

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **BURBANK ELEMENTARY** SCHOOL

**2020-21**

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:** Maxwell, Veronica

**Contact Person:** Maxwell, Veronica

**Position:** Principal

**Telephone Number:** 619-652-4500

**Address:** 2146 Julian Ave, Burbank Elementary, San Diego, CA, 92113-1237,

**E-mail Address:** vmaxwell@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**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.*

**2020-2021 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

**SCHOOL NAME: Burbank**

**DUE: October 4, 2020**

**SITE CONTACT PERSON: Veronica Maxwell**

**PHONE: 619 787-7158**

**FAX:**

**E-MAIL ADDRESS: hbaeza@sandi.net**

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

- Title 1 Schoolwide Programs (SWP)       CSI School

**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:**

- English Learner Advisory Committee (ELAC)      Date of presentation: 9/30/2020
- Community Advisory Committee for Special Education Programs (CAC)      Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE)      Date of presentation: \_\_\_\_\_
- Site Governance Team (SGT)      Date of presentation: \_\_\_\_\_
- 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: 9/28/2020

**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.**

Veronica Maxwell \_\_\_\_\_ /Veronica Maxwell/ \_\_\_\_\_  
Type/Print Name of School Principal      Signature of School Principal      Date

Sam Avalos \_\_\_\_\_ /Sam Avalos/ \_\_\_\_\_  
Type/Print Name of SSC Chairperson      Signature of SSC Chairperson      Date

Patty Covarrubias \_\_\_\_\_  
Type/Print Name of ELAC Chairperson      Signature of ELAC Chairperson      Date

Mitzi Merino \_\_\_\_\_  \_\_\_\_\_ 10/6/2020  
Type/Print Name of Area Superintendent      Signature of Area Superintendent      Date

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

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title I schoolwide program school. Title I funds will be used to support all students' academic needs. The staff at Burbank Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, the staff at Burbank work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to a high-quality education that includes rigorous lessons that are standards-based.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

**PURPOSE AND DESCRIPTION**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT**

At Burbank, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. Our stakeholders were involved in the 2020-2021 budget and SPSA development process via multiple meeting opportunities to dialogue and to solicit input. These included SSC, ELAC, PTO, ILT, and staff meetings held throughout the year. Translation services were offered at each parent meeting.

-February 3, 2020- ILT met to analyze data and provided budget recommendations.

-February 4, 2020- ELAC provided input on funding that would support English Language Learners.

-February 5, 2020- Staff met to analyze data and provided budget recommendations.

-February 6, 2020 - SSC met to discuss the evaluation and assessment survey.

-February 6, 2020-SSC reviewed and approved the 19-20 budget.

-September 23, 2020 - SSC developed the School Parent Compact and Parent Involvement Policy.

-September 28, 2020 - the Annual Title I Parent Meeting was held.

-September 30, 2020-ELAC provided input regarding goals for English Language Learners.

-October 1, 2020- SSC developed and approved 2019-2020 SPSA.

**RESOURCE INEQUITIES**

Burbank's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2019-20 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA and Math.

The 2015-2016 3rd grade student group met or exceeded grade-level standards at 21% (ELA) and 15% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 16% (ELA) and at 12% (Math). During the 2017-2018 school year, their performance in ELA met or exceeded grade-level standards was at 27% (ELA) and 14% (Math). This specific group of students grew 6 percentage points in ELA and dropped 1% in Math.

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 17% (ELA) and 26% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade-level standards was at 17% (ELA) and 20% (Math). When this group of students moved to 5th grade in the 2018-19 school year, their performance at the met or exceeded grade-level standards was at 31% (ELA) and 9% (Math). This is a 14% increase in ELA and a 17% drop in Math. Unfortunately, our district schools shut down in March due to Covid19 Pandemic. Therefore, we were not able to collect state assessment data for our students. However, we did give our student's site assessments using FAST Bridge assessment in December 2019. The results of the FAST Bridge assessment showed that our students were on track to reaching our ELA and Math goals.

The school's overall data for the 2017 - 2018 school year indicates 22% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 - 2019 school year, the data indicates 29 % of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 8% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 96.1% of Burbank's student population is considered socioeconomically disadvantaged.

