

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Burbank Elementary School	Hayward Unified School District	5/18/2026	06/24/2026

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

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

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

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

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

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

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

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# Plan Description

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

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

## Schoolwide Program

### SCHOOLWIDE PROGRAM

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

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

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

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

## Resource Inequities

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

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

As of March 2024, Burbank has exited from being identified as an ATSI school.

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

According to the CA School Dashboard, English Language Arts was in the "yellow" category for all students. As orange indicators, our math, English Learner Progress and chronic absenteeism were in this category.

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

Referring to the CA School Dashboard, our English learners performance was two or more performance levels below "all students".

## Other Needs

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

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.13%	0.13%	0.13%	1	1	1
African American	8.27%	7.88%	9.43%	65	63	75
Asian	4.58%	5.13%	5.66%	36	41	45
Filipino	4.33%	4.25%	5.03%	34	34	40
Hispanic/Latino	73.16%	73.00%	71.95%	575	584	572
Pacific Islander	1.40%	1.88%	1.01%	11	15	8
White	3.18%	2.75%	2.64%	25	22	21
Multiple/No Response	4.83%	4.38%	3.65%	38	35	29
<b>Total Enrollment</b>				786	800	795

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	20
Kindergarten	99	105	101
Grade 1	118	108	118
Grade 2	112	120	115
Grade 3	115	117	114
Grade 4	113	113	107
Grade 5	106	115	110
Grade 6	99	98	110
<b>Total Enrollment</b>	786	800	795

#### Conclusions based on this data:

1. Our enrollment has slightly decreased from last year. We have noticed that the district has been experiencing a decline in enrollment due to the cost of living in the Bay Area.
2. Grade 4 has seen the greatest decrease in enrollment over the past three years.

3. Although our enrollment has slightly decreased, we have been consistently near or above 790 students.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	304	315	301	35.6%	38.7%	37.9%
Fluent English Proficient (FEP)	123	125	120	18.8%	15.6%	15.1%
Reclassified Fluent English Proficient (RFEP)		73	75	12.5%		

### Conclusions based on this data:

1. The percentage of EL's at Burbank is slightly lower this year (37.9%) than last year (38.7%).
2. The percents of students who classify as FEP has remained consistent in the past two years.
3. We have also seen a steady number of student who are newcomers in K-6th. These students have attended fewer than 2 years in US schools. In 3rd-6th grade we currently have 23 newcomers. However, the chart shows that EL enrollment declined from 315 to 301.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	117	119	117	111	112	110	111	112	110	94.9	94.1	94
Grade 4	112	116	115	106	112	110	106	112	110	94.6	96.6	95.7
Grade 5	113	107	116	106	103	112	106	103	112	93.8	96.3	96.6
Grade 6	96	108	102	95	99	92	95	99	92	99.0	91.7	90.2
All Grades	438	450	450	418	426	424	418	426	424	95.4	94.7	94.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2373.	2391.	2377.	12.61	17.86	12.73	9.91	19.64	15.45	27.03	21.43	26.36	50.45	41.07	45.45
Grade 4	2434.	2409.	2440.	21.70	15.18	20.91	10.38	14.29	14.55	22.64	18.75	23.64	45.28	51.79	40.91
Grade 5	2457.	2474.	2439.	10.38	18.45	10.71	21.70	24.27	17.86	19.81	19.42	17.86	48.11	37.86	53.57
Grade 6	2509.	2470.	2511.	12.63	10.10	15.22	27.37	15.15	26.09	32.63	26.26	27.17	27.37	48.48	31.52
All Grades	N/A	N/A	N/A	14.35	15.49	14.86	16.99	18.31	18.16	25.36	21.36	23.58	43.30	44.84	43.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.81	12.50	7.27	53.15	63.39	61.82	36.04	24.11	30.91
Grade 4	15.09	13.39	13.64	50.94	52.68	63.64	33.96	33.93	22.73
Grade 5	9.43	16.50	15.18	53.77	63.11	48.21	36.79	20.39	36.61
Grade 6	8.42	8.08	14.13	52.63	40.40	55.43	38.95	51.52	30.43
All Grades	11.00	12.68	12.50	52.63	55.16	57.31	36.36	32.16	30.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.91	11.61	6.36	37.84	45.54	57.27	52.25	42.86	36.36
Grade 4	15.09	10.71	10.91	44.34	39.29	48.18	40.57	50.00	40.91
Grade 5	12.26	14.56	7.14	50.94	52.43	45.54	36.79	33.01	47.32
Grade 6	21.05	9.09	15.22	55.79	42.42	56.52	23.16	48.48	28.26
All Grades	14.35	11.50	9.67	46.89	44.84	51.65	38.76	43.66	38.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.11	6.25	10.91	73.87	73.21	59.09	18.02	20.54	30.00
Grade 4	8.49	8.04	10.00	67.92	63.39	71.82	23.58	28.57	18.18
Grade 5	8.49	14.56	7.14	73.58	64.08	67.86	17.92	21.36	25.00
Grade 6	11.58	7.07	7.61	80.00	71.72	66.30	8.42	21.21	26.09
All Grades	9.09	8.92	8.96	73.68	68.08	66.27	17.22	23.00	24.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.31	13.39	9.09	60.36	59.82	61.82	33.33	26.79	29.09
Grade 4	15.09	9.82	12.73	63.21	58.93	65.45	21.70	31.25	21.82
Grade 5	10.38	18.45	8.04	62.26	52.43	55.36	27.36	29.13	36.61
Grade 6	16.84	16.16	14.13	68.42	53.54	64.13	14.74	30.30	21.74
All Grades	11.96	14.32	10.85	63.40	56.34	61.56	24.64	29.34	27.59

**Conclusions based on this data:**

1. We continue to analyze and strategize on how our students are learning so that they can come as close as they can to meeting and exceeding grade level standards in English Language Arts. The percent of student meeting and exceeding ELA standards was 33.2% a slight decrease of 0.6% from the previous year of 33.8%

2. From 2024 to 2025 our 6th grade cohort showed an increase in overall ELA to 41.31% from 25.25% the previous year.
3. Our biggest decrease for 24-25 came in our 5th grade that went from 42.72% to 28.57% met/exceeded.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	117	119	117	115	116	116	115	116	116	98.3	97.5	99.1
Grade 4	112	116	115	110	116	111	110	116	111	98.2	100	96.5
Grade 5	113	107	116	111	106	113	111	106	113	98.2	99.1	97.4
Grade 6	96	108	102	95	107	98	95	107	98	99.0	99.1	96.1
All Grades	438	450	450	431	445	438	431	445	438	98.4	98.9	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2374.	2394.	2368.	6.96	12.93	4.31	17.39	19.83	23.28	21.74	24.14	18.97	53.91	43.10	53.45
Grade 4	2420.	2407.	2421.	10.00	7.76	10.81	15.45	9.48	14.41	26.36	25.86	28.83	48.18	56.90	45.95
Grade 5	2420.	2458.	2410.	9.91	11.32	7.08	5.41	17.92	6.19	18.92	17.92	13.27	65.77	52.83	73.45
Grade 6	2473.	2449.	2485.	13.68	14.02	17.35	12.63	6.54	11.22	22.11	16.82	27.55	51.58	62.62	43.88
Grade 11															
All Grades	N/A	N/A	N/A	9.98	11.46	9.59	12.76	13.48	13.93	22.27	21.35	21.92	54.99	53.71	54.57

