

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **BURBANK ELEMENTARY** SCHOOL

2014-16

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:

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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I
- Schools Home/School Compact

Board Approval: June 23, 2015



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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Luther Burbank Elementary School

SITE CONTACT PERSON: Rachel Clark Messineo, Principal

PHONE: 619-652-4500

FAX: 619-652-4590

E-MAIL ADDRESS: Rmessineo@sandi.net

DUE March 13, 2015

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

- Quality Education Investment Act (QEIA)
Title 1 Schoolwide Programs (SWP)
Program Improvement (PI)
Y1 Y2 Y3 Y4 Y5 Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC)
Community Advisory Committee for Special Education Programs (CAC)
Gifted and Talented Education Program Advisory Committee (GATE)
Site Governance Team (SGT)
Other (list):

- 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: 03/12/2015

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 Clark Messineo
Type/Print Name of School Principal

Rachel Messineo
Signature of School Principal

03/12/2015
Date

Judith Morais
Type/Print Name of SSC Chairperson

Judith Morais
Signature of SSC Chairperson

03/12/2015
Date

Mitzi Merino
Type/Print Name of Area Superintendent

Mitzi Merino
Signature of Area Superintendent

Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
 - B. Home/School Compact
 - C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
 - D. 2014-15 SPSA Addendum
 - E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY**What is the vision for Burbank Elementary?**

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 alive with learning. Some classrooms have rigorous, relevant instruction aligned with CCSS. As a learning community we've been studying the 5 Dimensions of Learning since the beginning of last year. The 5 Dimensions include: clarity of purpose, student engagement, collaborative conversations, culture and climate

The school's current reading reality is that 118/311 or 38% of our students are at grade level or beyond. Not only are we in a state of emergency, we are in a "chronic" state of emergency. In order to reach the ideal state of 80% or more reading at grade level and beyond, the school will focus efforts on the study of strong Tier 1 Reading Instruction (a balanced literacy approach), and reading behaviors.

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require 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. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Burbank began a reformation in 2010 with funds received from the American Reinvestment Recovery Act School Improvement Grant (SIG). Attachment 1 of the School Improvement Grant includes the School Reform Plan. A summary of the Reform Plan is included here:

Core Instruction

Instructional time and schedules were standardized in all classrooms to maximize learning time in math and literacy and to implement strategies that provide increased learning time.

Teacher Collaboration

Grade levels will meet in Professional Learning Communities to promote the continuous use of student data to inform and differentiate instruction. Additional time will be provided to support ELD planning and instruction.

Instructional Leadership Team (ILT)

To monitor student achievement, plan and evaluate the effectiveness of professional development, build teacher leadership capacity, and facilitate PLCs.

Goal Setting

The school will focus on accelerating student achievement school wide by setting goals at the class level and individual level. The school will focus on scholarly behaviors through PBIS.

Student Achievement Monitoring

Teachers will plan instructional cycles that target specific skills based on student need. Teachers will use formative assessments as evidence of learning. Pre and post-tests will be administered routinely.

Public Data

The school will recognize students and staff for strong performance/achievement.

RtI

Teachers will provide strong Tier 1 Instruction and as a school provide interventions as needed for underperforming students.

Professional Study

The school will design professional development that includes a clear focus for the instructional year which a variety of structures: lesson study, instructional observations, coaching cycles, video study, and PLCs. Teachers will be given release time to visit high achieving schools with strong instructional practice.

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 API and AYP 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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Rachel Clark Messineo	Principal
Miriam Lobo	Classroom Teacher Representative, DAC ALT
Judith Morais	Classroom Teacher Representative, Chairperson/DAC ALT
Richard Escoto	Classroom Teacher Representative, DAC ALT
Agustin Guardado	Other Representative, DAC ALT
Blanca Rodriguez	Parent Representative, DAC ALT
Magui Ornelas	Parent Representative, DAC ALT
Yadira Lara	Parent Representative, DAC ALT
Dolores Mitchell	Parent Representative, DAC ALT
Vanessa Herrera	Parent Representative, DAC ALT

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 32 % of Burbank Elementary Grades 3-5, Students will meet common core grade level standards in ELA as measured in SBAC