As a result of this focus, there are inequities in the area of math. When examining the groups of students as they move from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. The overall school data indicates a small percentage growth from 2015 (9.2 %) to 2019 (21%). This is a slight gain of 11.8% in math. As mentioned previously, our district schools shut down in March due to Covid19 Pandemic. Therefore, we were not able to collect state assessment data for our students. However, we did give our student's site assessments using FAST Bridge assessment in December 2019. The results of the FAST Bridge assessment showed that our students were on track to reaching our ELA and Math goals for the 2019 – 2020 school year.

To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards. Teachers will participate in PLC meetings every 3 weeks during their flex time (online learning). Once students and teachers return to onsite learning, our Makerspace resource teacher, along with hired substitute teachers, will take students for a rotation of lessons around STEAM in order to give teachers the opportunity to continue to meet for PLC every 3 weeks. We will also be strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments ELA-DRA/EDL and Benchmark Advance/Adelante; and Math-FAST Bridge (3 times a year) and

common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a 3-week cycle. The ELA – Benchmark Advance/Adelante and Math – FAST Bridge program also contains an intervention program to target skills deficits in both ELA and Math.

Based on the California Dashboard, there are also inequities in the area of chronic absenteeism (in the red). The school community has done extensive work in Integrated Multi-Tiered System of Supports (iMTSS) and have put systems and structures in place to address and decrease chronic absenteeism. The office staff will continue to work collaboratively and closely with the principal, school counselor and certificated staff to monitor attendance and social-emotional needs. There will be consistent communication with families to ensure that students are participating in school (whether online or onsite when we are allowed). In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be mental health services virtually available to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment. We will continue to implement Sanford Harmony Program school-wide and begin training staff in Restorative Practices in order to cultivate a positive school culture for all stakeholders.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Veronica Maxwell	Principal
Sam Avalos	Classroom Teacher Representative, Chairperson
Lindsay Theel	Classroom Teacher Representative
Erica Rios	Classroom Teacher Representative
Patty Covarrubias	Other Representative, ELAC representative
Viridiana Ramirez	Parent Representative, DAC Rep
Jennifer Cardona	Parent Representative, DAC Rep
Noemi Becerra	Parent Representative, Secretary
Roseangel Ruiz	Parent Representative
Erica Guerra	Parent Representative, DAC ALT

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Based on the California Dashboard, there are inequities in the area of chronic absenteeism (in the red) and suspension rates (in the orange). Our school showed an increase in both areas. For absenteeism, Burbank went from an absent rate of 25.5% (2018 - 2019) to an absence rate of 30.4% chronically absent students in 2019-2020. Burbank also saw an increase in suspension rates. We went from 2.6% (2018-2019) to a rate of 4% students suspended at least once in 2019-2020.

#### \*Major Differences

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

The school community has done extensive work in Integrated Multi-Tiered System of Supports (iMTSS) and has put systems and structures in place to address and decrease chronic absenteeism and school suspensions. The office staff will continue to work collaboratively and closely with the principal, school counselor, and certificated staff to monitor attendance and social-emotional needs. There will be consistent communication with families to ensure that students are participating in school (whether online or onsite when we are allowed). In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be mental health services available virtually to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment. We will continue to implement Sanford Harmony Program school-wide and begin training staff in Restorative Practices in order to cultivate a positive school culture for all stakeholders.



**\*Changes**

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

One of the changes we will be implementing is the Implementation of schoolwide restorative practices to supplement our Sanford Harmony SEL curriculum. For absenteeism, Burbank wants to see a decrease absent rate from 30.4% to only 20% chronically absent students in 2020-2021. Burbank will also like to see a decrease in suspension rates. We want to go from 4% to only 2% of our students suspended at least once in 2020-20201.

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	Decrease the overall school wide chronic absenteeism rate.	30.4%	20%	Attendance	Annually
June 2021	TK - 5	Decrease the overall school wide suspension rate.	4%	2.0%	Suspension	Trimester

**\*Identified Need**

On the California Dashboard (2018) Burbank is in the red in Chronic Absenteeism and in the Orange for Suspension Rates.

The overall school chronic absenteeism rate is **30.4% chronically absent**.

**Chronic Absenteeism Rates (subgroups):**

English Learners= **30.2% chronically absent**

Hispanic students= **29.4% chronically absent**

Students with disabilities= **48.6% chronically absent**

Socioeconomically Disadvantaged= (Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.) **30.4% chronically absent**

According to the California Dashboard (2018), Burbank's suspension rate is at 4% (students were suspended at least one time).