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.57	14.66	12.07	38.26	44.83	35.34	52.17	40.52	52.59
Grade 4	11.82	10.34	11.71	32.73	22.41	32.43	55.45	67.24	55.86
Grade 5	9.91	12.26	5.31	23.42	34.91	25.66	66.67	52.83	69.03
Grade 6	11.58	13.08	14.29	36.84	26.17	40.82	51.58	60.75	44.90
Grade 11									
All Grades	10.67	12.58	10.73	32.71	32.13	33.33	56.61	55.28	55.94

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.04	16.38	9.48	40.00	40.52	49.14	46.96	43.10	41.38
Grade 4	12.73	8.62	8.11	43.64	40.52	44.14	43.64	50.86	47.75
Grade 5	7.21	13.21	6.19	33.33	45.28	37.17	59.46	41.51	56.64
Grade 6	11.58	8.41	13.27	47.37	33.64	52.04	41.05	57.94	34.69
All Grades	11.14	11.69	9.13	40.84	40.00	45.43	48.03	48.31	45.43

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.70	15.52	6.03	50.43	59.48	49.14	40.87	25.00	44.83
Grade 4	9.09	7.76	11.71	56.36	46.55	59.46	34.55	45.69	28.83
Grade 5	7.21	9.43	4.42	41.44	49.06	35.40	51.35	41.51	60.18
Grade 6	12.63	8.41	13.27	48.42	48.60	47.96	38.95	42.99	38.78
All Grades	9.28	10.34	8.68	49.19	51.01	47.95	41.53	38.65	43.38

**Conclusions based on this data:**

1. We continue to look to accelerate our student learning as we did this previous year, so that our students can come as close as they can to meeting and exceeding grade level standards in Math  
Students meeting the standards were at an overall 23.52 % compared to the 23-24 data of 25% a decrease of 1.48%
2. There was a significant increase in 6th grade from 20.56% met/exceeded to 28.57%
3. Math instruction continues to be an area for growth across all grade levels.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1417.4	1369.9	1392.1	1422.5	1376.8	1396.6	1405.2	1353.9	1381.4	64	64	56
<b>1</b>	1399.0	1374.6	1406.7	1421.4	1411.1	1417.2	1376.3	1337.6	1395.6	45	45	51
<b>2</b>	1435.4	1416.7	1434.1	1450.4	1433.9	1447.4	1419.9	1399.1	1420.4	38	50	48
<b>3</b>	1469.3	1468.1	1461.0	1466.2	1468.9	1466.0	1471.9	1466.8	1455.4	55	45	49
<b>4</b>	1476.8	1495.9	1488.1	1479.3	1495.2	1495.2	1474.0	1496.1	1480.5	39	53	42
<b>5</b>	1490.5	1488.9	1501.6	1488.0	1495.1	1512.1	1492.6	1482.0	1490.6	33	36	49
<b>6</b>	1518.7	1489.5	1487.7	1507.6	1481.2	1486.3	1529.1	1497.3	1488.5	24	27	35
<b>All Grades</b>										298	320	330

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	20.31	4.76	10.91	20.31	19.05	21.82	32.81	31.75	30.91	26.56	44.44	36.36	64	63	55
<b>1</b>	4.44	0.00	0.00	15.56	24.44	13.73	40.00	22.22	41.18	40.00	53.33	45.10	45	45	51
<b>2</b>	0.00	2.00	4.17	36.84	32.00	29.17	28.95	22.00	31.25	34.21	44.00	35.42	38	50	48
<b>3</b>	3.64	6.67	6.12	32.73	35.56	22.45	40.00	28.89	44.90	23.64	28.89	26.53	55	45	49
<b>4</b>	12.82	13.21	7.14	30.77	43.40	35.71	23.08	22.64	40.48	33.33	20.75	16.67	39	53	42
<b>5</b>	3.03	19.44	16.33	39.39	13.89	26.53	36.36	27.78	36.73	21.21	38.89	20.41	33	36	49
<b>6</b>	12.50	25.93	8.57	54.17	18.52	20.00	16.67	18.52	31.43	16.67	37.04	40.00	24	27	35
<b>All Grades</b>	8.72	8.78	7.60	30.20	27.59	24.01	32.55	25.39	36.78	28.52	38.24	31.61	298	319	329

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	21.88	4.76	7.27	31.25	20.63	25.45	18.75	36.51	29.09	28.13	38.10	38.18	64	63	55
<b>1</b>	11.11	17.78	1.96	35.56	22.22	21.57	31.11	26.67	47.06	22.22	33.33	29.41	45	45	51
<b>2</b>	10.53	8.00	18.75	23.68	38.00	25.00	50.00	28.00	35.42	15.79	26.00	20.83	38	50	48
<b>3</b>	18.18	22.22	16.33	34.55	37.78	46.94	29.09	24.44	16.33	18.18	15.56	20.41	55	45	49
<b>4</b>	35.90	33.96	30.95	33.33	43.40	50.00	12.82	7.55	9.52	17.95	15.09	9.52	39	53	42
<b>5</b>	24.24	27.78	40.82	51.52	36.11	36.73	3.03	13.89	4.08	21.21	22.22	18.37	33	36	49
<b>6</b>	37.50	33.33	22.86	37.50	29.63	37.14	12.50	3.70	11.43	12.50	33.33	28.57	24	27	35
<b>All Grades</b>	21.48	19.44	19.15	34.56	32.29	34.04	23.49	21.94	22.80	20.47	26.33	24.01	298	319	329

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>		4.76	14.55		17.46	14.55		34.92	43.64		42.86	27.27		63	55
<b>1</b>		0.00	0.00		8.89	17.65		24.44	21.57		66.67	60.78		45	51
<b>2</b>		2.00	4.17		18.00	22.92		24.00	25.00		56.00	47.92		50	48
<b>3</b>		2.22	2.04		17.78	10.20		40.00	38.78		40.00	48.98		45	49
<b>4</b>		5.66	2.38		20.75	16.67		41.51	35.71		32.08	45.24		53	42
<b>5</b>		2.78	0.00		16.67	12.24		22.22	42.86		58.33	44.90		36	49
<b>6</b>	8.33	11.11	0.00	20.83	14.81	14.29	45.83	25.93	28.57	25.00	48.15	57.14	24	27	35
<b>All Grades</b>	4.03	3.76	3.65	18.46	16.61	15.50	39.26	31.35	34.04	38.26	48.28	46.81	298	319	329

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	18.75	4.76	12.73	57.81	57.14	67.27	23.44	38.10	20.00	64	63	55
<b>1</b>	26.67	24.44	5.88	55.56	44.44	72.55	17.78	31.11	21.57	45	45	51
<b>2</b>	13.16	14.00	12.50	73.68	62.00	64.58	13.16	24.00	22.92	38	50	48
<b>3</b>	16.36	17.78	14.29	47.27	46.67	46.94	36.36	35.56	38.78	55	45	49
<b>4</b>	17.95	32.08	16.67	51.28	52.83	61.90	30.77	15.09	21.43	39	53	42
<b>5</b>	12.12	19.44	8.16	66.67	50.00	75.51	21.21	30.56	16.33	33	36	49
<b>6</b>	12.50	14.81	11.43	75.00	51.85	31.43	12.50	33.33	57.14	24	27	35
<b>All Grades</b>	17.45	17.87	11.55	59.06	52.66	61.40	23.49	29.47	27.05	298	319	329

