



# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **BURBANK ELEMENTARY** SCHOOL

**2018-19**

37-68338-6039283  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Clark Messineo, Rachel  
**Contact Person:** Clark Messineo, Rachel  
**Position:** Principal  
**Telephone Number:** 619-652-4500  
**Address:** 2146 Julian Ave, Burbank Elementary, San Diego, CA, 92113-1237,  
**E-mail Address:** rmessineo@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
In their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Burbank Elem.

**DUE: May 15, 2018 (Year Round)**

SITE CONTACT PERSON: Rachel Messineo

PHONE: (619) 452-4500 FAX: (619) 452-4590 E-MAIL ADDRESS: RMessineo@sandi.

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply): not  
 Title I Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |                             |
|--|-----------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/26/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Rachel Messineo  
Type/Print Name of School Principal

Rachel Messineo  
Signature of School Principal

5/1/18  
Date

Diane Garrido  
Type/Print Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

5-1-18  
Date

Miki Merino  
Type/Print Name of Area Superintendent

[Signature]  
Signature of Area Superintendent

5-1-18  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

Burbank is a community school with most students living within walking distance. Some students are second generation Burbank students and most come from homes where Spanish is spoken. Of Burbank's current 439, TK-5<sup>th</sup> grade students, our enrollment by ethnicity is categorized by the following: 95% Hispanic/Latino, <1 % African American, and <1 % White. Targeted subgroups include our English Learner (EL) subgroup, which comprises approximately 70% of our total student population, our Hispanic/Latino subgroup, which comprises 95% of our total student population, and our socio-economically disadvantaged (SED) subgroup, which comprises 100% of our total student population. 100% of our students participate in the Free and Reduced Lunch Program (FRLP), which is an indicator for our socio-economically disadvantaged subgroup. It is relevant to point out that when referring to any of the three subgroups English Learner, Hispanic/Latino, or socio-economically disadvantaged, one is referring to 74%-100% of the total population. Because of this, most strategies called out are assigned to all students.

The 2018-2019 Single Plan for Student Achievement (SPSA) supports our mission statement for Burbank by strategically allocating both personnel and monetary resources to ensure all students progress adequately, and to ensure support for students in need. Burbank has identified as a school-wide **SMART Goal for ELA** that 36% or more of all students in grades 3-5 will meet grade level standards in English/Language Arts as measured by CAASPP. **Key actions** implemented to produce expected results include: continued focused, daily ELD instruction organized by Overall Proficiency Level (OPL), daily guided reading instruction for our most vulnerable readers, and in some cases, an extra daily small group instruction for all students scoring at Basic and below as indicated by the Developmental Reading Assessment (DRA), and teacher collaboration and planning around the District-adopted Critical Concepts and Common Core State Standards during monthly grade level PLC meetings. In addition, Classroom Teachers and Support Staff continue to differentiate instruction and instructional approaches for all students at varying levels designed to meet the needs of students as evidenced by on-going formative assessments.

The school-wide **SMART Goal for mathematics** has identified that 38% or more of all students at Burbank will meet grade level standards in Mathematics as measured by CAASPP. **Key actions** implemented to produce expected results include: continued daily mathematics instruction, and in some cases, an extra daily small group instruction for all students scoring at Basic and below as indicated by District and teacher-created assessment data, and teacher collaboration and planning around the District-adopted Critical Concepts and Common Core State Standards during monthly grade level PLC meetings. In addition, Classroom Teachers and Support Staff continue to differentiate instruction and instructional approaches for all students at varying levels designed to meet the needs of students as evidenced by on-going formative assessments.

**SCHOOL VISION AND REALITY**

Our vision for Burbank is that we become THE very best school in the ENTIRE universe. This is what we envision for our school:

- All classrooms are alive with learning. Teachers provide relevant, meaningful, and connected curriculum with equitable levels of rigor all day, every day.
- All students learn collaboratively and their learning is facilitated by kind, caring, knowledgeable, supportive, energetic, and enthusiastic teachers.
- All students have equal opportunities for success at all grade levels, and in all content areas.
- All teachers use formative and summative assessments to inform, enhance, and motivate student learning, as well as improve instructional practices.
- All teachers know their students. They know their learning strengths, weaknesses, and design appropriate instructions to meet them where they're at, and to get them to where they need to be.
- All teachers are leaders. They recognize and celebrate approximations and success of all learners in the community.
- All staff work positively and collegially in a collaborative community to create a social, emotional, and academic environment worthy of all students. All staff members are fully engaged and find absolute joy in the work.

**What is Burbank's current reality in relation to the vision?**

- The current reality at Burbank reveals that our learning community is working toward the ideal state. Across the campus you'll see some classrooms are alive with learning. Some classrooms have rigorous, relevant instruction aligned with Common Core State Standards.
- The school's current reading reality is 43% of our 3-5 Students are at grade level or beyond. And our current math reality is 44% of our 3-5 Students are at grade level or beyond. Not only are we in a state of emergency, we are in a "chronic" state of emergency with nearly 60% of our student population not meeting grade level standards in reading and math. In order to reach the ideal state of 80% or more of our students performing at grade level or beyond in reading and math, the school will continue to focus efforts on the study of strong Tier 1 Instruction.

**CORE AND SUPPLEMENTAL SUPPORTS****TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices, and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities (PLCs), as well as whole-staff. Staff members carefully analyze student data, as well as best-practices, through the lens of SDUSD's Vision for students: Unlocking the genius one student at a time: maximizing growth in every interaction. A careful analysis of student data results in responsive instruction.

Findings and progress are shared with parents and community via advisory groups, for example the English Learner Advisory Committee (ELAC) and School Site Council (SSC).