**Suspension Rates (subgroups):**

English Learners= 3.1% suspended at least once (Orange level)

Hispanic students= 3.8% suspended at least once (Orange level)

Students with Disabilities= **7.6% suspended at least once (Red level)**

Socioeconomically Disadvantaged students= (Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.) 4.1% suspended at least once

**\*Online Learning Implications**

Staying connected and attending school is a critical part of a child's academic success. During online learning, the Burbank staff will make great effort to engage students with special attention to students who have limited or poor attendance.

**Common Expectations, each teacher will submit attendance on or before 12:30pm** that accurately represents student attendance/participation in online learning attendance policy

- Explain their attendance policy to students and families
- Encourage parents to proactively report absences to our front office.
- Encourage, promote and incentivize daily attendance

**Attendance Monitoring**-Attendance records will be monitored weekly by the school Attendance team (Attendance Clerk, Counselor, Principal, other staff as needed). Absence reports for the week will be run on Thursdays. The attendance team will meet on Thursday mornings to review attendance and notate students who have one or more unexcused absence(s) in that week will be placed on a Google sheet.

A three-tiered system will be followed:

Tier	Person(s) Responsible	Action
1	Classroom Teacher/ Attendance Clerk	<ul style="list-style-type: none"> <li>- Daily - Teachers encourage parents to report absences</li> <li>- The attendance Clerk will reach out to any family with an unexcused absence and document information on a Google sheet.</li> <li>- Each Monday, the attendance clerk will also email each teacher with students on the spreadsheet for teacher follow-up as needed.</li> <li>- Classroom teacher to reach out to ensure the family has adequate internet, devices, access, knowledge of the platform</li> <li>- Classroom teacher- If having trouble accessing family, consider checking with staff who teach siblings, reaching out to the child's friends, obtaining Spanish translation.</li> <li>-</li> </ul>

		<p>Classroom teacher- Document your communication attempts on the <a href="#">Google sheet</a></p> <p>-</p> <p>Classroom teacher - Attendance records can be cleared within 5 days if a student turns in work for the day they missed. Please email the attendance clerk right away if a student turns in their work. If this happens, the attendance clerk will erase their absence.</p>
2	Classroom Teacher/ Attendance Team	<p>If Tier 1 supports are ineffective based on documentation on Google spreadsheet, the attendance team will meet on Thursdays to initiate the following based on teacher feedback from Tier 1:</p> <p>-</p> <p>Further communication attempts</p> <p>-</p> <p>Development of support plans such as,</p> <p>-</p> <p>home visits</p> <p>-</p> <p>Attendance letters</p> <p>All communication and attempts will be logged on the Google spreadsheet.</p>
3	Attendance Team/ Classroom Teacher(optional)	<p>If Tier 2 has not yielded contact/positive change,attendance team members will reach out to district staff for support.</p>

**Other Participation/Attendance Concerns to Monitor and Follow Up**

Maybe a student didn't get an "A" for absent, but you are still concerned because:

- They are inconsistent with work completion
- Showing up at Zooms but not completing work
- Student not participating when asked (shy, uncomfortable)

If teachers notice any of these things, they will contact our school counselor.

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	TK - 5	English Learner	Decrease chronic absenteeism	30.2%	20%	Attendance	Bi-Weekly
June 2021	TK - 5	Hispanic or Latino	Decrease chronic absenteeism	29.4%	20%	Attendance	Bi-Weekly
June 2021	TK - 5	Students with Disabilities	Decrease chronic absenteeism	48.6%	35%	Attendance	Bi-Weekly
June 2021	TK - 5	English Learner	Decrease suspension rate	3.1%	1.0	Suspension	Trimester
June 2021	TK - 5	Hispanic or Latino	Decrease suspension rate	3.8%	1.5%	Suspension	Trimester
June 2021	TK - 5	Students with Disabilities	Decrease suspension rate	7.6%	4%	Suspension	Trimester

### **Strategy/Activity 1**

#### **\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

Note: Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

#### **\*Strategy/Activity - Description**

The counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. Since we are learning online due to COVID-19, and several of our families are experiencing connectivity issues, our school will work along our district to provide technology and connectivity resources and support to all of our families.