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	25.00	19.05	9.09	45.31	42.86	49.09	29.69	38.10	41.82	64	63	55
<b>1</b>	8.89	11.11	7.84	60.00	53.33	58.82	31.11	35.56	33.33	45	45	51
<b>2</b>	15.79	8.16	18.75	68.42	65.31	54.17	15.79	26.53	27.08	38	49	48
<b>3</b>	29.09	35.56	51.02	49.09	44.44	26.53	21.82	20.00	22.45	55	45	49
<b>4</b>	51.28	32.08	52.38	30.77	52.83	38.10	17.95	15.09	9.52	39	53	42
<b>5</b>	60.61	58.33	71.43	18.18	16.67	8.16	21.21	25.00	20.41	33	36	49
<b>6</b>	66.67	44.44	65.71	20.83	25.93	8.57	12.50	29.63	25.71	24	27	35
<b>All Grades</b>	32.89	27.36	37.39	44.30	45.28	36.17	22.82	27.36	26.44	298	318	329

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	9.38	4.76	7.27	67.19	58.73	56.36	23.44	36.51	36.36	64	63	55
<b>1</b>	6.67	4.44	5.88	13.33	26.67	25.49	80.00	68.89	68.63	45	45	51
<b>2</b>	2.63	0.00	6.25	57.89	40.00	39.58	39.47	60.00	54.17	38	50	48
<b>3</b>	0.00	0.00	0.00	52.73	46.67	34.69	47.27	53.33	65.31	55	45	49
<b>4</b>	5.13	3.77	2.38	46.15	56.60	38.10	48.72	39.62	59.52	39	53	42
<b>5</b>	3.03	8.33	4.08	54.55	27.78	51.02	42.42	63.89	44.90	33	36	49
<b>6</b>	8.33	11.11	0.00	50.00	33.33	17.65	41.67	55.56	82.35	24	27	34
<b>All Grades</b>	5.03	4.08	3.96	49.66	43.57	38.72	45.30	52.35	57.32	298	319	328

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	42.19	20.63	32.73	34.38	38.10	40.00	23.44	41.27	27.27	64	63	55
<b>1</b>	6.67	0.00	1.96	48.89	33.33	54.90	44.44	66.67	43.14	45	45	51
<b>2</b>	5.26	6.12	6.38	52.63	59.18	55.32	42.11	34.69	38.30	38	49	47
<b>3</b>	9.09	11.11	6.12	70.91	60.00	61.22	20.00	28.89	32.65	55	45	49
<b>4</b>	12.82	15.09	7.14	46.15	62.26	61.90	41.03	22.64	30.95	39	53	42
<b>5</b>	15.15	5.56	0.00	60.61	47.22	57.14	24.24	47.22	42.86	33	36	49
<b>6</b>	25.00	18.52	5.71	62.50	55.56	71.43	12.50	25.93	22.86	24	27	35
<b>All Grades</b>	17.79	11.32	9.15	52.35	50.31	56.40	29.87	38.36	34.45	298	318	328

**Conclusions based on this data:**

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

31.61% of our Multilingual Learners are in Level 1, which is a decline from previous year of 38.24%

2. There was a increase of 11.39% of students in Level 2 from 23-24 to 24-25. Double digit increase in the percentage of students who performed at Level 2 was offset by declines in each of the other three levels: 1,3 and 4. A majority of students in grades 1-6 fall under "somewhat/moderately" developed in the Writing Domain, while they are in the beginning level of the Reading Domain.
3. The Speaking Domain has the largest percentage of students categorized as "well developed" at 37.39%.

# School and Student Performance Data

## Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
800	75.3%	39.4%	0.8%
Total Number of Students enrolled in Burbank Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	315	39.4%
Foster Youth	6	0.8%
Homeless	13	1.6%
Socioeconomically Disadvantaged	602	75.3%
Students with Disabilities	74	9.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	7.9%
American Indian	1	0.1%
Asian	41	5.1%
Filipino	34	4.3%
Hispanic	584	73%
Two or More Races	35	4.4%
Pacific Islander	15	1.9%
White	22	2.8%

### Conclusions based on this data:

1. The most significant student group population is Latinx (Hispanic), at 73%. Our Two-way DL program benefits a significant group in our student population.

2. We have had a slight decreased from 77.4% to 75.3% in our socioeconomically disadvantaged student group
3. English learners make up almost 40% of the population. While we have kept steady in our Foster Youth subgroup.

# School and Student Performance Data

## Overall Performance






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

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



### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Our chronic absenteeism rate continues to remain the same and we continue to dedicate more resources to students that are considered chronically absent.
2. Burbank is scoring in the yellow performance category for the Suspension Rate. We continue to implement PBIS and Restorative Justice Practices to build our positive discipline systems.

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3. In Math and English Learner progress we moved from "yellow" to "orange".

# School and Student Performance Data

## Academic Performance English Language Arts

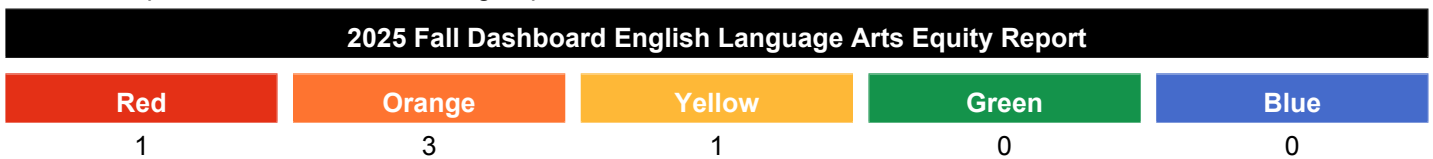
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>40.7 points below standard</p> <p>Increased 3.7 points</p> <p>412 Students</p>	<p><b>English Learners</b></p> <p> Red</p> <p>73.9 points below standard</p> <p>Declined 3.3 points</p> <p>206 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>96.6 points below standard</p> <p>14 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>57.2 points below standard</p> <p>Maintained 1.5 points</p> <p>321 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>132.4 points below standard</p> <p>Increased 9.4 points</p> <p>56 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>59.5 points below standard</p> <p>Maintained -2.4 points</p> <p>35 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>38.8 points above standard</p> <p>Declined 17.9 points</p> <p>22 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>1.1 points above standard</p> <p>Declined 62.2 points</p> <p>16 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>54.8 points below standard</p> <p>Increased 5.8 points</p> <p>299 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>61.5 points above standard</p> <p>Increased 41.8 points</p> <p>21 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>33.4 points above standard</p> <p>Increased 92.8 points</p> <p>12 Students</p>

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance Mathematics

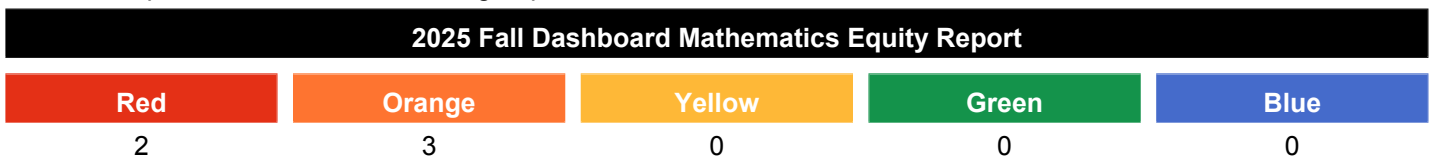
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>75.8 points below standard</p> <p>Declined 8.8 points</p> <p>419 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>101 points below standard</p> <p>Declined 7.7 points</p> <p>213 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>159.1 points below standard</p> <p>14 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>87.7 points below standard</p> <p>Declined 8.4 points</p> <p>327 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>141.1 points below standard</p> <p>Increased 7.2 points</p> <p>56 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>110.2 points below standard</p> <p>Maintained 1.2 points</p> <p>35 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>6.6 points above standard</p> <p>Declined 18.9 points</p> <p>23 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>26.6 points below standard</p> <p>Declined 56.5 points</p> <p>16 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>89.1 points below standard</p> <p>Declined 6.4 points</p> <p>305 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>23.9 points above standard</p> <p>Maintained -2.5 points</p> <p>21 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>15.7 points below standard</p> <p>Increased 5.5 points</p> <p>12 Students</p>