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

During the months of December 2017 & January 2018, all stakeholder groups participated in the process of providing input and feedback for the 2018-2019 budget.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Rachel Clark Messineo	Principal
Januari Simpson	Classroom Teacher Representative, Co-Chairperson/DAC ALT
Diana Garrido	Classroom Teacher Representative, Chairperson/DAC ALT
Evelyn Ruiz	Classroom Teacher Representative, /DAC ALT
Patty Covarrubias	Other Representative, DAC ALT
Dulce Munoz	Parent Representative, DAC ALT
Carrie Anne Sandoval	Community Representative, DAC ALT
Christopher Sandoval	Community Representative, DAC ALT
Antoine Jarvis	Parent Representative, DAC ALT
Rosangel Ruiz	Parent Representative, DAC ALT



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 42% (approx. 28 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 21 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 33% (approx. 22 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 23% (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 41% (approx. 27 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 29% (approx. 20 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 6% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

These goals were derived from Smarter Balanced Summative Assessments 2017, as well as DRA 2 Reading Levels. Burbank will monitor progress toward meeting goals and use the following data points: DRA2, WRAP, Records of Oral Reading, Exit Slips, End of Unit Tests/Assessments, On-Demand Student Writing, Writing Journals, and Teacher-Created Assessments.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA achievement at least three times per year. Teachers will also monitor reading monthly by looking closely at running records and reading behaviors. Analysis will inform subsequent instruction.

Findings and progress are also shared with parents and community via advisory groups, for example the English Learner Advisory Committee (ELAC) and School Site Council (SSC).

**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 39% (approx. 26 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 37% (approx. 26 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 18% (approx. 12 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 23% (approx. 16 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 33% (approx. 22 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 29% (approx. 20 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 3% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 3% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

These goals were derived from Smarter Balanced Summative Assessments 2017. Burbank will monitor progress toward meeting goals and use the following data points: Exit Slips, End of Unit Tests/Assessments, Teacher-Created Assessments, and Common Formative Assessments.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department monthly to analyze student progress. Analysis will inform subsequent instruction.

Findings and progress are also shared with parents and community via advisory groups, for example the English Learner Advisory Committee (ELAC) and School Site Council (SSC).

**Area 3: English Learner**

**English Learner SMART Goal:**  
By June 2019, a minimum of 80% of the site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for students who are dually-identified as receiving EL and Special Ed. services.

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT     Interim Assessments     End-Of-Course Exams     SBAC     DRA2     SMI     SRI     KDS     ELPAC     ARI     MDTP     Report Cards     End-Of-Unit Assessments     PowerSchool     Sign In Sheets     Other

**Other Assessments (Please Specify):**  
This goal is derived from the preliminary ELPAC data which was administered February 2018. Other data points might include: CELDT, DRA and Teacher Recommendation.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
Teachers will meet by grade level/department monthly to analyze student achievement. Teachers will pay close attention to running records, reading behaviors, and oral and written expression. Additionally, teachers will consult and collaborate with the site-based English as Second Language Assistant. Analysis will inform subsequent instruction.  
Findings and progress are also shared with parents and community via advisory groups, for example the English Learner Advisory Committee (ELAC) and School Site Council (SSC).

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 65% (approx. 43 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 55% (approx. 38 5th graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools):****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

These goals were derived from data received from Second & Fourth Grade DRA 2, which was administered November 2017, & March 2018.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet by grade level/department to analyze DRA achievement at least three times per year. Teachers will also monitor reading monthly by looking closely at running records and reading behaviors. Additionally, teachers will consult and collaborate with site counselor and site-based English as Second Language Assistant. Analysis will inform subsequent instruction.

Findings and progress are also shared with parents and community via advisory groups, for example the English Learner Advisory Committee (ELAC) and School Site Council (SSC).

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, at least 80% (approx. 349 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 70% (approx. 305 families) will attend at least 1 parent workshop on Reading, Math, and Language Development to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Parents of students in grades 3, 4 and 5 are the least represented at school events.

**What data did you use to form these goals?**

Sign-in sheets of previous attendance at school events, trainings, and workshops.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers, Counselor, English as Second Language Assistant, and Principal will meet at least 3 times per year to analyze student progress using site developed criteria. Families are contacted at least 3 times per year (once per Trimester) based on progress.

Staff and Principal will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the District's Critical Concepts in the CORE Content Areas, ELA & Math Frameworks, District's Language Bundles, and Common Core State Standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of Designated English Language Development instruction at least four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, exit slips, and teacher created/common formative assessments) to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze on demand and other student writing using grade level writing rubrics, proficiency scales, and ELDPI, and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT/ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, and health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction.

**Strategic Support (Tier 2)**

- Extended learning time, before and/or after school, will be provided to address specific student needs as identified through teacher, and grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy, math, and language development.
- Teachers will make home contact i.e. progress report, phone call, and/or home visit to discuss the progress of their at risk student. This is logged by teacher.
- Educational specialist/s will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic web-based interventions and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and to clarify understanding prior to sending students off to work independently.
- The site will incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.

**Intensive Intervention (Tier 3)**

- Educational Specialist/s will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Counselor and support staff will provide monthly check in with at risk students.
- Support Staff will address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

Supplemental instructional materials will be provided to support student learning. Students will engage in strategic, web-based interventions.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$6,000.00	\$6,000.00	0039-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To support student learning by providing equitable supplementary learning materials for all students.
Software License		\$11,000.00	\$11,000.00	0039-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To provide web-based learning applications in the CORE content areas as a Tier 2 intervention during the instructional day and beyond
Supplies		\$39,186.00	\$39,186.00	0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To provide supplemental instructional supplies to support student achievement such as charts, journals, pencils, etc.

**How will you monitor these strategies/activities?**

Grade level collaborative teams will analyze both formative and summative data at their monthly PLCs. The Instructional Leadership Team (ILT) will meet monthly to review school-wide data. Data points might include, but aren't limited to: CELDT/ELPAC, SBAC/CAASPP, DRA 2, End of Unit/End of Concept Tests, Writing Samples, Teacher-Created Formative Assessments, to name a few. Data from each Reporting Period will be shared with the site's advisory groups. On-going input will be elicited by staff and parents at the advisory group meetings, and by parents in attendance at the monthly Principal Coffees.