Closing the Gap SMART Goal:

* By 07/21/2016, 32 % of Burbank Elementary Hispanic or Latino, Students will meet common core grade level standards in ELA as measured in SBAC

* By 07/21/2016, 32 % of Burbank Elementary English Learner, Students will meet common core grade level standards in ELA as measured in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

These goals were derived from District Interim 1 Assessment results which was administered in December 2014. (Interim 2 had not been administered at completion of SPSA). As we receive data from the first year administration of SBAC, we may need to revise our goals based on the new information. Additional data points will be used to monitor progress toward meeting our goals: DRA, WRAP, Records of Oral Reading, Exit Slips, End of Unit Tests/Assessments, On-Demand Student Writing, Writing Journals, Teacher-Created Assessments

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Title 1 Arts Grant:

Burbank Elementary will use the Art Grant to work with leading professional experts, such as CoTA (Collaborations: Teachers and Artists), Young Audiences, etc., to engage all students in all content areas, with an emphasis in English Language Arts (ELA). Teachers will be paired with teaching artists and artists in residence to create standards-based units utilizing arts integration across the disciplines as a tool to improve reading. Reading levels will be measured by DRA. Other data points may include: Fountas and Pinnell Reading Levels, Reading Behaviors, Interim Assessments, End of Unit/Topic Assessments, and Teacher Created Assessments, to name a few. Evaluations will be done once per trimester, at minimum, to revise the implementation of the program based on individual student achievement from the baseline of November 2015 when the first reporting period ends, to the conclusion of the program, July 2016, which is the end of the third trimester.

ELA Goal: By 07/21/2016, 65% of Burbank Elementary Grade 02 Students will meet grade level standards in ELA as measured in DRA.

Additionally, we will be monitoring attendance and parent engagement. Our goals are as follows:

Parent Engagement Goal: By 07/21/2016, 80 % of Burbank Elementary Grades 3-5 Parents will participate in at least two school events to support their child's learning as measured by attendance sign-in sheets.

Area 2: Mathematics

Mathematics SMART Goal:
 * By 07/21/2016, 20 % of Burbank Elementary Grades 3-5, Students will meet common core grade level standards in Math as measured in SBAC

Closing the Gap SMART Goal:
 * By 07/21/2016, 20 % of Burbank Elementary Grades 3-5, Students will meet common core grade level standards in Math as measured in SBAC
 * By 07/21/2016, 20 % of Burbank Elementary Grades 3-5, English Learner, Students will meet common core grade level standards in Math as measured in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

These goals were derived from District Interim 1 Assessment results which was administered in December 2014. (Interim 2 had not been administered at completion of SPSA). As we receive data from the first year administration of SBAC, we may need to revise our goals based on the new information. Additional data points will be used to monitor progress toward meeting our goals: Exit Slips, End of Unit Tests/Assessments, Teacher-Created Assessments.

Progress and Growth Monitoring:

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Additionally, we will be monitoring attendance and parent engagement. Our goals are as follows:

Parent Engagement Goal: By 07/21/2016, 80 % of Burbank Elementary Grades 3-5 Parents will participate in at least two school events to support their child's learning as measured by attendance sign-in sheets.

Area 3: English Learner

English Learner SMART Goal:
 * By 07/21/2016, 15 % of Burbank Elementary English Learners Enrolled in School 3 years or More will earn redesignation in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Interim Assessments, DRA, Teacher Recommendation

This goal is derived from the school's historical trends of reclassifying approximately 12-20 students in past years. At present, Burbank has 272 English Language Learners and with a goal of 15%, that would be 40 students reclassified by end of year 2016.

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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ELA Goal: By 07/21/2016, 65% of Burbank Elementary Grade 02 Students will meet grade level standards in ELA as measured in DRA.