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance Science

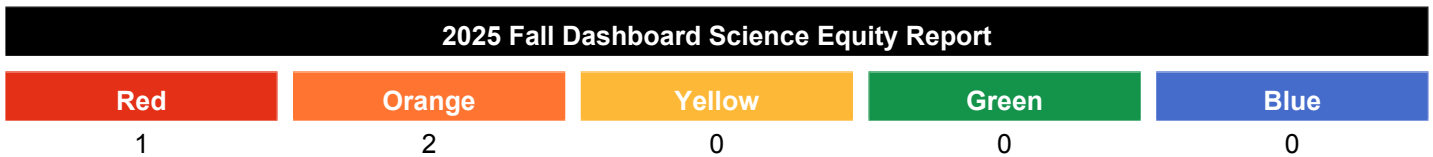
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>40.7 science points</p> <p>Declined 5.7 points</p> <p>110 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>34.4 science points</p> <p>Declined 2.9 points</p> <p>61 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>37.9 science points</p> <p>Declined 3.1 points</p> <p>85 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>24.5 science points</p> <p>11 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Hispanic</b></p> <p> Orange</p> <p>38.1 science points</p> <p>Declined 2.8 points</p> <p>83 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>0 Students</p>

**Conclusions based on this data:**

1. Increased: No Student groups showed an increase in points.
2. Maintained: No student subgroups show that they maintained their points
3. Declined: English Learners, Socioeconomically Disadvantaged and Hispanic students showed a decline in points.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 37.8 making progress. Number Students: 251 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 41.7 making progress. Number Students: 12 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
18.7%	43.4%	0%	37.8%

### Conclusions based on this data:

1. Data from previous year of state testing: 37.8% of our English learners progressed at least one ELPI level compared to 38% the previous year.
2. Of English Learners, 18.7% decreased one ELPI level compared to 13.1% the previous year.
3. Of English Learners, 43.4% maintained ELPI levels 1-3H. compared to 48.6% the previous year.

# School and Student Performance Data

## Academic Performance College/Career Report

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

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

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

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

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Orange 24.7% Chronically Absent Declined 1.4 845 Students	<b>English Learners</b>  Yellow 24.3% Chronically Absent Declined 4.1 366 Students	<b>Long-Term English Learners</b>  No Performance Color 14.3% Chronically Absent Increased 5.2 14 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	<b>Homeless</b>  No Performance Color 52.4% Chronically Absent Declined 8.2 21 Students	<b>Socioeconomically Disadvantaged</b>  Red 27.1% Chronically Absent Maintained 0.1 657 Students

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>32.7% Chronically Absent</p> <p>Increased 9.5</p> <p>107 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>39.7% Chronically Absent</p> <p>Declined 4.7</p> <p>73 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>14.9% Chronically Absent</p> <p>Declined 1.8</p> <p>47 Students</p>	<p><b>Filipino</b></p>  <p>Orange</p> <p>13.5% Chronically Absent</p> <p>Increased 7.8</p> <p>37 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>25% Chronically Absent</p> <p>Declined 1.5</p> <p>611 Students</p>
<p><b>Two or More Races</b></p>  <p>Red</p> <p>23.1% Chronically Absent</p> <p>Increased 3.1</p> <p>39 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>Declined 16.7</p> <p>15 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>4.5% Chronically Absent</p> <p>Declined 3.1</p> <p>22 Students</p>

### Conclusions based on this data:

1. All students declined by 1.4% in being chronically absent. However, 24.7% continue to be chronically absent. The school will continue its school-wide focus on equity: constantly reassessing how to help the most marginalized groups through and help improve attendance rates for these groups. We will continue to identify students with attendance concerns using COST referrals, SST process and resources through our Family Engagement Specialist. (ex: Homeless, African American, Students w/Disabilities, Latino/a) Positive Behavior Intervention Systems (PBIS) will continue to be used to identify students in need of additional supports and reward students who already meet attendance requirements.
2. Our students with disabilities had an increase of chronic absences. the percentage of students with disabilities chronically absent increased slightly to 27.1%. The school will continue its school-wide focus on equity: constantly reassessing how to help the most marginalized groups through and help improve attendance rates for these groups. We will continue to identify students with attendance concerns using COST referrals and the SST process. (ex: Homeless, African American, Students w/Disabilities, Latino/a)
3. Positive Behavior Interventions and Systems (PBIS) will continue to be used to identify students in need of additional supports and reward students who already meet attendance requirements.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

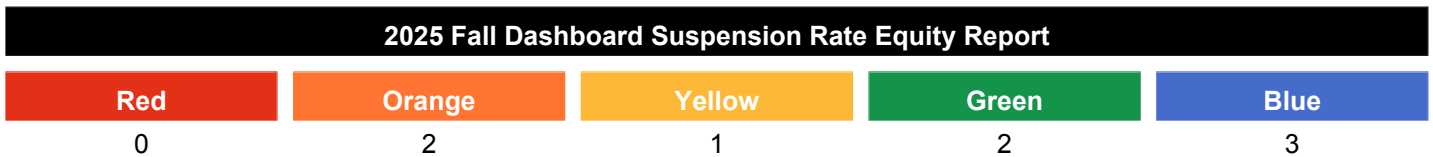
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.3%</p> <p>866 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>0.3% suspended at least one day</p> <p>Increased 0.3%</p> <p>378 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.7%</p> <p>672 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>0.9% suspended at least one day</p> <p>Maintained -0.2%</p> <p>108 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 2.7%</p> <p>75 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>50 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>38 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Maintained -0.2%</p> <p>624 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 2.4%</p> <p>41 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>4.5% suspended at least one day</p> <p>Increased 4.5%</p> <p>22 Students</p>

**Conclusions based on this data:**

1. Data from the previous year: Our suspension rate is overall 0.7% a slight increase from the previous year of 0.3% We continue using RJ practices. PBIS: Positive behavior systems reward students for following school expectations; fewer negative behaviors continue to be observed.
2. PBIS: Positive behavior systems reward students for following school expectations; fewer negative behaviors have been observed.
3. Although Restorative Justice practices provide positive discipline systems that have maintained our overall suspension rates, there was a slight increase for our English Learner, Socioeconomically Disadvantaged and African American subgroups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### **Deeper Learning -- Language and Literacy**

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Burbank 3rd - 6th grade students will increase performance on CAASPP ELA by a 10 point improvement in Distance From Standard from -40.7 points to -30.7 points as measured on the CA Dashboard, by Spring 2026.

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Results from the most recent CAASPP test were used to form this goal. School-wide 33.2 percent of 3rd-6th graders met or exceeded standard in English Language Arts on the CAASPP. In the overall achievement in ELA, Burbank students increased by 3.7 points. The largest increase was seen in 2 of our subgroups - Students with Disabilities (+9.4 points). Hispanic (+5.8 points). Our English Learners showed a decrease of 3.3 points.

- Grade level PLC will continue to engage in Cycle of Inquiry around student learning and academic engagement. This will facilitate the process for monitoring and evaluating the data as well as writing calibration and scoring. Data will be analyzed by grade level teams, administrative staff, support staff, and Site Leadership Team - identifying the standards that students systematically score proficient, mitigating errors, and identifying best practices and appropriate interventions.
- All students at Burbank Elementary including those in the Dual Language program, are expected to reach proficiency in English Language Arts. Particular efforts are geared towards our significant subgroups - English Learners, Socio-economically Disadvantaged, and Latinx students so as to provide an equitable educational program for these students. Like efforts are also pursued for African American students and students in the Special Education Program.