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Extended learning time will be provided to address specific student needs and to increase the milestones necessary for meaningful graduation.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$8,000.00	\$9,631.20	0039-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To provide before school and/or after school academic support to under-performing students.

**How will you monitor these strategies/activities?**

Grade level collaborative teams will analyze both formative and summative data at their monthly PLCs. The Instructional Leadership Team (ILT) will meet monthly to review school-wide data. Data points might include, but aren't limited to: Running Records, Reading Behaviors, Writing Samples, Teacher-Created Formative Assessments, to name a few. Data will be shared with the site's advisory groups. On-going input will be elicited by staff and parents at the advisory group meetings, and by parents in attendance at the monthly Principal Coffees.

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**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

Teachers will participate in on-site and district-level professional development to strengthen CORE instruction.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$20,000.00	\$24,078.00	0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To support student learning by providing teacher release time for collaboration, monitoring student progress and instructional planning aligned to Common Core State Standards. Teachers will calibrate grade level proficiency using results from site-based assessments, and other data points, to plan instruction, monitor student progress, and inform instruction. Teachers will participate in on site and district professional development to strengthen Tier 1/Core Instruction.
Prof&Curriclm DevHrlyClstrmTchr		\$15,000.00	\$18,058.50	0039-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	To support student learning by providing teacher release time for collaboration, monitoring student progress, and instructional planning aligned to Common Core State Standards. Teachers will calibrate grade level proficiency using results of district interim assessments and other data points, to plan instruction, monitor student progress, and inform instruction. Teachers will participate in on site and district professional development to strengthen Tier 1/Core Instruction
Conference Local		\$500.00	\$500.00	0039-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To provide funds for teachers to attend local conferences to improve their instructional techniques and practices.

**How will you monitor these strategies/activities?**

To determine the effectiveness of professional development, both student and teacher data points will be used. Student data points may include, but not limited to: DRA, End of Unit/Topic Tests, Teacher Created Assessments, Exit Slips, On Demand Writing, Writing Journals, and Report Cards. Additionally, teacher data points may include, but not limited to: school wide trends and patterns as determined by on-going instructional walkthroughs, teacher reflections and teacher needs assessment surveys.

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**

Counselor & health assistant will facilitate medical, dental and mental health referrals to community agencies; will monitor and follow up with student attendance needs; will provide monthly check in with at risk students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.4000	\$31,772.40	\$45,617.53	0039-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	To support student learning by teaching social and scholarly behaviors (PBIS); develop effective streams of communication with families; accompanies teachers on home-visits, collaborates with school nurse to coordinate outside services for students and families to improve attendance rates. This position is above the current district allocation of .20



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Health Technician	-0.2000	\$6,823.60	\$12,292.64	0039-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	To support student learning by addressing health needs of all students; to make appropriate referrals as needed to address social and emotional needs of all students. This position is above the current district allocation of .40.
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**How will you monitor these strategies/activities?**  
 Counselor, Nurse, Health Tech, Attendance Clerk, & Principal will collaborate with grade level teams to analyze both formative and summative data at their monthly PLCs. Counselor, Nurse, Health Tech, Attendance Clerk, & Principal will analyze discipline and attendance data as well. On-going input will be elicited by staff and parents at the advisory group meetings, and by parents in attendance at the monthly Principal Coffees.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 Parents will attend monthly Principal Coffees/Family Fridays, and on-going parent workshops and trainings. Refreshments, daycare, postage, and/or translation will be provided.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Tech Professional OTBS Hrly		\$350.00	\$449.45	0039-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	To provide hourly daycare and/or translation for parent in-services and/or Principal's Coffees.
In-service supplies		\$2,095.00	\$2,095.00	0039-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	To provide refreshments and meeting supplies for parent in-services and monthly Principal's Coffees.
Postage Expense		\$150.00	\$150.00	0039-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	To provide postage for parent communication and office needs.

**How will you monitor these strategies/activities?**  
 Sign in sheets from on-going parent involvement events will be collected. On-going input will be elicited by parents at the advisory group meetings, and by parents in attendance at the monthly Principal Coffees/Family Fridays.

**Local Control Funding Formula Goals and Budget****Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

**Intervention Support Goal::**

Classroom teachers will provide before school and/or after school extended learning opportunities for underperforming students. All students will be invited to attend, but an emphasis will be placed on the designated retention grades 1 and 3.

During extended day learning opportunities, students will have access to web-based learning and intervention applications. Applications may include, but not limited to: RazKids, ST Math, and Achieve 3000. Duplication Services, Supplemental Instructional Supplies, and Paper are necessary to provide equitable access to materials for all students.

Counselor and health tech to support student learning by teaching social and scholarly behaviors, and to strengthen the home-school connection.

**Identified Need::**

Specific student needs will be identified through teacher, grade level and site analysis of data points that may include, but not limited to: DRA, End of Unit/Topic Tests, Teacher Created Assessments, Exit Slips, On Demand Writing, Writing Journals, and Report Cards.

**Target Group::**

All underperforming students will be invited to participate, but an emphasis will be placed on grades 1 and 3, which are the designated retention grades, and grade 3, one of our Graduation Rate SMART Goal targeted groups.

**Monitoring::**

Grade level collaborative teams will analyze both formative and summative data at their monthly PLCs. The Instructional Leadership Team (ILT) will meet monthly to review school-wide data. Data points might include, but aren't limited to: CELDT/ELPAC, SBAC/CAASPP, DRA 2, End of Unit/End of Concept Tests, Writing Samples, Teacher-Created Formative Assessments, to name a few. Data from each Reporting Period will be shared with the site's advisory groups. On-going input will be elicited by staff and parents at the advisory group meetings, and by parents in attendance at the monthly Principal Coffees.

Counselor, health tech, and English as Second Language Assistant will consult and collaborate with grade level teams during the data analysis process. They will advise and make recommendations based on need.

**Personnel Responsible::**

School Staff, Site Administrator

**Goal 2: Classroom Supports**

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

**Classroom Support Goal::**

Web-based learning and intervention applications will be purchased to help close the achievement gap for underperforming students. Applications may include, but not limited to: RazKids, ST Math, and Achieve 3000. Students will be able to access these web-based applications during the instructional day, extended learning opportunities, and at home.