Additionally, we will be monitoring attendance and parent engagement. Our goals are as follows:

Parent Engagement Goal: By 07/21/2016, 80 % of Burbank Elementary Grades 3-5 Parents will participate in at least two school events to support their child's learning as measured by attendance sign-in sheets.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

- * By 07/21/2016, 50 % of Burbank Elementary Grade 03, Students will meet grade level standards in ELA as measured in DRA
- * By 07/21/2016, 55 % of Burbank Elementary Grade 05, Students will meet or exceed meet grade level standards in ELA as measured in DRA

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

Other Assessments (Please Specify):

DRA, Interim Assessments, End of Unit/Topic Assessments, and Teacher Created Assessments

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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ELA Goal: By 07/21/2016, 65% of Burbank Elementary Grade 02 Students will meet grade level standards in ELA as measured in DRA.

Additionally, we will be monitoring attendance and parent engagement. Our goals are as follows:

Parent Engagement Goal: By 07/21/2016, 80 % of Burbank Elementary Grades 3-5 Parents will participate in at least two school events to support their child's learning as measured by attendance sign-in sheets.

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

* By 07/21/2016, 80 % of Burbank Elementary Parents/Guardians will participate in at least two school events to support their child's learning as measured by Attendance

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

Progress and Growth Monitoring:**Title 1 Arts Grant:**

Burbank Elementary will use the Art Grant to work with leading professional experts, such as CoTA (Collaborations: Teachers and Artists), Young Audiences, etc., to engage all students in all content areas, with an emphasis in English Language Arts (ELA). Teachers will be paired with teaching artists and artists in residence to create standards-based units utilizing arts integration across the disciplines as a tool to improve reading. Reading levels will be measured by DRA. Other data points may include: Fountas and Pinnell Reading Levels, Reading Behaviors, Interim Assessments, End of Unit/Topic Assessments, and Teacher Created Assessments, to name a few. Evaluations will be done once per trimester, at minimum, to revise the implementation of the program based on individual student achievement from the baseline of November 2015 when the first reporting period ends, to the conclusion of the program, July 2016, which is the end of the third trimester.

ELA Goal: By 07/21/2016, 65% of Burbank Elementary Grade 02 Students will meet grade level standards in ELA as measured in DRA.

Additionally, we will be monitoring attendance and parent engagement. Our goals are as follows:

Parent Engagement Goal: By 07/21/2016, 80 % of Burbank Elementary Grades 3-5 Parents will participate in at least two school events to support their child's learning as measured by attendance sign-in sheets.

BUDGET: Resources Aligned to Area Goals**Core Program:****Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction 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 Inquiry assessments, Benchmarks, teacher created 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 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 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, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other 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 (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist 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 computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) 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 clarify understanding prior to sending students off to work independently.

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 Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 Counselor and support mentors will provide monthly check in with at risk students
 Support by Support staff and Power Team (if available) to 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.2000	\$6,689.00	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.
Position School Counselor,	0.2000	\$15,098.80	0039-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	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 and guidance assistant to coordinate outside services for students and families to improve attendance rates. This position is above the current district allocation of .20.
Position Guidance Asst,	0.6000	\$16,917.00	0039-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	To support student learning by collaborating with the school counselor to teach social and scholarly behaviors (PBIS); develops effective streams of communication with families; accompanies teachers on home-visits, collaborates with school counselor and school nurse to coordinate outside services for students and families to improve attendance rates.
Interprogram Svcs/Paper	-	\$2,000.00	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.
Prof&Curriclm Dev Vist Tchr	-	\$35,000.00	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, & instructional planning aligned to Common Core State Standards. Teachers will have identify grade level proficiency using results of district interim assessments & other assessments, to plan instruction, monitor student progress, & adjust instruction accordingly. Teachers will participate in on site/district professional development to strengthen Tier 1/Core Instruction.
Supplies	-	\$6,580.00	0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1	To provide supplemental instructional materials to help close the achievement gap for under-performing students.
Classroom Teacher Hrly	-	\$6,820.00	0039-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To provide before school and/or after school instruction for under-performing students.