Our goal for 2026-27 is that students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 26-27 school year. Deeper Learning in Language Arts will be reflected in growth toward standard in ELA, as measured on the CA Dashboard, by Spring 2027.

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

- Results from the Universal Screener will be collected three times in the school year - once in the fall, winter, and spring.
- FastBridge
- CAASPP
- district adopted universal screener for spanish
- STAR Reading
- This goal is included in the LEA Plan and the following partners were involved in analyzing the data and developing this goal.
- Site Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team
- Dual Language Instructors

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	40.7 points below standard	Improve by 10 points
Formative and summative teacher assessment data for SEI & DLI program/STAR Literacy and Bilingual FastBridge Data	baseline as determined by the DLI staff	progression and growth as data is collected from various assessments and an increase in 5% the number of K-2 students in the SEI program and DLI program

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Burbank Elementary will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.</p> <p>Common Core State Standards Implementation Task: 1. Instructors continue to use the Common Core Instructional Framework to develop lessons and measure student achievement.</p> <ul style="list-style-type: none"> <li>• Provide all staff with copies of the CCIF and CCSS</li> <li>• Maintain a Site Leadership Team to collaborate and coordinate with Admin, support staff, and grade level team regarding grade level instructional needs</li> <li>• Maintain regularly scheduled grade level team meetings to analyze student data, share best practices, and inform and modify curriculum</li> </ul> <p>2. Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS, Cycle of Inquiry, Deeper Learning Practices, Culturally Responsive Teaching and delivery of instruction in English Language Arts.</p> <ul style="list-style-type: none"> <li>• Principal and Assistant Principal to facilitate the development, review, and revision of academic curriculum</li> <li>• Instructors attend workshops and trainings provided by district and content area specialists</li> <li>• Burbank teachers will continue to create learning opportunities for their colleagues by opening their classrooms, sharing their experiences, and planning professional development at Burbank</li> </ul> <p>2. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in an increasingly meaningful way, including aligning with The Common Core State Standards.</p> <ul style="list-style-type: none"> <li>• Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti</li> </ul>	<p>All students will engage in these activities with a focus on English Learners, African American students, Latinx and our socio-economically disadvantaged groups</p>	<p>15,000.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Data Talks</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>12,000.00 Title I: Schoolwide Program 4000-4999: Books And Supplies instructional materials and supplies, books 2,500 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies</p>

<p>Bias-Anti Racism training to build trust and be supportive as a community of learners as budget allows.</p> <ul style="list-style-type: none"> <li>• Instructors attend workshops and training provided by the district, Alameda County Office</li> </ul> <p>of Ed and community partnerships</p> <ul style="list-style-type: none"> <li>• Burbank Art Lead will coordinate , review and support the School Strategic Art Plan</li> <li>• Visual Thinking Strategies (VTS) will be implemented as a strategy integrated into core curriculum time</li> </ul> <p>3. Instructional and supplemental materials purchased will be aligned and support students' abilities to access the CCSS in English Language Arts</p> <ul style="list-style-type: none"> <li>• materials will be culturally and linguistically responsive</li> <li>• software and technology will support the instructional program</li> <li>• Library Media Tech will staff the library to facilitate students' access to materials available in the library</li> <li>• Spanish Language Development materials</li> </ul> <p>4. Instructional staff will continue to use the site-based adapted version of the Cycle of Inquiry and Deeper Learning Practices to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes. Data talks will take place after the benchmark period to discuss, assess, and plan for the upcoming reporting period. Teachers will meet for 1/2 day and substitutes will be provided.</p> <ul style="list-style-type: none"> <li>• FastBridge assessments will be administered as determined by HUSD.</li> <li>• PLC's will meet on a weekly basis</li> <li>• PLC meeting notes that include data analysis and next steps will be collected</li> <li>• Site Leadership Team (SLT) will meet on a bi-monthly basis</li> <li>• Administrators will use meeting notes to confer with SLT</li> <li>• Administrative and support staff will assist the grade levels and site leadership team</li> <li>• PLC Release time scheduled a week after Assessments are administered</li> <li>• Results based facilitation of student data</li> <li>• Results based notes of next steps</li> </ul> <p>5. The school will offer increased learning time for students who are not meeting grade level standards.</p>		
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	<ul style="list-style-type: none"> <li>Intervention materials approved by HUSD will be offered to support students in both English and Spanish.</li> </ul> <p>Measures: The following measures will be used to determine the phase of implementation:</p> <ul style="list-style-type: none"> <li>lesson plan samples</li> <li>classroom observations</li> <li>assessment data</li> <li>Weekly PLC meeting notes</li> <li>Students' data reports collected from Illuminate and CAASPP</li> <li>Results based notes collected</li> </ul> <p>People Assigned: Principal Assistant Principal Site Leadership Team Leads Instructional Staff Support Staff</p>		
1.2	<p>Response to Intervention (RTI) Task:</p> <ol style="list-style-type: none"> <li>Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data-driven decision making, screening, progress monitoring, and a multi-level prevention system. <ul style="list-style-type: none"> <li>Maintain RTI committee from prior year</li> <li>Revise site based developed RTI 2 framework and integrate CCIF lesson design</li> <li>Collaboration with all site based staff that provide services to students in the development of the site based model (instructions staff, COST, SPED, Nurse, other)</li> </ul> </li> <li>Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies topics to include: <ul style="list-style-type: none"> <li>lesson design</li> <li>culturally and linguistically responsive practices</li> <li>grade level content knowledge</li> <li>administration of screening tools</li> <li>small group instruction</li> </ul> </li> <li>Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in English Language Arts <ul style="list-style-type: none"> <li>culturally and linguistically responsive screening tools</li> <li>culturally and linguistically responsive materials</li> <li>software and technology</li> </ul> </li> <li>Continue "lab site" process as embedded professional development if volunteer by teacher</li> </ol> <p>Measures:</p>	All students will engage in these activities with a focus on English Learners, African American students, Latinx and our socio-economically groups	8,000.00 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Before/After School Intervention 3,000.00 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Student Success Team Teacher Release

	<p>The following measures will be used to determine phase and efficiency of implementation:</p> <ul style="list-style-type: none"> <li>• SST process based on RTI framework: documents used and systems in place</li> <li>• number of referrals for SSTs</li> <li>• data from screening tools and prevention systems</li> <li>• formative and summative assessment data</li> </ul> <p>People Assigned: Principal Assistant Principal EL Specialist RTI Committee</p>		
<p><b>1.3</b></p>	<p>Task: 1. Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement.</p> <ul style="list-style-type: none"> <li>• Provide all Dual Language Immersion (DLI) staff with copies of the CCIF and CCSS for Spanish Language Arts as well as the C6 Instructional Biliteracy Framework</li> <li>• Maintain a Site Leadership Team to collaborate and coordinate with admin, support staff, and grade level team regarding grade level instructional needs</li> <li>• Maintain regularly scheduled PLC meetings to analyze student data, share best practices, and inform and modify curriculum.</li> </ul> <p>-Bilingual/Biliterate Para Educator to support DL students as well as newcomer students.</p> <ul style="list-style-type: none"> <li>• Use the lesson design based on transference to modify lessons for Dual Language Learners.</li> </ul> <p>-Use the C6 Instructional Biliteracy Framework provided by Dr. Medina to have effective implementation and best instructional practices for our dual language learners.</p> <ul style="list-style-type: none"> <li>• Administrators to support instructional staff in aligning DLI program with DLI Principles, C6 Instructional Framework and facilitate parent meetings/workshops in regards to the DLI program, update instructional staff with most recent evidence-based practices and dual language learning theories.</li> </ul> <p>2. Professional Development was provided for all (DLI) instructional staff to support and deepen their knowledge about the C6 Instructional Framework and CCSS and delivery of instruction in Spanish Language Arts and Transference, along with aligning the recommendations in the Guiding Principles for Dual Language Education.</p>		<p>None Specified None Specified</p>

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

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

### SPSA Year Reviewed: 2025-26

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

### Analysis

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

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

Professional Development for Dual Language Immersion teachers is offered through collaboration times/PLCS. This past couple of years our DL teachers were trained by Dr. Medina in the C6 Biliteracy Framework which supports cross linguistic transference and biliteracy.