Additionally, as a support to enhance Common Core Standards-based instruction and to build student background knowledge, students will be able to participate in real-world learning opportunities beyond the classrooms (community-based fieldtrips).

Duplication Services, Supplemental Instructional Supplies, and Paper are necessary to provide equitable access to materials for all students.

**Identified Need::**

Specific student needs will be identified through teacher, grade level and site analysis of data points that may include, but not limited to: DRA, End of Unit/Topic Tests, Teacher Created Assessments, Exit Slips, On Demand Writing, Writing Journals, and Report Cards.

**Target Group::**

All underperforming students as well as English Language Learners and Students with Disability will have accessibility to the web based instructional applications and interventions.

**Monitoring::**

Data points include, but not limited to: DRA, Fountas & Pinnell Reading Levels Continuum, Running Records, RazKids Reports, Pre/Post Tests, Teacher Created Assessments, Exit Slips, On Demand Writing, Writing Journals and Math Journals.

**Personnel Responsible::**

School Staff, Site Administrator

**Goal 3: Professional Development**

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

Teachers will engage in professional learning, at the site level and beyond, around Common Core State Standards and Tier 1/Core Instruction. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of summative and formative assessments to plan instruction, monitor student progress, and to adjust instruction accordingly. Collaborative learning opportunities may include, but not limited to: PLCs, Lesson Study, Grade Level Observations, Cross Grade Level Observations, Cross Site Visits, and Book Clubs. Professional learning will impact the overall school program for all students.

Duplication Services, Supplemental Instructional Supplies, and Paper are necessary to provide equitable access to materials for not only all students but for teachers too.

**Identified Need::**  
 Specific professional development needs will be identified through site analysis of student data points that may include, but not limited to: DRA, Interim Assessments, End of Unit/Topic Tests, Teacher Created Assessments, Exit Slips, On Demand Writing, Writing Journals, and Report Cards. Additionally, professional development needs will be identified through school wide trends and patterns as determined by on-going instructional walkthroughs, teacher reflections, and teacher needs assessment surveys.

**Target Group::**  
 Classroom Teachers, and other staff as needed

**Monitoring::**  
 To determine the effectiveness of professional development, both student and teacher data points will be used. Student data points may include, but not limited to: DRA, Interim Assessments, End of Unit/Topic Tests, Teacher Created Assessments, Exit Slips, On Demand Writing, Writing Journals, and Report Cards. Additionally, teacher data points may include, but not limited to: school wide trends and patterns as determined by on-going instructional walkthroughs, teacher reflections and teacher needs assessment surveys.

**Personnel Responsible::**  
 School Staff, Site Administrator

<b>LCFF Intervention Supports</b>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>Area Goal(s)</b>	<b>Rationale</b>
School Counselor -	0.2000	\$15,886.20	\$22,808.76	0039-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To support student learning by teaching social and scholarly behaviors (PBIS); develop effective streams of communication with families; accompanies teachers on home-visits, collaborates with school nurse to coordinate outside services for students and families to improve attendance rates. This position is above the current district allocation of .20
ESL Asst -	0.6000	\$15,252.60	\$37,184.33	0039-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	01, 03, 04, 05, LCFF 1, LCFF 2	To provide assistance to the E.S.L. instructional program in classrooms and in "pullout" situations; assist in consulting with students, teachers, and parents about language proficiency and progress; may assist in assessing pupils' proficiencies in English and the primary language; prepare and maintain appropriate second language records/rosters; assist with the reclassification of English Learners and all related compliance documentation.
Retired NonClstrm Tchr Hrly		\$16,500.00	\$19,864.35	0039-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	To conduct pupil testing/administer assessments, i.e. ELPAC and/or CELDT.
Supplies		\$3,939.78	\$3,939.78	0039-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	To provide supplementary instructional supplies/materials for students.

## Burbank Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Interprogram Svcs/Paper	\$5,000.00	\$5,000.00	0039-09800-00- 5733-1000- 1110-01000- 0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	To support student learning by providing supplementary learning materials for all students.
Clerical OTBS Hrly	\$1,650.00	\$2,118.78	0039-09800-00- 2451-2495- 0000-01000- 0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 2	To provide hourly time for translation for parent-teacher conferences; as well as support during the enrollment/registration process.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results  
Percentage of Students Meeting or Exceeding Standard by Grade Level  
Burbank  
All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	157	12.7	177	18.1	177	14.1	1.4	-4.0	163	9.2	176	9.7	178	13.5	4.3	3.8
Female	82	14.6	86	17.4	75	18.7	4.1	1.3	86	9.3	85	9.4	79	15.2	5.9	5.8
Male	75	10.7	91	18.7	102	10.8	0.1	-7.9	77	9.1	91	9.9	99	12.1	3.0	2.2
African American	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	153	12.4	173	17.3	171	12.9	0.5	-4.4	159	8.8	172	9.9	172	13.4	4.6	3.5
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
Multiracial	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
English Learner	92	1.1	103	7.8	108	5.6	4.5	-2.2	98	6.1	102	5.9	110	8.2	2.1	2.3
English-Speaking	65	29.2	74	32.4	69	27.5	-1.7	-4.9	65	13.8	74	14.9	68	22.1	8.3	7.2
Reclassified†	28	39.3	31	51.6	31	29.0	-10.3	-22.6	28	21.4	31	22.6	31	22.6	1.2	0.0
Initially Eng. Speaking	37	21.6	43	18.6	38	26.3	4.7	7.7	37	8.1	43	9.3	37	21.6	13.5	12.3
Econ. Disadv.*	157	12.7	163	16.6	165	12.1	-0.6	-4.5	163	9.2	162	9.9	165	11.5	2.3	1.6
Non-Econ. Disadv.	0	-	14	35.7	12	41.7	-	6.0	0	-	14	7.1	13	38.5	-	31.4
Gifted	31	19.4	31	29.0	19	26.3	6.9	-2.7	32	15.6	31	25.8	19	21.1	5.5	-4.7
Not Gifted	126	11.1	146	15.8	158	12.7	1.6	-3.1	131	7.6	145	6.2	159	12.6	5.0	6.4
With Disabilities	27	3.7	25	4.0	0	-	-	-	27	0.0	0	-	0	-	-	-
WO Disabilities	130	14.6	152	20.4	147	17.0	2.4	-3.4	136	11.0	151	11.3	150	16.0	5.0	4.7
Homeless	6	-	0	-	0	-	-	-	6	-	4	-	0	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	4	-	3	-	0	-	-	-	5	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.