Burbank Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Retired NonClstrm Tchr Hrly	-	\$6,000.00	0039-30100-00-1986-2490-0000-01000-0000	Title I Basic Program	01, 03, LCFF 1	To provide additional, small-group reading instruction to address specific student needs as identified through teacher, grade level, and site analysis to help close the achievement gap for under-performing students.
Software License	-	\$1,000.00	0039-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1	To support student learning by providing web-based instructional opportunities and/or interventions. Students will engage in strategic computer interventions and media supports to accelerate, remediate and reteach concepts.
Other Nonclstrm PARAS Hrly	-	\$800.00	0039-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	05	To provide daycare for parent activities, events, and trainings.
Postage Expense	-	\$150.00	0039-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	To provide postage for parent communication and as needed by office.
Inservice supplies	-	\$928.00	0039-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	To provide refreshments for parent activities, events, and trainings.
Prof&Curriclm Dev Vist Tchr	-	\$888.00	0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	To support student learning by providing teacher release time for collaboration, monitoring student progress, & instructional planning aligned to Common Core State Standards. Teachers will have identify grade level proficiency using results of district interim assessments & other assessments, to plan instruction, monitor student progress, & adjust instruction accordingly. Teachers will participate in on site/district professional development to strengthen Tier 1/Core Instruction.
Supplies	-	\$7,862.00	0039-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	To provide supplemental instructional materials for all students.

Local Control Funding Formula Goals**Goal 1: Intervention Supports****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. An additional emphasis will be placed on grade 5, which is our closing the SMART gap targeted group.

During extended day learning opportunities, students will have access to web-based learning and intervention applications. Applications may include, but not limited to: RazKids, Learning Upgrade, First in Math, and Rosetta Stone.

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, Interim Assessments, 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 5, our closing the SMART gap targeted group.

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::

Extended Day Teachers, School Counselor, Site Administrator

Goal 2: Classroom Supports**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, Learning Upgrade, First in Math, and Rosetta Stone. 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 (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, Interim Assessments, 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 will have accessibility to the web based instructional applications and interventions. All students will be able to participate in real-world learning opportunities (fieldtrips).

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::

Classroom Teachers, School Counselor, Site Administrator

Goal 3: Professional Development

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 district benchmarks and other 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

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::

Classroom Teachers, Site Administrator

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.2000	\$15,098.80	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 and guidance assistant to coordinate outside services for students and families to improve attendance rates. This position is above the current district allocation of .20.
Classroom Teacher Hrly	-	\$7,071.00	0039-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To provide before and after school extended learning opportunities to help close the achievement gap for under-performing students.
Software License	-	\$3,500.00	0039-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To provide web-based learning interventions to help close the achievement gap for under-performing students.
Interprogram Svcs/Duplicating	-	\$400.00	0039-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	To support student learning by providing supplementary learning materials for all students.
Supplies	-	\$600.00	0039-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	To support student learning by providing supplementary learning materials for all students.
Interprogram Svcs/Paper	-	\$2,000.00	0039-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	To support student learning by providing supplementary learning materials for all students.
Prof&Curriclm Dev Vist Tchr	-	\$12,500.00	0039-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	To provide release time for teachers to engage in professional learning around Common Core State Standards.
Interfund Svcs/Field Trip	-	\$5,761.00	0039-09800-00-5785-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	To enhance Common Core Standards-based instruction and build student background knowledge by providing real-world learning opportunities.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A**TITLE I PARENT INVOLVEMENT POLICY**
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Luther Burbank Elementary
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Burbank develops a written Title I parental involvement policy with input from Title I parents. Input is solicited at the Title I parent meetings held in September.

Burbank distributes the policy to parents of Title I students via the “Welcome Packet” in September. The Policy is also distributed to new students upon enrollment.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at **Burbank**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements, and about the right of parents to be involved in the Title I program. This morning meeting is held in conjunction with the first Principal’s Coffee held in September, as well as in conjunction with evening Back to School Night in September. Parents are given two opportunities to attend. The meetings are announced via school messenger, school marquee, and a flyer home.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Parents are given two opportunities to attend our Title I meeting: a morning meeting held in conjunction with the first Principal’s Coffee, or at an evening meeting held in conjunction with Back to School Night.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school’s Title I programs and the Title I parental involvement policy. ** Parents are invited to provide input and feedback on the Title I policy at the scheduled Title I meetings. Additionally, the Title I Policy is reviewed as part of the annual review of the school’s Single Plan for Student Achievement (SPSA).
- The school provides parents of Title I students with timely information about Title I programs. Information on the school’s Title I programs is communicated out at the monthly Principal’s Coffee, monthly School Site Council meetings, on-going school messenger, and on-going parent letters.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This information is communicated to families at the Title I parent meetings. This information is also included in the school’s School Accountability Report Card (SARC).