#### **\*Proposed Expenditures for this Strategy/Activity**

<b>ID</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>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
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## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

F003923	School Counselor	0.60000	\$52,243.20	\$75,326.07	0039-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Safe, Supportive, and Collaborative School Culture. Decrease chronic absenteeism and suspension rate
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### Strategy/Activity 2

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, Asian, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

**\*Strategy/Activity - Description**

Professional development for all classroom teachers and Educational Specialists on how to provide positive social-emotional health for our students. Burbank will continue to implement the Sanford Harmony Social Emotional Program in all TK - 5th-grade classes. Professional development topics include the following: Classroom Management Skills (including online learning platforms), Social-Emotional Support, Restorative Practices (including informing parents), and Positive Behavior Interventions.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00395U	Prof&Curriclm Dev Vist Tchr		\$5,990.00	\$7,325.18	0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers will release certificated staff to attend Professional Development
	School Counselor - Rice, Maureen				0039-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F003923	Safe, Supportive, and Collaborative School Culture. Decrease chronic absenteeism and suspension rate

### Strategy/Activity 3

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, Asian, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

**\*Strategy/Activity - Description**

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the district counselor, mental health clinician, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap. Additionally, visiting teachers are essential for certificated staff to be released

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

from their regular classroom responsibilities to participates in monthly Student Study Teams (SSTs) or IEPs in order to provide supports in the following areas: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent support); Academic concerns. This will support the efforts to close the achievement gap.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Visiting teachers will release certificated staff to attend Professional Development

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Unfortunately, we were not able to give our students the 2020 CAASPP assessment since schools closed down due to the pandemic. However, before shutting down the schools, we were able to give our students a local assessment called the FastBridge Assessment. The results below show that our students were on target to make their 2020 goals.

-3rd grade 2020 CAASPP baseline = 33%

-3rd grade 2020 CAASPP goal = 43%

-3rd grade WINTER FAST ASSESSMENT result = 57%

-4th grade 2020 CAASPP baseline = 25%

-4th grade 2020 CAASPP goal = 30%

-4th grade WINTER FAST ASSESSMENT result = 26%

-5th grade 2020 CAASPP baseline = 30%

-5th grade 2020 CAASPP goal = 35%

-5th grade WINTER FAST ASSESSMENT result = 25%

-3rd - 5th grade 2020 CAASPP baseline = 29%

-3rd - 5th grade 2020 CAASPP goal = 39%

-3rd - 5th grade WINTER FAST ASSESSMENT result = 37%

Burbank has seen an increase in our ELA scores at all grade levels for the past few years. Part of our success in literacy scores can be attributed to the Benchmark Advanced/Adelante curriculum which we purchased a few years ago. We also contribute the rise in scores to the support our literacy coach gives to teachers. Additionally, teachers have been meeting in Professional Learning Committees (PLC) consistently for the past few years. Our PLC time has focused on literacy standards.

Therefore, Burbank will continue to provide teachers with professional development, support and Professional Learning time around our literacy curriculum, Benchmark Advanced/Adelante and continue to fund our literacy coach.

When we are back on site (from online learning) visiting teachers will release classroom teachers from the classroom for professional development and give them the opportunity to work collaboratively with their grade level peers to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly. We also hired a resource teacher to run our MakerSpace. This resource teacher will be part of our student rotation while teachers attend PLC.

Educational specialists will attend our PLCs in order to collaborate with the general education teacher in order to make their student support more effective.

Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. During online learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab, our resource teacher will conduct her lessons there.

### **\*Major Differences**

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

- Due to the COVID-19 pandemic, our students are learning remotely from home. This requires additional supports and trainings for staff, students, and families so that we can continue to provide a rigorous standards-based education to all of our students.
- Although Benchmark Advanced curriculum was purchased for our school last school year, we have new teachers on staff who need training on how the program works.
- While online learning, we will hold our PLCs during teacher flex time. However, once we return to the site, visiting teachers will release classroom teachers for professional learning communities (PLCs)

### **\*Changes**

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



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- Due to COVID-19 Pandemic, students are now learning remotely. This means that we need to provide additional supports to staff, families, and students in the following areas:

- Professional Development around successful online learning
- Technology support

Due to COVID-19 Pandemic, students are now learning remotely. This means that visiting teachers will not be needed to release teachers for PLC time until we return to onsite education. Until then, we will hold PLCs and professional learning during teachers' flex time.