**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Burbank**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	58	6.9	71	21.1	54	16.7	9.8	-4.4	59	11.9	71	15.5	53	28.3	16.4	12.8
Female	30	6.7	28	21.4	29	27.6	20.9	6.2	31	12.9	28	21.4	31	29.0	16.1	7.6
Male	28	7.1	43	20.9	25	4.0	-3.1	-16.9	28	10.7	43	11.6	22	27.3	16.6	15.7
African American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	57	7.0	69	20.3	52	15.4	8.4	-4.9	58	12.1	69	15.9	51	27.5	15.4	11.6
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Multiracial	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
English Learner	43	0.0	49	16.3	40	10.0	10.0	-6.3	44	11.4	49	10.2	40	20.0	8.6	9.8
English-Speaking	15	26.7	22	31.8	14	35.7	9.0	3.9	15	13.3	22	27.3	13	53.8	40.5	26.5
Reclassified†	4	-	5	-	2	-	-	-	4	-	5	-	2	-	-	-
Initially Eng. Speaking	11	18.2	17	23.5	12	33.3	15.1	9.8	11	0.0	17	17.6	11	54.5	54.5	36.9
Econ. Disadv.*	58	6.9	68	20.6	50	14.0	7.1	-6.6	59	11.9	68	16.2	49	24.5	12.6	8.3
Non-Econ. Disadv.	0	-	3	-	4	-	-	-	0	-	14	7.1	4	-	-	-
Gifted	9	-	8	-	3	-	-	-	10	30.0	8	-	3	-	-	-
Not Gifted	49	6.1	63	19.0	51	15.7	9.6	-3.3	49	8.2	63	11.1	50	26.0	17.8	14.9
With Disabilities	7	-	25	4.0	0	-	-	-	7	-	0	-	0	-	-	-
WO Disabilities	51	7.8	61	24.6	51	17.6	9.8	-7.0	52	13.5	61	18.0	52	28.8	15.3	10.8
Homeless	2	-	0	-	0	-	-	-	2	-	1	-	0	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Burbank**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	52	17.3	57	8.8	63	15.9	-1.4	7.1	54	9.3	56	5.4	63	12.7	3.4	7.3
Female	32	15.6	28	10.7	20	20.0	4.4	9.3	34	5.9	27	3.7	20	15.0	9.1	11.3
Male	20	20.0	29	6.9	43	14.0	-6.0	7.1	20	15.0	29	6.9	43	11.6	-3.4	4.7
African American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	51	17.6	57	8.8	60	13.3	-4.3	4.5	53	9.4	56	5.4	60	13.3	3.9	7.9
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
English Learner	25	4.0	39	0.0	33	3.0	-1.0	3.0	27	3.7	38	2.6	33	3.0	-0.7	0.4
English-Speaking	27	29.6	18	27.8	30	30.0	0.4	2.2	27	14.8	18	11.1	30	23.3	8.5	12.2
Reclassified†	10	50.0	7	-	16	31.3	-18.7	-	10	30.0	7	-	16	31.3	1.3	-
Initially Eng. Speaking	17	17.6	11	9.1	14	28.6	11.0	19.5	17	5.9	11	9.1	14	14.3	8.4	5.2
Econ. Disadv.*	52	17.3	50	8.0	61	14.8	-2.5	6.8	54	9.3	49	6.1	61	11.5	2.2	5.4
Non-Econ. Disadv.	0	-	7	-	2	-	-	-	0	-	14	7.1	2	-	-	-
Gifted	15	20.0	31	29.0	7	-	-	-	15	13.3	8	-	7	-	-	-
Not Gifted	37	16.2	49	10.2	56	14.3	-1.9	4.1	39	7.7	48	4.2	56	12.5	4.8	8.3
With Disabilities	8	-	25	4.0	0	-	-	-	8	-	0	-	0	-	-	-
WO Disabilities	44	18.2	47	10.6	52	19.2	1.0	8.6	46	10.9	46	6.5	52	15.4	4.5	8.9
Homeless	2	-	0	-	0	-	-	-	2	-	4	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Burbank**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	47	14.9	49	24.5	60	10.0	-4.9	-14.5	50	6.0	49	6.1	62	1.6	-4.4	-4.5
Female	20	25.0	30	20.0	26	7.7	-17.3	-12.3	21	9.5	30	3.3	28	0.0	-9.5	-3.3
Male	27	7.4	19	31.6	34	11.8	4.4	-19.8	29	3.4	19	10.5	34	2.9	-0.5	-7.6
African American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	45	13.3	47	23.4	59	10.2	-3.1	-13.2	48	4.2	47	6.4	61	1.6	-2.6	-4.8
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Multiracial	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
English Learner	24	0.0	15	0.0	35	2.9	2.9	2.9	27	0.0	15	0.0	37	0.0	0.0	0.0
English-Speaking	23	30.4	34	35.3	25	20.0	-10.4	-15.3	23	13.0	34	8.8	25	4.0	-9.0	-4.8
Reclassified†	14	28.6	19	47.4	13	23.1	-5.5	-24.3	14	7.1	19	15.8	13	7.7	0.6	-8.1
Initially Eng. Speaking	9	-	15	20.0	12	16.7	-	-3.3	9	-	0	-	0	-	-	-
Econ. Disadv.*	47	14.9	45	20.0	54	7.4	-7.5	-12.6	50	6.0	45	4.4	165	11.5	5.5	7.1
Non-Econ. Disadv.	0	-	4	-	6	-	-	-	0	-	4	-	7	-	-	-
Gifted	7	-	15	40.0	9	-	-	-	7	-	15	20.0	9	-	-	-
Not Gifted	40	12.5	34	17.6	51	7.8	-4.7	-9.8	43	7.0	145	6.2	159	12.6	5.6	6.4
With Disabilities	12	0.0	5	-	0	-	-	-	12	0.0	0	-	0	-	-	-
WO Disabilities	35	20.0	44	25.0	44	13.6	-6.4	-11.4	38	7.9	44	6.8	46	2.2	-5.7	-4.6
Homeless	2	-	0	-	0	-	-	-	2	-	4	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	-	-	2	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**