- The school 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.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents are encouraged to communicate their questions, comments, and concerns to the main office, or directly to the principal. Contact information for both the main office and school principal is available on the school's website. If a parent should request a meeting, the school is happy to accommodate the scheduling of that meeting.
- The school's Policy will be updated as the needs of the parents and the school changes.

School-Parent Compact

Burbank distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Input is solicited at the Title I parent meetings held in September. The Compact is distributed to parents of Title I students via the "Welcome Packet" in September. The Compact is also distributed to new students upon enrollment. ***School-Parent Compact is attached.**

Building Capacity for Involvement

Burbank engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Information on content standards, assessments, and how to monitor and improvement student achievement is provided on-going throughout the year at various meetings but not limited to: Title I Parent Meetings, Monthly Principal Coffees, Back to School Night, Parent Conferences, and Open House to name a few.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parents are provided on-going training

opportunities at the school and district level. Additionally, the school disseminates informational flyers related to ways parents can help their children at home.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Staff receives on-going training at the site and district level on ways to collaborate with parents. Staff is encouraged to actively seek out parental input over the course of the school year.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parents are encouraged to participate in the numerous school and district level committees. Trainings and workshops are provided on how to participate in committees such as SSC, DAC, ELAC, DELAC, PTA, to name a few. Parents can utilize the school's computer lab and/or community room to access learning on-line as needed.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Information communicated to parents is provided in a language that the parents understand. The school utilizes staff members to provide oral and/or written translation when needed. Additionally, the school utilizes the district translation services to ensure that our printed materials are provided in a language parents understand.
- The school provides support for parental involvement activities requested by Title I parents. Support for the school's parental involvement activities may include, but are not limited to: training, translation, transportation, and daycare, to name a few.

Accessibility

Burbank provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Additionally, the school provides information and school reports in a format and, to the extent practicable, in a language that parents understand. The school utilizes staff members to provide oral and/or written translation when needed. Additionally, the school utilizes the district translation services to ensure that our printed materials are provided in a language parents understand.

San Diego Unified School District
Planificación y Desarrollo Financiero
Planificación Financiera, Monitoreo y Departamento de Rendición de Cuentas

Luther Burbank Primaria
TÍTULO I POLÍTICA DE PARTICIPACIÓN DE LOS PADRES

En el otoño, una reunión anual se llevará a cabo para compartir con los padres una descripción del programa de Título I y sus requisitos.

Burbank desarrolla una política de participación de los padres por escrito del Título I con el aporte de los padres del Título I. Se solicitan los aportes a las reuniones de padres de Título I, celebrada en Septiembre.

Burbank distribuye la políza a los padres de estudiantes del Título I a través del "paquete de bienvenida" en Septiembre. La política también se distribuye a los nuevos estudiantes al inscribirse.

La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118 (a) - (f) inclusive].

Participación de los Padres en el Programa Título I

Para involucrar a los padres en el programa Título I en **Burbank**, se han establecido las siguientes prácticas:

- La escuela convoca una reunión anual para informar a los padres de estudiantes del Título I sobre los requisitos del Título I y sobre el derecho de los padres a participar en el programa Título I. Esta reunión de la mañana se llevó a cabo en conjunto con café de la primera directora que tuvo lugar en septiembre, así como en relación con la tarde regreso a la escuela en septiembre. Los padres se dan dos oportunidades para asistir. Las reuniones se anuncian a través de mensajero de la escuela, marquesina de la escuela, y un hogar volante.
- La escuela ofrece un número flexible de reuniones para los padres del Título I, como reuniones en la mañana o por la noche. Los padres se dan dos oportunidades de asistir a nuestra reunión del Título I: una reunión celebrada en la mañana junto con café de la primera directora, o en una reunión de la tarde se celebró en conjunto con Noche de Regreso a la Escuela.
- La escuela involucra a los padres de estudiantes del Título I de una manera organizada, continua y oportuna, en la planificación, * la revisión y mejora de los programas de Título I de la escuela y la política de participación de los padres del Título I. ** Se invita a los padres a que provean información y retroalimentación sobre la política de Título I en el Título I programado reuniones. Además, la política de Título I se revisa como parte de la revisión anual del Plan Único de la escuela para el Rendimiento Académico (SPSA).
La escuela ofrece a los padres de estudiantes del Título I información oportuna acerca de los programas de Título I.
Información sobre programas de la escuela de Título I se comunica a cabo en Café de la Directora mensual, reuniones mensuales del Consejo Escolar, en curso mensajero de la escuela, y en curso de cartas a los padres.
- La escuela ofrece a los padres de estudiantes del Título I con una explicación del currículo

usado en la escuela, las evaluaciones usadas para medir el progreso del estudiante, y los niveles de competencia que se espera que los estudiantes cumplan. Esta información se comunica a las familias en las reuniones de padres de Título I. Esta información también se incluye en el Informe de Responsabilidad Escolar de la escuela (SARC).

- La escuela proveerá oportunidades completas para la participación de los padres con dominio limitado del Inglés, padres con discapacidades, y padres de estudiantes migratorios incluyendo la provisión de información y reportes escolares requeridos bajo la Sección 6311 en un formato y, en la medida de lo posible, en un idioma, que los padres entiendan.
- Si se solicita por los padres de estudiantes del Título I, la escuela ofrece oportunidades para las reuniones regulares que permiten que los padres participen en las decisiones relativas a la educación de sus hijos. Se anima a los padres a comunicar sus preguntas, comentarios e inquietudes a la oficina principal, o directamente al director. La información de contacto tanto para la oficina principal y director de la escuela está disponible en la página web de la escuela. Si un padre debe solicitar una reunión, la escuela es feliz para dar cabida a la programación de esa reunión.
- Política de la escuela se actualizará a medida de las necesidades de los padres y los cambios de la escuela.

Escuela y los padres

Burbank distribuye a los padres de Título I a los estudiantes una escuela y los padres. El pacto, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico del estudiante. En él se describen las formas específicas de la escuela y las familias se asociarán para ayudar a los niños a alcanzar un alto nivel académico del Estado. Aborda los siguientes elementos legalmente requeridos, así como otros artículos sugeridos por los padres de los estudiantes del Título I.

- responsabilidad de la escuela para proporcionar un currículo de alta calidad e instrucción
- Las formas los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre padres y profesores a través de, como mínimo, las conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades de los padres voluntarios y participar en la clase de su hijo; y oportunidades para observar las actividades de clase

Se solicitan los aportes a las reuniones de padres de Título I, celebrada en septiembre. El Pacto se distribuye a los padres de estudiantes del Título I a través del "paquete de bienvenida" en septiembre. El Pacto también se distribuye a los nuevos estudiantes al inscribirse. *** Escuela y los padres se adjunta.**

Construcción de Capacidad para la Participación

Burbank se involucra a los padres de Título I en las interacciones significativas con la escuela. Es compatible con una sociedad entre el personal, los padres y la comunidad para mejorar el rendimiento académico estudiantil. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas.

- La escuela ofrece a los padres del Título I, con la asistencia en la comprensión de los estándares

de contenido académico del estado, evaluaciones, y cómo supervisar y mejorar el rendimiento de sus hijos. La información sobre el contenido de las normas, las evaluaciones, y cómo supervisar y logros de los estudiantes mejora es proporcionado en curso durante todo el año en varias reuniones, pero sin limitarse a: Reuniones de Padres de Título I, Cafés Principales mensuales, Noche de Regreso a la Escuela, Conferencias de Padres, y Open Casa para nombrar unos pocos.