RT and ESL assistant will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions. The resource teacher and ESL assistant will work with other support staff to accomplish the following: Increase academic achievement; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and Provide direct instruction to potential at-risk LTELs. A common diagnostic assessments (Benchmark Advance/Adelante & FastBridge Learning) will also be in place for all students (TK-5th).

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	33%	43%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards	25%	43%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	30%	35%	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	29%	39%	CAASPP ELA	Annually

**\*Identified Need**

CAASPP and FastBridge assessment results indicate overall growth in the area of ELA .

Unfortunately, we were not able to give our students the 2020 CAASPP assessment since schools closed down due to the pandemic. However, before shutting down the schools, we were able to give our students a local assessment called the FastBridge Assessment. The results below show that our students were on target to make their 2020 goals.

-3rd grade 2020 CAASPP baseline = 33%

-3rd grade 2020 CAASPP goal = 43%

-3rd grade WINTER FAST ASSESSMENT result = 57%

- 4th grade 2020 CAASPP baseline = 25%

- 4th grade 2020 CAASPP goal = 30%

- 4th grade WINTER FAST ASSESSMENT result = 26%

- 5th grade 2020 CAASPP baseline = 30%

- 5th grade 2020 CAASPP goal = 35%

- 5th grade WINTER FAST ASSESSMENT result = 25%

- 3rd - 5th grade 2020 CAASPP baseline = 29%

- 3rd - 5th grade 2020 CAASPP goal = 39%

- 3rd - 5th grade WINTER FAST ASSESSMENT result = 37%

Here is a long-term analysis:

The 2015-2016 3rd grade student group met or exceeded grade-level standards at 21% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 16% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade-level standards was at 27% (ELA). This specific group of students grew 6 percentage points in ELA.

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 17% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade-level standards was at 17% (ELA). When this group of students moved to 5th grade in the 2018-19 school year, their performance at the met or exceeded grade-level standards was at 31% (ELA). This is a 14% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

The school's overall data for the 2017 - 2018 school year indicates 22% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 - 2019 school year, the data indicates 29 % of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 8% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 96.1% of Burbank's student population is considered socioeconomically disadvantaged.

To support student progress in ELA, professional development will continue to focus on studying and gaining an in-depth understanding of common core standards. Teachers will participate in PLC meetings every 3 weeks; strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments ELA-DRA/EDL and Benchmark Advance/Adelante; and Math-FAST Bridge (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a 3-week cycle. The ELA – Benchmark Advance/Adelante and Math – FAST Bridge program also contains an intervention program to target skills deficits in both ELA and Math

### \*Online Learning Implications

To support student progress in ELA during online learning , professional development will focus on effective ways of teaching common core standards to students virtually. Teachers will participate in PLC meetings every 3 weeks during their flex time; strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering virtual instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments Benchmark Advance/Adelante; and aReading-FAST Bridge (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a 3 week cycle.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards	30%	40%	CAASPP ELA	Annually
June 2021	4	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards	26%	40%	CAASPP ELA	Annually
June 2021	5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards	30%	40%	CAASPP ELA	Annually
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting	29%	39%	CAASPP ELA	Annually

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			and exceeding grade level standards				
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	17%	30%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	11%	30%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	10%	30%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	12%	30%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards	4%	30%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of	17%	30%	CAASPP ELA	Annually

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students meeting and exceeding grade level standards				
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	14%	30%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	12%	30%	CAASPP ELA	Annually

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

#### \*Strategy/Activity - Description

Funding has been allocated to hire a 0.5 Resource Teacher. The resource teacher will serve the role of our literacy coach in order to help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). The resource teacher will also provide professional development (plan, organize, and facilitate) in ELA and English Learner Development (ELD). In addition, the resource teacher will lead Professional Learning Communities (PLC) in grade-level collaboration, data-driven goal setting, and lesson planning.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F003924	Inschool Resource Tchr	0.50000	\$47,543.50	\$67,695.08	0039-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support closing the achievement gap.