The RTI model was also implemented to identify students who needed additional supports, including intervention through small reading groups in Spanish literacy at the primary grade levels. Data from the reading intervention groups showed many students in the primary grades improved phonemic awareness in Spanish Literacy.

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

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### **Deeper Learning -- Mathematics**

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments.

Achievable Growth Amount on CAASPP Math Burbank 3rd - 6th grade students will increase performance on CAASPP ELA by a 10 point improvement in Distance From Standard from -75.8 points to -65.8 points as measured on the CA Dashboard, by Spring 2026.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

What data did you use to form this goal

Results from the most recent CAASPP Test were used to form this goal . School wide 23.52 percent of 3rd- 6th graders met or exceeded standard in Mathematics .

Currently our students are performing -75.8 points below standard. Our target growth for this school year is an increase of 10 points. The ultimate goal is to move from the orange indicator to the yellow indicator.

When examining student performance groups, our Students with Disabilities increased by 7.2 points.

The largest decrease was seen in our socioeconomically disadvantaged students by -8.4 points.

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

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

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

Deeper Learning in Mathematics will be reflected in growth of 9 percent toward standard in Math, as measured on the CA Dashboard, by Spring 2026.

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

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

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

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

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

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## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	Our students are performing -75.8 points below standard as measured on the 24-25 CAASPP Math Data report	26-27 CAASPP Math data expected outcome will be an overall increase of 10 points.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Burbank will provide teachers with additional collaboration time on a regular basis to analyze	All Students	12,000.00 Title I: Schoolwide Program

<p>assessment data and determine next steps, including intervention/acceleration for students who would benefit from it.</p> <p>Common Core State Standards Implementation Task :</p> <p>1 . Instructors will use the Common Core Instructional Framework and the current Math adoption to develop lessons and measure student achievement</p> <ul style="list-style-type: none"> <li>• Provide all staff with copies of the CCIF and CCSS .</li> <li>• Maintain a Site Leadership Team to collaborate and coordinate with Admin , support staff , and grade level team regarding grade level instructional needs</li> <li>• Maintain regularly scheduled grade level team meetings to analyze student data , share best practices , and inform and modify curriculum</li> </ul> <p>2 Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS and delivery of instruction in Mathematics .</p> <ul style="list-style-type: none"> <li>• Staff and Assistant Principal to facilitate the development , review , and revision of academic curricula</li> <li>• Instructors attend workshops and trainings provided by district and content area specialists</li> </ul> <p>Math data talk will be visited 3 times a year that will focus on current student math learning trends.</p> <p>2 A . Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in increasingly meaningful way , including aligning with The Common Core State Standards .</p> <ul style="list-style-type: none"> <li>• Instructors attend workshops and training provided by district , Alameda County Office of Ed and community partnerships</li> <li>• Visual Thinking Strategies (VTS) will be implemented as a strategy integrated into core curriculum .</li> <li>• Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners.</li> <li>• 3 . Instructional and supplemental materials purchased will be aligned and support students ability to access the CCSS for Mathematics materials will be culturally and linguistically responsive</li> <li>• Software and technology will support the instructional program</li> </ul>		<p>4000-4999: Books And Supplies</p> <p>None Specified</p> <p>None Specified</p>
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	<ul style="list-style-type: none"> <li>Library Media Tech will staff the library to facilitate students access to materials available in the library</li> <li>4 . Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes in Mathematics Formative and summative assessments will be administered on a routine basis <ul style="list-style-type: none"> <li>PLC's will meet on a weekly basis</li> <li>PLC meeting notes that include data analysis and next steps will be collected</li> <li>Site Leadership Team ( SLT ) will meet on a bi monthly basis</li> <li>Administrators will use meeting notes to confer with SLT</li> <li>Administrative and support staff will assist the grade levels and site leadership team</li> <li>PLC Release time scheduled a week after Benchmark Assessments administered</li> <li>Results based facilitation of student data</li> <li>Results based notes of next steps</li> </ul> </li> </ul> <p>The following measures will be used to determine the phase of implementation :</p> <ul style="list-style-type: none"> <li>Lesson plan samples</li> <li>Classroom observations</li> <li>assessment data</li> <li>Weekly PLC meeting notes</li> <li>Students data reports collected from Illuminate</li> <li>Results based notes collected</li> </ul> <p>People Assigned Principal Assistant Principal</p>		
2.2	<p>Response to Intervention (Rtl)</p> <p>1 . Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data driven decision making, screening, progress monitoring, and a multi level prevention system .</p> <ul style="list-style-type: none"> <li>Maintain RTI committee from prior year</li> <li>Revise site based developed RTI framework and integrate CCIF lesson design</li> <li>Collaboration with all site based staff that provide services to students in the development of the site based model ( instructional staff , COST , SPED , Nurse , other )</li> </ul> <p>When appropriate, students may be referred to the Coordination of Services Team (COST) for additional review. Tier II support may occur within or outside of the classroom. Monitoring will be done by our CSS and may require further interventions.</p>	All Students	8949 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Before/After school intervention

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

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

Staff utilized our minimum days, staff meeting time and collaboration to support and design appropriate math standards instruction. Continue with math data talks and establish effective systems for monitoring and evaluating student performance.

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

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### **Deeper Learning -- Language Development**

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by a growth standard of 5% the number of students progressing at least 1 level on the ELPAC and increasing the percentage of RFEP students by 5% as measured on the CA Dashboard, by Spring 2026.

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

Academic Language Development -- All ALD students will engage in Deeper Learning activities as part of their regular ALD instruction during the 26-27 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

37.8% of our English Learners progressed at least one level in 2025 a slight decrease from the previous year of 38%. 18.7% regressed by one level while 43.4 maintained their level. This data shows that there is a continued need for increased support for our Multilingual Learners.

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

Anticipated annual growth for each group:

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

Means of evaluating progress towards this goal:

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

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Data - Students progressing at least one level	37.8% of our Multilingual Learners progressed at least one level	Increase by 5% the number of students progressing at least 1 level on the ELPAC
RFEP students	73 students were reclassified	Increase by 5% the number of students reclassified

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Burbank will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.  Common Core State Standards Implementation Task: 1. Instructors who use the Common Core Instructional Framework to develop ELD, Spanish Language Development and Academic Language Development lessons as a means to allow access	ELD, SLD and ALD students	None Specified None Specified  3,000.00 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries ELPAC release/sub days