San Diego Unified School District  
BURBANK ELEMENTARY  
TITLE I PARENT INVOLVEMENT POLICY

**Title I parent involvement at Burbank Elementary will be fostered by means of the following activities:**

- An annual meeting will be convened to inform parents of participating students of the requirements of Title I and their right to be involved.
- Burbank will offer a flexible number of meetings and may provide, with funds provided under this part, transportation, and child care of home visits as such services relate to parental involvement.
- Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with timely information about Title I programs.
- Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.
- Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

**To build capacity for involvement of parents, Burbank will:**

- Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children
- Provide materials and training to help parents work with their children to improve their children's achievement.
- Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
- Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
- Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand.
- Provide such other reasonable support for parental involvement activities under this section as parents may request.

**Burbank will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language, such parents understand.**

San Diego Unified School District  
BURBANK ELEMENTARY  
TITLE I PARENT INVOLVEMENT POLICY

**Título I participación de los padres en Primaria Burbank se promoverá por medio de las siguientes actividades:**

- Una reunión anual será convocada para informar a los padres de los alumnos participantes de los requisitos del Título I y su derecho a estar involucrados.
- Burbank ofrecerá un número flexible de reuniones y puede proporcionar, con fondos provistos bajo esta parte, el transporte, y cuidado de niños de las visitas domiciliarias como servicios relacionados con la participación parental.
- Involucrar a los padres de los estudiantes participantes, de una manera organizada, continua y oportuna, en la revisión de la planificación y la mejora de su programas de Título I y la política de participación de los padres.
- Proporcionar a los padres de los estudiantes participantes con información oportuna sobre programas de Título I.
- Proporcionar a los padres de los estudiantes participantes con una explicación del plan de estudios, la evaluación académica y los niveles de competencia de los estudiantes se espera que cumplan.
- Proporcionar a los padres de los estudiantes participantes, si se solicita, con oportunidades para reuniones regulares para participar en decisiones relacionadas con la educación de sus hijos.

**Para fortalecer la capacidad de participación de los padres, Burbank hará lo siguiente:**

- Ayudar a los padres a entender el contenido académico y estándares de rendimiento y las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos
- Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos
- Educar al personal, con la ayuda de los padres, en el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales
- Coordinar e integrar la participación de los padres con otros programas y realizar actividades que estimulen y apoyen a los padres a participar más plenamente en la educación de sus hijos.
- Distribuir la información relacionada con los programas escolares y los padres, reuniones y otras actividades a los padres de los alumnos participantes en un formato y, en la medida de lo posible, en un idioma que los padres entiendan.
- Proporcionar apoyo razonable para las actividades de participación de los padres en esta sección como los padres pueden solicitar.

**Burbank proporcionará oportunidades completas para la participación de los padres con dominio limitado del idioma Inglés, los padres con discapacidades, y padres de estudiantes migratorios incluyendo proveer información y reportes escolares requeridos bajo la Sección 6311 en un formato y, en la medida de lo posible, en un idioma, los padres de estos entender.**

**APPENDIX C**

**HOME/SCHOOL COMPACT**

San Diego Unified School District  
**BURBANK ELEMENTARY SCHOOL**  
**HOME SCHOOL COMPACT**  
**2018-2019**

Burbank Elementary School, Burbank Parents, and Burbank Students agree that this compact outlines how the parents, the entire school staff, and students will share the responsibility for improved and continued school academic achievement.

**SCHOOL RESPONSIBILITIES**

**Burbank Elementary School will:**

**1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

- Alignment of instruction to Common Core State Standards.
- Targeted support in addition to core curriculum for students not demonstrating proficiency in Language Arts and Math.
- Additional targeted support during the school day (Focused English Language Development, additional small group instruction in Language Arts), outside of the classroom for students not demonstrating proficiency in Language Arts and Math.
- Teachers engage in grade level/cluster collaborative study and planning in aligning state standards to Units of Inquiry and instruction.
- Additional texts/instructional materials focusing on the integration of essential content, ELA, and ELD standards for all students including English learners.
- Monthly monitoring, data analysis, and instructional planning system to inform and enhance instructional practice
- Acquire appropriate materials for differentiated instruction
- Provide for production of variety of high quality instructional materials to support instructional planning and student learning.
- Technology to enhance classroom instruction and student learning.

**2. Hold parent-teacher conferences twice annually, during which the contents of this compact will be discussed as it relates to each individual student's achievement.**

- Fall Open House occurs in October, 2018.
- Winter Parent/Teacher Conferences planned for November
- Spring Parent/Teacher Conferences are planned for March
- Spring Open House planned for May, 2019

**3. Provide Parents with frequent reports on their child's progress.**

- Quarterly Standards Based Report Card Report
- Extended Day Notification Letters
- Parent Notification of child's CELDT/ELPAC score (Fall, 2018)
- Parent/Teacher conferences (as noted in #2 above)
- Learning Contract conferences (on-going)

**4. Provide Parents reasonable access to staff.**

- Parents have access to teachers each school day before and after school.
- Teachers share telephone extensions and emails with parents in their welcome letter at onset of school year and when children newly enroll.