### Strategy/Activity 2

#### \*Students to be served by this Strategy/Activity

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## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

**\*Strategy/Activity - Description**

During online learning, teachers will participate in Professional Learning Communities during their flex time. However, when we return to onsite instruction, visiting teachers will release teachers from their class to allow them to join their PLC. Additionally, we have hired a resource teacher to run our MakerSpace lab. The MakerSpace teacher will instruct students while their teacher is attending PLC.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F003925	Inschool Resource Tchr	0.20000	\$19,017.40	\$23,363.64	0039-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Support closing the achievement gap.
N0039DZ	Prof&Curriclm Dev Vist Tchr		\$809.00	\$989.33	0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support closing the achievement gap.
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Support closing the achievement gap.

### Strategy/Activity 3

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

**\*Strategy/Activity - Description**

Funding has been allocated to purchase licenses and fees for software and/or online reading resources, such as RAZ-KIDS; Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039DW	Software License		\$6,000.00	\$6,000.00	0039-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap.

### Strategy/Activity 4

**\*Students to be served by this Strategy/Activity**

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, crayons, chartpaper, etc.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00391A	Supplies		\$160.00	\$160.00	0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Support closing the achievement gap.
N00399M	Supplies		\$1.00	\$1.00	0039-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support closing the achievement gap.
N0039AC	Supplies		\$14,500.00	\$14,500.00	0039-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap.

**\*Additional Supports for this Strategy/Activity**

### Strategy/Activity 5

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

**\*Strategy/Activity - Description**

Professional Development and Lesson Studies: Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : F003924	Support closing the achievement gap.
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Support closing the achievement gap.

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr				0039-30106-00-1192- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DZ	Support closing the achievement gap.
Consultant/Professional Dev				0039-09800-00-5107- 1000-1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 6 - Supporting Black Youth   Ref Id : N0039DV	Support Closing the Achievement Gap

### Strategy/Activity 6

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

#### \*Strategy/Activity - Description

ESL assistant will continue to assess and identify English Learners' proficiency levels. Additionally, she will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F003926	ESL Asst	0.60000	\$18,162.00	\$42,776.49	0039-09800-00-2101-1000- 4760-01000-3104	LCFF Intervention Support	English Learners		Support closing the achievement gap.

### Strategy/Activity 7

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

#### \*Strategy/Activity - Description

MakerSpace Teacher: Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. During online learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab, our resource teacher will conduct her lessons there.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30100-00-1109-1000- 1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F003925	Support closing the achievement gap.

#### \*Additional Supports for this Strategy/Activity

### Strategy/Activity 8



## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

**\*Strategy/Activity - Description**

Visual and Performing Arts Department (VAPA) teachers will release classroom teachers every three weeks to allow teachers to meet in their Professional Learning Communities (PLC) for grade-level collaboration, data-driven goal setting, and lesson planning. VAPA teachers will support the highest quality arts education in dance, music, theatre, and visual arts to our students.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039DU	Interprogram Svcs/VAPA		\$20,000.00	\$20,000.00	0039-30100-00-5738-2140-0000-01000-0000	Title I Basic Program	[no data]		Supporting Closing the achievement Gap

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Unfortunately, we were not able to give our students the 2020 CAASPP assessment since schools closed down due to the pandemic. However, before shutting down the schools, we were able to give our students a local assessment called the FastBridge Assessment. The results below show that our students were on target to make their 2020 goals.

-3rd grade 2020 CAASPP baseline = 36%

-3rd grade 2020 CAASPP goal = 46%

-3rd grade WINTER FAST ASSESSMENT result = 58%

-4th grade 2020 CAASPP baseline = 18%

-4th grade 2020 CAASPP goal = 46%

-4th grade WINTER FAST ASSESSMENT result = 57%

-5th grade 2020 CAASPP baseline = 9%

-5th grade 2020 CAASPP goal = 28%

-5th grade WINTER FAST ASSESSMENT result = 23%

-3rd - 5th grade 2020 CAASPP baseline = 21%

-3rd - 5th grade 2020 CAASPP goal = 31%

-3rd - 5th grade WINTER FAST ASSESSMENT result = 47%

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Burbank has seen an increase in our Math scores at all grade levels for the past few years. Part of our success in math scores can be attributed to professional development around Clarity of Purpose and Checking for Understanding as we teach. Therefore, Burbank will continue to provide teachers with professional development, support, and Professional Learning time around math standards and best Tier 1 Instructional strategies.

When we are back on site (from online learning) visiting teachers will release classroom teachers from the classroom for professional development and give them the opportunity to work collaboratively with their grade-level peers to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly. We also hired a resource teacher to run our MakerSpace. This resource teacher will be part of our student rotation while teachers attend PLC. Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. During online learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab, our resource teacher will conduct her lessons there.