<p>to the CCSS.  Lessons will address</p> <ul style="list-style-type: none"> <li>• text complexity</li> <li>• academic vocabulary</li> </ul> <p>and include</p> <ul style="list-style-type: none"> <li>• structured language practice routines</li> </ul> <p>2. Professional Development will be provided for all instructional staff to support and deepen their knowledge about the CCSS and Language Development</p> <ul style="list-style-type: none"> <li>• Assistant Principal to facilitate the development, review, and revision of academic curricula</li> <li>• Instructors attend workshops and trainings provided by district and content area specialists</li> <li>• Vertical alignment collaboration based on Language Development instructional assignments</li> </ul> <p>2A. Professional Development will be provided for all instructional staff to regularly integrate arts content and instructional strategies in an increasingly meaningful way, including alignment with Common Core State Standards</p> <ul style="list-style-type: none"> <li>• Instructional staff will continue to receive PD in Culturally Responsive Teaching and Anti Bias-Anti Racism training to build trust and be supportive as a community of learners.</li> <li>• Instructors will attend workshops and training provided by district. Alameda County Office</li> </ul> <p>of Ed and community partnerships</p> <ul style="list-style-type: none"> <li>• The Burbank Art Lead will coordinate, review and support the School Strategic Art Plan</li> </ul> <p>3. Instructional and supplemental materials purchased will be aligned and support students' ability to access the CCSS through Language Development classes</p> <ul style="list-style-type: none"> <li>• Materials will be culturally and linguistically responsive</li> <li>• Software and technology will support the instructional program</li> <li>• Assessments will measure students' proficiency in Spanish language production and application</li> <li>• Library Media Tech will facilitate students' access to materials available in the library</li> </ul> <p>4. Instructional staff will continue to use the site based adapted version of the Cycle of Inquiry to align desired student outcomes and refine the implemented learning theory to achieve the desired outcomes.  When defining student needs based on the data, language development needs will be assessed.</p>		
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	<p>Also language learning theory will support the identification of best practices where language could be a hindrance to the student accessing the content.</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments will be administered on a routine basis</li> <li>• PLC's will meet on a weekly basis</li> <li>• PLC's meeting notes that include data analysis and next steps will be collected</li> <li>• Site Leadership Team (SLT) will meet on a bi monthly basis</li> <li>• Administrators will use meeting notes to confer with SLT</li> <li>• Administrative and support staff will assist the grade levels and site leadership team</li> <li>• PLC Release time scheduled a week after assessments administered</li> <li>• Results based facilitation of student data</li> <li>• Results based notes of next steps</li> </ul> <p>Measures:</p> <ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Language Development meeting notes</li> <li>• Classroom observations</li> <li>• Weekly grade level team meeting notes</li> <li>• Students data reports collected from Illuminate and Universal Screener</li> <li>• Results based noted collected</li> </ul> <p>People Assigned: Principal Assistant Principal Spanish Language Development Instructors Academic Language Development Instructors EI Specialist</p>		
<p><b>3.2</b></p>	<p>Response to Intervention (Rtl) Task: 1. Continue to develop and refine current practices implemented at the school site that align with the RTI Framework including data-driven decision making, screening, progress monitoring, and a multi-level prevention system that include needs of Spanish Language Learners and students assigned to Academic Language Development classes</p> <ul style="list-style-type: none"> <li>• Maintain RTI committee from prior year</li> <li>• Revise site based developed RTI 2 framework and integrate CCIF lesson design with language development needs</li> <li>• Collaboration with all site based staff that provide services to students in the development of the site based model (instructional staff, COST, SPED, Nurse, other)</li> </ul> <p>2. Instructional staff to attend workshops facilitated by on site content area specialists, district, and/or outside agencies topics to include:</p>	<p>Students in Spanish, Academic and English Development</p>	<p>None Specified None Specified</p>

	<ul style="list-style-type: none"> <li>• lesson design</li> <li>• culturally and linguistically responsive practices</li> <li>• grade level content knowledge</li> <li>• administration of screening tools</li> <li>• small group instruction</li> </ul> <p>3. Instructional and supplemental materials purchased will be aligned and support the implementation of the RTI framework in Spanish Language Arts for DLI students and English Language Arts for all students</p> <ul style="list-style-type: none"> <li>• culturally and linguistically responsive screening tools</li> <li>• culturally and linguistically responsive materials</li> <li>• software and technology</li> </ul> <p>Measures:</p> <ul style="list-style-type: none"> <li>• site based RTI Framework</li> <li>• classroom observations</li> </ul> <p>People Assigned:</p> <p>Principal Assistant Principal RTI Committee Partner Teacher EL Specialist</p>		
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## Annual Review

### SPSA Year Reviewed: 2025-26

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

### Analysis

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

We need to ensure that our students in Designated English Language Development, Spanish Language Development, and Academic Language Development are making progress towards their language development goals as set forth by local and state assessments. Daily Leveled Language development instructions are implemented with fidelity across all grade levels, and the EL specialist provides support with strategies as needed. Our Multilingual Learners make up a large subgroup at Burbank Elementary. We have also maintained a consistent number of Newcomers for the past three years. We currently have 23 Newcomers in 3rd-6th grade. Some of these students have had challenges in the area of oral fluency and or literacy. These students are at risk of becoming long-term EL's, and we must ensure that students grow at least one level on a yearly basis.

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

Additional resources to support our newcomers have been a challenge.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Deeper Learning -- Visual and Performing Arts

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Deeper Learning: Visual and Performing Arts

### Identified Need

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

Sustainability in the use of strategies to integrate art is much needed for our students to be expressive and creative as learned through our prior collaboration with TurnAround Arts.

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

### Annual Measurable Outcomes

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

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

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Instructors will use the VAPA and Social Justice Standards to develop integrated art lessons: -provide all staff with copies of VAPA standards <ul style="list-style-type: none"> <li>maintain a regularly grade level team meetings to share best practices</li> </ul> -maintain and Arts Leadership Team to collaborate and coordinate with Admin, support staff and grade level meetings regarding strategies Professional Development will be provided for all staff to support and deepen their knowledge of VAPA standards, Social Justice Standards, Culturally Responsive Teaching and delivery of Visual Thinking Strategies (VTS).	All Students	4000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Professional Development, conferences/workshops 2707 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Art supplies

<ul style="list-style-type: none"> <li>-Principal, Assistant Principal and ALT to facilitate the development and integration of the arts</li> <li>-Instructors attend workshops and training provided by district and art specialists</li> <li>Instructional and supplemental materials purchased that will be aligned to support students ability to access the VAPA standards</li> <li>-materials will be culturally and linguistically responsive</li> <li>The school will offer increased learning time for students to participate in:</li> <li>-annual talent show</li> <li>-annual musical</li> <li>-annual Creativity festival where student work is showcase</li> <li>-bring in outside groups to present at assemblies for the students, ie: SF Opera, Pacific Chamber Orchestra, etc.</li> <li>-offering after school enrichment</li> <li>-In addition to the activities listed above, we will utilize performing arts integration such as reader's theater or other types of performances to support oral language development</li> </ul>		
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# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

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

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

Due to Prop 28 funds being reallocated, we weren't able to offer music classes to our Kindergarten students.

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

Continue arts integration within the classrooms and offer the "art cart" during recess and lunch.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### **Relationship-Centered Schools -- School Climate and Social Emotional Learning & Equity**

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

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

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

Students in our focus populations (African American, Latinx, English Learners, Foster Youth, and Students with Disabilities) will increase their CAASPP scores in ELA and Mathematics by an additional 5 points toward standard versus the overall school population, by Spring 2026

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

LEA Goal:

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

LCAP Goal:

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

### Identified Need

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

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

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

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

Students continue to experience challenges with social emotional behaviors as well as peer and adult interactions.