San Diego Unified School District  
**BURBANK ELEMENTARY SCHOOL**  
**HOME SCHOOL COMPACT**  
**2018-2019**

**5. Provide Parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**

- Family Fridays (Monthly)
- Daily Volunteer Opportunities for certified Parent Volunteers
- Monthly Parent Coffees (Cafè)
- Burbank Bear Assemblies (weekly)
- End of Trimester Awards Assemblies
- Individual classroom activities as planned by individual classes/teachers
- Spring Open House / Student work exhibit

**PARENT RESPONSIBILITIES**

**We, as parents, will support our child's learning by:**

- *Assuring students are in school, on time daily.*
- *Arranging doctor, dental, and other appointments after the instructional day.*
- *Assuring homework is completed daily by asking my child and by checking a backpack, notebook, or planner.*
- *Assuring my child is in bed at a reasonable time each night.*
- *Assuring my child is kept home in the event of an illness.*
- *Requesting a Student Contract in the event of extended absences.*
- *Encouraging my child to read and write daily and to participate with my child when possible.*
- *Immediately notifying the office of any change in my contact information.*
- *Monitoring the amount and content of television viewing.*
- *Not allowing my child to view movies inappropriate for children.*
- *Volunteering in my child's classroom if possible.*
- *Participating, as appropriate, in decisions regarding my child's education.*
- *Promoting positive use of my child's time outside of the classroom.*
- *Staying informed about my child's education and communicating with the school by promptly reading and responding to all school notices.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other such advisory groups.*

**STUDENT RESPONSIBILITIES**

**As a student, I know that my job at Burbank is to get smarter, and smarter. In order to do that:**

- *I will come to school in a uniform every day*
- *I will do my homework each day and ask for help when I need it.*
- *I will read every day for at least 30 minutes outside of school.*
- *I will give my parents or guardian all notices from school.*
- *I will follow school and classroom rules.*
- *I will treat other students and teachers the way I want them to treat me.*

San Diego Unified School District  
**BURBANK ELEMENTARY SCHOOL**  
**HOME SCHOOL COMPACT**  
**2018-2019**

La Escuela Elementaría Burbank, Padres de Burbank, y Estudiantes de Burbank están de acuerdo en que este acuerdo describe como los padres, todo el personal escolar y los estudiantes comparten la responsabilidad de mejorar el rendimiento continuo académico de la escuela.

**RESPONSABILIDADES DE LA ESCUELA**

**La Escuela Elementaría Burbank será:**

**1. Ofrecerá currículo e instrucción de alta calidad dentro de un entorno de aprendizaje efectivo de apoyo que les permite a los alumnos participantes lograr de la siguiente manera los criterios académicos de rendimiento estudiantil de California:**

- Planeación de lecciones con base en los criterios de Common Core
- El apoyo específico, además de plan de estudios para alumnos que no demuestren el dominio de Artes de Lenguaje y Matemáticas.
- Apoyo específico adicional durante el día escolar (Desarrollo Centrado del Idioma Inglés, instrucción adicional en grupos pequeños en Lenguaje y Literatura), fuera de los salones para los estudiantes que no demuestran competencia en Lenguaje y Matemáticas.
- Los Maestros involucran en el nivel de grado o estudio de agrupación de colaboración y la planificación en la armonización de las normas del estado de las unidades de investigación y la instrucción.
- Textos especiales/materiales instrucción se centra en la integración de los contenidos esenciales, ELA, y las normas de ELD para todos los estudiantes, incluyendo estudiantes de Inglés.
- Seguimiento, análisis de datos y sistema de planificación mensual de la instrucción de informar y mejorar la práctica de instrucción.
- Adquirir material apropiado para instrucción diferenciada.
- Proporcionar producción de variedad de alta calidad de materiales de instrucción para apoyar la planificación de enseñanza y aprendizaje.
- Tecnología para mejorar la instrucción en el aula y el aprendizaje de los estudiantes.

**2. Realizar juntas formales entre padres y maestros durante las cuales se cubre este acuerdo como concierne al desempeño individual de cada niño/a.**

- Casa abierta de otoño está planeada para Octubre del 2018.
- Conferencias de padres/maestros de otoño están planeadas para Noviembre.
- Conferencias de padres/maestros de invierno están planeadas para de marzo.
- Casa abierta de primavera está planeada para Mayo del 2019.

**4. Proporcionar a los Padres con informes frecuentes sobre el progreso de sus hijos.**

- Calificaciones trimestrales de SBRC
- Cartas de Notificación de Día Extendido
- Notificación para Padres de grados CELDT/ELPAC de su hijo (Otoño, 2018)
- Conferencias de Padres/Maestros (como esta notado n #2 arriba)
- Conferencias de Contratos de Aprendizaje (continuado)

**6. Permitir que los padres tengan un acceso razonable al personal.**

San Diego Unified School District  
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**2018-2019**

- Los padres tienen acceso a los profesores cada día de escuela antes y después de clases.
  - Profesores comparten sus extensiones telefónicas y correos electrónicos, con los padres en su carta de bienvenida al inicio del año escolar y cuando los niños que acaban de inscribirse.
7. **Proporcionar a los padres oportunidades de voluntarismo y para que participen en clase de sus hijos y para observar las actividades del salón de clases como sigue:**
- Viernes familiares (mensual)
  - Oportunidades de voluntariado diario para padres certificados.
  - Cafés mensuales con la directora y padres (Café)
  - Asambleas de osos de Burbank (semanal, lunes)
  - Asambleas de fin de trimestre de premios.
  - Actividades individuales según lo previsto por las clases individuales/profesores.
  - Casa abierta de primavera/exhibición del trabajo del estudiante.