Educational specialists will attend our PLCs in order to collaborate with the general education teacher in order to make their student support more effective.

### **\*Major Differences**

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

- Due to the Pandemic, schools closed down in March 2020 and have not yet reopened for inschool instruction. Therefore, instruction is currently taking place virtually.
- School-led PLC time focused on literacy standards only. Therefore, not all teachers met by grade level to analyze end of unit assessments and plan math instruction.
- Not all teachers began every lesson with clear learning targets or continually checked for understanding throughout the lesson in order to provide support where needed.
- Not all teachers had their students constantly use the district provided software program, ST Math, in order to help students gain deep conceptual knowledge in math.
- Not all students had access to extended learning time, before and/or after school, to address specific student needs as identified through teacher, grade level, and site analysis. And not all extended learning opportunities focused on math instruction.
- Not all teachers conducted additional small flexible group instruction will be used to address specific needs in math.
- While Educational specialist/s provided push in/pull out supplemental small group instruction for targeted students in need in math, educational specialists did not join classroom teachers in collaboration time to jointly plan the needs of the students in math.

### **\*Changes**

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

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Due to Covid19 Pandemic, students are now learning remotely. This means that we need to provide additional supports to staff, families, and students in the following areas:

- Professional Development around successful online learning
- Technology support

Due to Covid19 Pandemic, students are now learning remotely. This means that visiting teachers will not be needed to release teachers for PLC time until we return to onsite education. Until then, we will hold PLCs and professional learning during teachers' flex time.

RT and ESL assistant will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions. The resource teacher and ESL assistant will work with other support staff to accomplish the following: Increase academic achievement; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and Provide direct instruction to potential at-risk LTELs. A common diagnostic assessment (FastBridge Learning) will also be in place for all students (TK-5th).

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	36%	46%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	18%	46%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	9%	46%	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	21%	46%	CAASPP Math	Annually

**\*Identified Need**

Unfortunately, we were not able to give our students the 2020 CAASPP assessment since schools closed down due to the pandemic. However, before shutting down the schools, we were able to give our students a local assessment called the FastBridge Assessment. The results below show that our students were on target to make their 2020 goals. However, our scores are still very low, which means we still have a lot of work to do to get our students proficient.

-3rd grade 2020 CAASPP baseline = 36%

-3rd grade 2020 CAASPP goal = 46%

-3rd grade WINTER FAST ASSESSMENT result = 58%

-4th grade 2020 CAASPP baseline = 18%

-4th grade 2020 CAASPP goal = 46%

-4th grade WINTER FAST ASSESSMENT result = 57%

-5th grade 2020 CAASPP baseline = 9%

-5th grade 2020 CAASPP goal = 28%

-5th grade WINTER FAST ASSESSMENT result = 23%

-3rd - 5th grade 2020 CAASPP baseline = 21%

-3rd - 5th grade 2020 CAASPP goal = 31%

-3rd - 5th grade WINTER FAST ASSESSMENT result = 47%

Although our scores are low, Burbank has seen an increase in our Math scores for the past few years. Part of our success in math scores can be attributed to professional development around Clarity of Purpose and Checking for Understanding as we teach.

**Here is a long term analysis:**

The 2015-2016 3rd grade student group met or exceeded grade-level standards at 15% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 12% (Math). During the 2017-2018 school year, their performance in met or exceeded grade-level standards was at 14% (Math). This specific group of students dropped 1% in Math.

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 26% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade-level standards was at 20% (Math). When this group of students moved to 5th grade in the 2018-19 school year, their performance at the met or exceeded grade-level standards was at 9% (Math). This is a 17% drop in Math. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The school's overall data for the 2017 - 2018 school year indicates 22% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 - 2019 school year, the data indicates 29 % of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 8% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 96.1% of Burbank's student population is considered socioeconomically disadvantaged.

As a result of this focus, there are inequities in the area of math. When examining the groups of students as they move from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. The overall school data indicates a small percentage growth from 2015 (9.2 %) to 2019 (21%). This is a slight gain of 11.8% in math.

