provide SEL supports through weekly lessons and equitable learning opportunities.

5610 E. Monlaco Rd.

Long Beach, CA 90806

As a parent/guardian, I will:

Make sure my child attends school daily, on time and avoids leaving early

Review all school communication and return requested documents

Make an effort to attend Back to School Night, Open House, Parent-Teacher Conferences, school offered parent/guardian workshops, and other activities

Encourage my child to read daily and to provide an example myself by reading

Keep communication open from home-to-school regarding matters that may impact my child

Encourage good study habits using a positive growth mindset

Strive to make sure my child gets adequate sleep and breakfast

Support the school and district's homework, discipline, attendance, and dress code policies

Promote Wheel of Choice problem-solving strategies at home

Allow for authentic learning and academic struggle

Encourage appropriate multimedia use

As a student, I will:

Make sure I attend school daily

Arrive to class prepared and on time each day

Return completed homework on time

Follow LBUSD's Appropriate Use of Technology policy

Be responsible for my own behavior

Work as hard as I can on all my school assignments and ask questions when I don't understand something

Be respectful to all adults, adult helpers and students on campus and use kind language

Use the Wheel of Choice to help solve problems and communicate issues

Discuss with my parents what I am learning in school

I will prioritize the importance of reading nightly



BURCHAM ELEMENTARY SCHOOL

562-420-2685
linktr.ee/BurchamBobcats

5610 E. Monlaco Rd.
Long Beach, CA 90808

Parent Involvement Guidelines 2025-26

Burcham Elementary School recognizes that parents/guardians are their student's first and most influential teacher/s and that continued parent/guardian involvement contributes significantly to student achievement, as well as, an overall safe and healthy school environment. With that in mind and to further engage parents/guardians in their student's education, Burcham Elementary School staff commit to:

1. Help parents/guardians develop parenting skills, support home environments that promote their student's academic success, support Social Emotional Learning, and their development as responsible members of society.
2. Support parents/guardians as they can directly affect the success of their student's learning by providing techniques and strategies that parents/guardians use to improve their student's academic success and support in learning at home.
3. Initiate consistent and effective two-way communication between the home and school to provide as much access to information and resources as possible.
4. Provide training for staff that fosters effective and culturally sensitive communication with parents/guardians, including training on how to communicate with non-English speaking parents/guardians.
5. Encourage parents/guardians to serve as volunteers in the school, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Inform parents about how they can be involved in the education of their student and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.
7. Help eliminate language barriers by translating notices, reports, statements or records sent to student's parents/guardians to their primary language upon request. In addition, oral translations of materials will be provided, upon request by contacting the school office at 562-420-2685.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers, which may inhibit such participation.

LEGAL REFERENCES EDUCATION CODE: 11500-11506 Programs to encourage parental involvement

LABOR CODE: 230.8 Time off to visit child's school

Parent Involvement Guidelines adopted: January 28, 1991

"Through academic excellence and equitable learning opportunities we will achieve success for ALL students"

Revised:

March 1994

February 2001

March 2007

September 2016

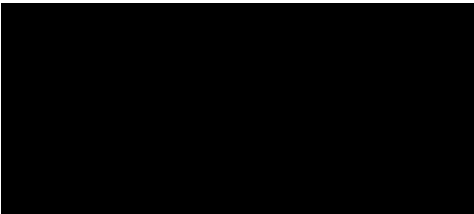
September 2017

September 2018

November 2021

September 2022

September 2023



Darron A. Evans, Principal

Adopted by Burcham School Site Council October 1, 2025

Distributed November 13, 2025

Pautas para la Participación de los Padres 2025-26

La Escuela Primaria Burcham reconoce que los padres/tutores son los primeros y más influyentes maestros de sus hijos y que su continua participación contribuye significativamente al éxito académico, así como a un entorno escolar seguro y saludable. Con esto en mente, y para fomentar una mayor participación de los padres/tutores en la educación de sus hijos, el personal de la Escuela Primaria Burcham se compromete a:

1. Ayudar a los padres/tutores a desarrollar habilidades parentales, apoyar entornos familiares que promuevan el éxito académico de sus hijos, fomentar el aprendizaje socioemocional y su desarrollo como miembros responsables de la sociedad.
2. Apoyar a los padres/tutores, ya que pueden influir directamente en el éxito del aprendizaje de sus hijos, proporcionándoles técnicas y estrategias para mejorar su rendimiento académico y brindarles apoyo en el aprendizaje en casa.
3. Establecer una comunicación bidireccional constante y efectiva entre el hogar y la escuela para facilitar el acceso a la información y los recursos. Brindar capacitación al personal para fomentar una comunicación eficaz y culturalmente sensible con los padres/tutores, incluyendo capacitación sobre cómo comunicarse con padres/tutores que no hablan inglés.
4. Animar a los padres/tutores a participar como voluntarios en la escuela, asistir a las presentaciones estudiantiles y reuniones escolares, y participar en los consejos escolares, consejos asesores y otras actividades en las que puedan desempeñar funciones de gobierno, asesoramiento y defensa de los derechos de los estudiantes.
5. Informar a los padres sobre cómo pueden involucrarse en la educación de sus hijos y participar activamente para ayudarlos a alcanzar el dominio del inglés, obtener un alto rendimiento en las materias académicas básicas y cumplir con los exigentes estándares académicos estatales que se esperan de todos los estudiantes.
6. Ayudar a eliminar las barreras lingüísticas traduciendo avisos, informes, declaraciones o documentos enviados a los padres/tutores de los estudiantes a su idioma principal, previa solicitud. Además, se proporcionarán traducciones orales de los materiales, previa solicitud, comunicándose con la oficina de la escuela al 562-420-2685.

Los planes escolares deberán detallar las medidas específicas que se adoptarán para aumentar la participación de los padres en la educación de sus hijos, incluyendo medidas destinadas a involucrar a padres/tutores con barreras culturales, lingüísticas o de otro tipo que puedan inhibir dicha participación.

REFERENCIAS LEGALES CÓDIGO DE EDUCACIÓN: 11500-11506 Programas para fomentar la participación de los padres

CÓDIGO LABORAL: 230.8 Permiso para visitar la escuela del niño

Directrices para la Participación de los Padres adoptadas: 28 de enero de 1991
"Mediante la excelencia académica y la igualdad de oportunidades de aprendizaje, lograremos el éxito para TODOS los estudiantes"

Revisadas:

Marzo de 1994

Febrero de 2001

Marzo de 2007

Septiembre de 2016

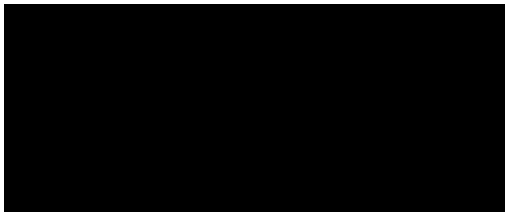
Septiembre de 2017

Septiembre de 2018

Noviembre de 2021

Septiembre de 2022

Septiembre de 2023



Darron A. Evans, Director

Aprobado por el Consejo Escolar de Burcham 1 octubre 2025

Distribuido 13 noviembre 2025