**RESPONSABILIDADES DE PADRES**

**Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos/as con lo siguiente:**

- *Asegurar que los estudiantes vengan a la escuela y estén a tiempo todos los días.*
- *Asegurar que la tarea se ha completado todos los días.*
- *Asegurar que mi hijo/a esta en la cama a una hora razonable cada noche.*
- *Animar a mi hijo/a a leer diario y leer con el/ella cuando se posible.*
- *Informar inmediatamente a la oficina de cualquier cambio en mi información de contacto.*
- *Controlar la cantidad y el contenido de la televisión.*
- *Ser voluntario/a en el salón de mi hijo/a, si es posible.*
- *Participar según corresponda en las decisiones relativas a la educación de mi hijo/a.*
- *Promover el uso positivo del tiempo de mi hijo/a fuera del salón.*
- *Mantenerse informado acerca de la educación de mi hijo/a y comunicarse con la escuela de inmediato a leer y responder a todos los avisos de la escuela.*
- *Servir en la medida de lo posible, en grupos consultivos, como el concilio Escolar (SSC),*

**RESPONSABILIDADES DE LOS ESTUDIANTES**

**Como estudiante, yo se que mi trabajo en Burbank es para cada vez ser mas y mas inteligente. Para poder lograr esto:**

- *Voy a venir a la escuela con uniforme todos los días.*
- *Voy a hacer mi tarea cada día y pedir ayuda cuando lo necesite.*
- *Voy a leer todos los días durante al menos 30 minutos fuera de la escuela.*
- *Voy a darles a mis padres o tutores todos los avisos de la escuela.*
- *Voy a seguir las reglas de la escuela y del salón.*
- *Voy a tratar a otros estudiantes y profesores de la manera que quiere que me traten a mí.*

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount		
Burbank Elementary	09800	1210	Counselor	School Counselor	0.2000	\$ 15,886.20		
		1986	Retired NonClsrm Tchr Hrly			\$ 16,500.00		
		2101	Classroom PARAS	ESL Asst	0.6000	\$ 15,252.60		
		2451	Clerical OTBS Hrly			\$ 1,650.00		
		3000	Employee Benefits			\$ 32,687.42		
		4301	Supplies			\$ 3,939.78		
		5733	Interprogram Svcs/Paper			\$ 5,000.00		
		<b>09800 Total</b>					<b>0.8000</b>	<b>\$ 90,916.00</b>
		30100	30100	1157	Classroom Teacher Hrly			\$ 8,000.00
				1170	Prof&Curriclm DevHrlyClsrmTchr			\$ 15,000.00
1192	Prof&Curriclm Dev Vist Tchr					\$ 20,000.00		
1210	Counselor			School Counselor	0.4000	\$ 31,772.40		
2236	Health Prsnl PARAS			Health Technician	0.2000	\$ 6,823.60		
3000	Employee Benefits					\$ 28,081.87		
4301	Supplies					\$ 39,186.00		
5209	Conference Local					\$ 500.00		
5733	Interprogram Svcs/Paper					\$ 6,000.00		
5841	Software License					\$ 11,000.00		
<b>30100 Total</b>					<b>0.6000</b>	<b>\$ 166,363.87</b>		
30103	30103	2455	Tech Professional OTBS Hrly			\$ 350.00		
		3000	Employee Benefits			\$ 99.45		
		4304	Inservice supplies			\$ 2,095.00		
		5920	Postage Expense			\$ 150.00		
<b>30103 Total</b>						<b>\$ 2,694.45</b>		

**APPENDIX E**

**2018-19 SPSA ASSESSMENT AND EVALUATION**

**APPENDIX E**  
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

**2018-2019 EVALUATION AND ASSESSMENT SURVEY SUMMARY**

School Name: Luther Burbank Elementary, Site #0039

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The SPSA assessment process of program implementation reports that overall, Burbank is <b>SUBSTANTIALLY</b> MAXIMIZING INSTRUCTIONAL TIME to improve our instructional program for the students we serve. A careful analysis of daily instructional schedules reveals that MOST teachers are meeting the District’s recommended instructional time in the CORE Content Areas. Burbank will continue to carefully analyze the daily instructional minutes, with emphasis on the CORE Content Areas, to ensure that ALL teachers maximize instructional time.
CLOSING THE ACHIEVEMENT GAP	The SPSA assessment process of program implementation reports that overall, Burbank is <b>PARTIALLY</b> CLOSING THE ACHIEVEMENT GAP for the students we serve. A careful analysis of assessment data reveals that while SOME students are experiencing SOME academic success, MOST are not making adequate learning gains. Burbank will continue to focus professional learning efforts on research-based, best practices to better meet the needs of the students we serve, in particular, our significant sub-groups: Hispanic/Latino, English Learners, & Special Needs. Burbank will also strengthen the process for monitoring to include re-teach and re-assessment cycles giving more students the opportunities to demonstrate mastery of grade level standards.
PROFESSIONAL DEVELOPMENT	The SPSA assessment process of program implementation reports that overall, Burbank is <b>SUBSTANTIALLY</b> implementing the usage of Professional Learning opportunities to improve our instructional program for the students we serve. Staff will continue to deepen their understanding around the District’s Critical Concepts, as well as instructional approaches & practices, in order to strengthen Tier 1 Instruction.
GRADUATION/PROMOTION	The SPSA assessment process of program implementation reports that Burbank is <b>SUBSTANTIALLY</b> improving the GRADUATION/PROMOTION RATE for the students

	<p>we serve. Burbank will continue to focus professional learning efforts on research-based, best practices to better meet the needs of the students we serve, in particular, our significant sub-groups: Hispanic/Latino, English Learners, &amp; Special Needs, as well as grades 3 and 5. Burbank will also strengthen the process for monitoring to include re-teach and re-assessment cycles giving more students the opportunities to demonstrate mastery of grade level standards.</p>
PARENT ENGAGEMENT	<p>The SPSA assessment process of program implementation reports that Burbank is <b>SUBSTANTIALLY</b> ENGAGING PARENTS in the overall instructional program of the school. Parents are meaningfully engaged with the school and the school's community partners in an effort to support their child's overall academic success and well being. The attendance trend for the monthly Principal's Coffee/Family Friday shows approximately 75-100 parents attending <b>each month</b>. The attendance trend for parent-teacher conferences shows that at least 80% of our parent population attends a conference <b>each Trimester</b>. While the school has healthy advisory committees, i.e. SSC and ELAC, Burbank will strengthen parent engagement by eliciting more parents/more voices in the school's decision-making process.</p>