- La escuela ofrece a los padres del Título I con materiales y capacitación para ayudarles a trabajar con sus hijos para mejorar el rendimiento de sus hijos. Los padres reciben en curso oportunidades de capacitación a nivel de la escuela y distrito. Además, la escuela distribuye folletos informativos relacionados con las maneras que los padres pueden ayudar a sus hijos en casa.
- Con la ayuda de los padres del Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres, y en cómo trabajar con los padres como socios iguales. El personal recibe formación continua a nivel de sitio y el distrito en formas de colaborar con los padres. Se alienta al personal a buscar activamente opinión de los padres en el transcurso del año escolar.
- Las coordinadas escolares e integra el programa de participación de los padres del Título I con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para alentar y apoyar a los padres en participar más plenamente en la educación de sus hijos. Se anima a los padres a participar en los numerosos comités de la escuela y del distrito. Entrenamientos y talleres se ofrecen en forma de participar en comités como SSC, DAC, ELAC, DELAC, PTA, por nombrar algunos. Los padres pueden utilizar el laboratorio de computación de la escuela y / o sala de comunidad para acceder aprendizaje en línea según sea necesario.
- La escuela distribuye información relacionada con los programas de la escuela y los padres, reuniones y otras actividades a los padres del Título I en un formato y lenguaje que los padres entiendan. Información comunicada a los padres se ofrece en un idioma que los padres entiendan. La escuela utiliza el personal para proporcionar la traducción oral y / o escrita cuando sea necesario. Además, la escuela utiliza los servicios de traducción de distrito para garantizar que nuestros materiales impresos se proporcionan en un idioma que los padres entiendan.
- La escuela ofrece apoyo a las actividades de participación de padres solicitadas por los padres del Título I. Apoyo a las actividades de participación de padres de la escuela puede incluir, pero no están limitados a: la formación, la traducción, el transporte y la guardería, por nombrar algunos.

Accesibilidad

Burbank ofrece oportunidades para la participación de todos los padres del Título I, incluyendo a los padres con dominio limitado del Inglés, padres con discapacidades, y padres de alumnos migratorios. Además, la escuela ofrece información y reportes escolares en un formato y, en la medida de lo posible, en un idioma que los padres entiendan. La escuela utiliza el personal para proporcionar la traducción oral y / o escrita cuando sea necesario. Además, la escuela utiliza los servicios de traducción de distrito para garantizar que nuestros materiales impresos se proporcionan en un idioma que los padres entiendan.

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

**BURBANK ELEMENTARY SCHOOL
HOME SCHOOL COMPACT
2015/16**

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 state content 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, 2015.
 - Winter Parent/Teacher Conferences planned for November.
 - Spring Parent/Teacher Conferences are planned for March
 - Spring Open House planned for May, 2016

- 3. Provide Parents with frequent reports on their child's progress.**
 - Quarterly Standards Based Report Card Report
 - Extended Day Notification Letters
 - Intersession Notification Letters
 - Parent Notification of child's CELDT score (Fall, 2015)
 - 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.

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.*

**ESCUELA ELEMENTARIA BURBANK
ACUERDO ENTRE EL HOGAR Y LA ESCUELA
2015/16**

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
- 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 esta planeada para Octubre del 2015.
- 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 esta planeada para Mayo del 2016.

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

- Calificaciones trimestrales de SBRC
- Cartas de Notificación de Día Extendido
- Cartas de Notificación Intersesion

San Diego Unified School District
Burbank Elementary School

- Notificación para Padres de grados CELDT de su hijo (Otoño, 2015)
- 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.