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

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS survey	74% of 5th grade students reporting feeling safe at school 78% of 5th grade students reported that there is a caring adult at school	95 % of students feeling safe at school and feel that there is a caring adult at school
Suspension	0.7 % rate of suspension	Lower than 0.3%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Burbank will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.  Improving Student Outcomes  1. Maximizing the use of recess and lunch as a classroom to teach social skills, conflict resolution, and good sportsmanship. <ul style="list-style-type: none"> <li>Assistant Principal / PE teacher / Supervising Staff, Principal to monitor and model the inclusive and responsible forms of play to students and staff during recess</li> <li>Assistant Principal coordinates junior coaches as leaders during recess</li> </ul>	All Students	None Specified None Specified  None Specified None Specified  None Specified None Specified

	<ul style="list-style-type: none"> <li>• YEP Operation Supervisor and YEP leaders carry over practice into the YEP after school program</li> <li>• Playworks structures recess framework</li> </ul> <p>2. Study trips will be used as a method to enrich learning, provide positive experiences, and to allow for all students to have equitable access to resources and build background knowledge</p> <p>3. Student centered activities that promote and use positive reinforcement strategies will continue to be implemented:</p> <ul style="list-style-type: none"> <li>• PBIS</li> <li>• Choose Love SEL Curriculum</li> <li>• Anti Defamation League</li> <li>• Restorative Circles</li> <li>• Arts Integration</li> <li>• Playworks framework and Junior Coaches</li> <li>• Student Ambassadors for ADL</li> <li>• Spirits Days</li> <li>• Student Council</li> <li>• Super Citizen Program</li> <li>• Academic Based Awards Assemblies (CAASPP scores)</li> <li>• Ally Week</li> <li>• Reclassified Celebration</li> <li>• DLI Celebration</li> </ul> <p>Measures: The following measures will be used to determine the phase and efficacy of implementation:</p> <ul style="list-style-type: none"> <li>• formative and summative assessment data of students enrolled in Extended Day Classes</li> <li>• classroom rosters</li> <li>• student climate survey</li> <li>• detention/suspension rates</li> </ul> <p>People Assigned: Principal Assistant Principal SBDM PBISTeam</p>		
<p><b>5.2</b></p>	<p>Reinforcement of trauma-informed school-wide practices through the implementation of:</p> <ul style="list-style-type: none"> <li>• SEL curriculum and pedagogy, including small group pullouts</li> <li>• Choose Love SEL Curriculum</li> <li>• PBIS Tier 2 supports, including "check in and check out" system</li> <li>• COST services and supports</li> <li>• RTI framework</li> <li>• Building trust and relationships all as a community of learners looking through the lens of Anti Bias-Anti Racism and CRT.</li> </ul>	<p>Focus groups (Black or African American, ELs, and Latinx)</p>	

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

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

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

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

Although we allocated for a recess coach to assist in our outside recess time, it has been a challenge to find someone. Our PBIS has shown that strategies are working but we need to decrease the number of students who experience social and emotional challenges.

We did not get a chance to do the Panorama Survey with students this year and will continue with an annual Burbank survey.

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

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Relationship-Centered Schools -- Parent Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

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

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Burbank will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.  Improving Parent Engagement: As a community school, our CSS and FES will work with the administration team to actively engage parents through:	All	1080 Title 1: Parent Allocation None Specified Childcare, materials, refreshments , finger printing 60,000 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries CSS for .5

<p>1. Regular Communication with parent/caretaker related to academics, announcing special events, informing of advisory group meetings, and other forms of parent/caretaker involvement will continue to be provided. Multiple forms of communication include:</p> <ul style="list-style-type: none"> <li>• Principal's monthly newsletter</li> <li>• Monthly calendar</li> <li>• Infinite Campus all call</li> <li>• Webpage</li> <li>• Class Dojo</li> </ul> <p>2. School cafeteria, library or available room will serve as a location for parent/caretaker trainings, workshops, advisory group meetings, and a workspace for parent/caretakers volunteering at the school.</p> <ul style="list-style-type: none"> <li>• Principal and support staff with PTA, AASAI, ELAC group will coordinate trainings / workshops for parents/caretakers</li> <li>• Administration, support staff and staff will engage parents / caretakers that are non responsive or feel marginalized from the school community</li> <li>• 2nd Cup of Coffee</li> </ul> <p>3. Site funds will be allocated to support the involvement of parent / caretakers in our students' education.</p> <ul style="list-style-type: none"> <li>• materials and supplies for trainings/workshops and promotion thereof</li> <li>• consultants</li> <li>• childcare</li> <li>• refreshments</li> </ul> <p>The following measure will be used to determine the efficacy of implementation:</p> <ul style="list-style-type: none"> <li>• parent climate survey</li> <li>• workshop/training attendance data</li> <li>• workshop/training evaluations data</li> </ul> <p>People Assigned: Principal Assistant Principal CSS EL Specialist Family Engagement Specialist Support Staff</p>		
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# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

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

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

We allocated funds for parent workshops, however, attendance or RSVP was minimal. We are trying to determine if this is due to parent's schedules, lack of time to volunteer or if its connected to the ongoing immigration concerns in our area.

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

Increased collaboration between our CSS and FES as well as our PTA has allowed for Burbank to offer more community events, resources to our families and increased communication. Our Family engagement Specialist -FES and CSS will continue to reach out in different forms of communication to engage more families at the school site. Parent climate survey will be given at the end of the school year for feedback.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

#### Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Burbank Elementary will decrease chronic absenteeism by 10% in the 26-27 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Our overall chronic absenteeism has declined by 1.4% but still continue to have 24.7% chronic absenteeism. Our African American students had a chronic absenteeism of 39.7% which was a decrease of 5% from the previous year. Our Hispanic students also had a decrease of 1.5%. This means that these students have been absent for 10% of their instructional day. Although we have declined in our chronic absenteeism, there is still a lot of work to be done. All other significant subgroups have declined by 28%- 5%.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Reports	95% ADA	98% ADA
CA Dashboard Chronic Absenteeism Data	24.7%	Decrease by 10% as measured by the CA Dashboard in 25-26school year

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Burbank staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	All Students	1,000.00 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies

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

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

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

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

No major differences with the intended implementation and budget expenditures.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

n/a

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		8

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1			None Specified None Specified

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

N/A

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

N/A

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2025-26

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$133,236.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$25,207.00
Title 1: Parent Allocation	\$1,080.00
Title I: Schoolwide Program	\$106,949.00

Subtotal of state or local funds included for this school: \$133,236.00

Total of federal, state, and/or local funds for this school: \$133,236.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	25,207	0.00
Title I: Schoolwide Program	108,029	1,080.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	25,207.00
Title 1: Parent Allocation	1,080.00
Title I: Schoolwide Program	106,949.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,949.00
2000-2999: Classified Personnel Salaries	60,000.00
4000-4999: Books And Supplies	30,207.00
5000-5999: Services And Other Operating Expenditures	4,000.00
None Specified	1,080.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	15,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	6,207.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	4,000.00
None Specified	Title 1: Parent Allocation	1,080.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	22,949.00

2000-2999: Classified Personnel Salaries

Title I: Schoolwide Program

60,000.00

4000-4999: Books And Supplies

Title I: Schoolwide Program

24,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,500.00
Goal 2	20,949.00
Goal 3	3,000.00
Goal 4	6,707.00
Goal 6	61,080.00
Goal 7	1,000.00

# School Site Council Membership

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

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

Name of Members	Role
Irma Torres-Fitzsimons	Principal
Leticia Quintanilla	Classroom Teacher
Daniel Gonzalez	Classroom Teacher
Jimmie Martinez	Classroom Teacher
Alejandra Melgoza	Other School Staff
Adriana Montes	Parent or Community Member
Aurelio Medel	Parent or Community Member
Yvette Serrano	Parent or Community Member
Gisela Maldonado	Parent or Community Member
Anna Valverde	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/2026.

Attested:



Principal, Irma Torres-Fitzsimons on 5-18-26



SSC Chairperson, Anna Valverde on 5-18-26



ELAC Representative, Yvette Serrano on 5-18-26

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023