- 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.*

San Diego Unified School District
Burbank Elementary School

- *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 C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0039 Burbank Elementary
 As of Date 04-10-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$134,199.00		\$2,064.00		\$8,886.00
		\$134,198.69		\$2,064.40		\$8,885.24
		\$0.31		-\$0.40		\$0.76
Certificated Salaries / Monthly	0.2000	\$15,098.80	0.0000	\$0.00	0.0000	\$0.00
2605 School Counselor	0.2000	\$15,098.80	0.0000	\$0.00	0.0000	\$0.00
Classified Salaries / Monthly	0.8000	\$23,606.00	0.0000	\$0.00	0.0000	\$0.00
6410 Health Technician	0.2000	\$6,689.00	0.0000	\$0.00	0.0000	\$0.00
6425 Guidance Asst	0.6000	\$16,917.00	0.0000	\$0.00	0.0000	\$0.00
Certificated Salaries		\$47,820.00		\$0.00		\$888.00
1157 Classroom Teacher Hrly		\$6,820.00		\$0.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$35,000.00		\$0.00		\$888.00
1986 Retired NonClstrm Tchr Hrly		\$6,000.00		\$0.00		\$0.00
Classified Salaries		\$0.00		\$800.00		\$0.00
2955 Other Nonclstrm PARAS Hrly		\$0.00		\$800.00		\$0.00
Employee Benefits		\$38,093.89		\$186.40		\$135.24
Books and Supplies		\$6,580.00		\$928.00		\$7,862.00
4301 Supplies		\$6,580.00		\$0.00		\$7,862.00
4304 Inservice supplies		\$0.00		\$928.00		\$0.00
Services and Other Operating		\$3,000.00		\$150.00		\$0.00
5733 Interprogram Svcs/Paper		\$2,000.00		\$0.00		\$0.00
5841 Software License		\$1,000.00		\$0.00		\$0.00
5920 Postage Expense		\$0.00		\$150.00		\$0.00

APPENDIX D

2014-15 SPSA ADDENDUM

Burbank Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 30 % of students in Grades 3-5 will meet common core grade level standards in ELA as measured on the interim assessments.
Mathematics	By 07/21/2015, 20 % of students in Grades 3-5 will meet common core grade level standards in Mathematics as measured on the interim assessments.
English Language Development	By 07/21/2015, 15 % of Burbank Elementary English Learners Enrolled in School 3 years or More will earn redesignation in California English Language Development Test.
Graduation/Promotion Rate	By 07/21/2015, 45 % of Burbank Elementary Grade 05, Students will meet grade level standards in ELA as measured in DRA By 07/21/2015, 40 % of Burbank Elementary Grade 03, Students will meet grade level standards in ELA as measured in DRA
Parent Involvement and Community Engagement	By 07/21/2015, 80 % of Burbank Elementary Parents/Guardians will participate in at least two school events to support their child's learning as measured by Attendance.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		123,727.00		1,625.00		8,119.00	
2000 Regular Teacher	0.75	56,554.50	-	-	-	-	Provides primary grade instruction in the general education setting.
6410 Health Technician	0.35	11,414.90	-	-	-	-	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.
1157 Classroom Teacher Hrly		12,064.00		-		-	For extended day learning opportunities, before school/after school, for all students

1192 Prof&Curriclm Dev Vist Tchr	10,988.00	-	1,000.00
Employee Benefits	31,205.60	-	126.00
4301 Supplies	-	825.00	6,493.00
4304 Inservice supplies	-	800.00	-
5209 Conference Local	-	-	500.00
5733 Interprogram Svcs/Paper	1,500.00	-	-

To support student learning by providing teacher release time for collaboration, monitoring student progress, & instructional planning aligned to Common Core State Standards.
fixed cost
To provide supplemental instructional materials for all students.
Refreshments for parent outreach.
Professional Learning Opportunities for staff.
Equitable supplementary materials.

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

School Name: Luther Burbank Elementary School, Site 0039

SINGLE PLAN FOR STUDENT ACHIEVEMENT

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	\$134,199.00
Enter Total Allocation: Resource 30106	\$8,886.00
Sum of Resources 30100 & 30106	\$143,085.00
10% allocation needed for PD	\$14,308.50

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	To support student learning by providing teacher release time for collaboration, monitoring student progress, and instructional planning aligned to Common Core State Standards.	\$35,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106		Teachers will have the opportunity to identify grade level proficiency using the results of district interim assessments and other assessments, to plan instruction, monitor student progress, and adjust instruction accordingly.	
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Teachers will participate in on site and district professional development to strengthen Tier 1/Core instruction	\$888.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106		Professional learning may include, but is not limited to: PLCs, Lesson Study, Lesson Design, Video Analysis, Professional Reading, Book Clubs, to name a few.	\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$35,888.00
10 % allocation has been met			YES