To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards. Teachers will participate in PLC meetings every 3 weeks while students have opportunities to engage in our VAPA program (dance, music, art, and theater); strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments in Math – FAST Bridge (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a 3-week cycle. The FAST Bridge math program also contains an intervention program to target skills deficits in both Math.

### **\*Online Learning Implications**

To support student progress in Math during online learning, professional development will focus on effective ways of teaching common core standards to students virtually. Teachers will participate in PLC meetings every 3 weeks during their flex time; strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering virtual instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments FAST Bridge (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a 3-week cycle.

### **\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	34%	44%	CAASPP Math	Annually
June 2021	4	Hispanic or Latino	Increase the percentage of students meeting	18%	44%	CAASPP Math	Annually

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			and exceeding grade level standards.				
June 2021	5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	9%	28%	CAASPP Math	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	17%	27%	CAASPP Math	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	11%	27%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0%	22%	CAASPP Math	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	15%	25%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of	14%	25%	CAASPP Math	Annually

			students meeting and exceeding grade level standards.				
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	3%	24%	CAASPP Math	Annually

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

**\*Strategy/Activity - Description**

The Resource Teacher (RT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). RT will continue to support teachers with curriculum that integrates ELD supports for English Learners in Math. RT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, RT will work directly with community partners, students, and families to increase family engagement which will positively impact attendance, school culture, and academic progress.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 2 - English Language Arts   Ref Id : F003924	Support closing the achievement gap.

**Strategy/Activity 2**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

**\*Strategy/Activity - Description**



## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, math manipulatives, chart paper, etc.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N00391A	Support closing the achievement gap.
	Supplies				0039-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00399M	Support closing the achievement gap.
	Supplies				0039-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0039AC	Support closing the achievement gap.

### Strategy/Activity 3

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

**\*Strategy/Activity - Description**

During online learning, teachers will participate in Professional Learning Communities during their flex time. However, when we return to onsite instruction, visiting teachers will release teachers from their class to allow them to join their PLC. Additionally, we have hired a resource teacher to run our MakerSpace lab. The MakerSpace teacher will instruct students while their teacher is attending PLC.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F003925	Support closing the achievement gap.
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Support closing the achievement gap.
	Prof&Curriclm Dev Vist Tchr				0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DZ	Support closing the achievement gap.

### Strategy/Activity 4

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

<b>*Strategy/Activity - Description</b>									
Professional Development and Lesson Studies: Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : F003924	Support closing the achievement gap.
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Support closing the achievement gap.
	Prof&Curriclm Dev Vist Tchr				0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DZ	Support closing the achievement gap.
<b>Strategy/Activity 5</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 96% of Burbank’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
<b>*Strategy/Activity - Description</b>									
MakerSpace Teacher: Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. During online learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab, our resource teacher will conduct her lessons there.c									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F003925	Support closing the achievement gap.

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Unfortunately, we were not able to give our students the 2020 CAASPP or ELAC assessments since schools closed down due to the pandemic. However, before shutting down the schools, we were able to give our students a local assessment called the FastBridge Assessment. These assessments indicated that our students were making progress in both ELA and Math and they were on track to reach the 2020 goals.

Resources were allocated to fund the following:

- Professional Development in:
  - Benchmark Advanced/Adelante curriculum, which provides designated and integrated ELD lessons for students.
  - Tier 1 Instructional strategies
  - Visiting Teachers: Once we return to onsite learning, teachers will need visiting teachers to release them from their classroom for professional development and to give them the opportunity to work collaboratively with their grade-level peers to identify English Learners' grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly
  - Resource Teacher to coach teachers in effective instructional practices.
  - Resource Teacher to run provide STEAM (science, technology, engineering, art, math) lessons to our students
  - Resource ESL to provide services to our English Learners and their families

#### \*Major Differences

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

- Due to the COVID-19 pandemic, our students are learning remotely from home. This requires additional supports and trainings for staff, students, and families so that we can continue to provide a rigorous standards-based education to all of our students.
- Although Benchmark Advanced curriculum was purchased for our school last school year, we have new teachers on staff who need training on how the program works.
- While online learning, we will hold our PLCs during teacher flex time. However, once we return to site, visiting teachers will release classroom teachers for professional learning communities (PLCs)
- Although student data was reviewed during teacher PLCs last school year, data pertaining specifically to English Learners was not pulled and analyzed. This school year it will be.

**\*Changes**

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

- Due to COVID-19 Pandemic, students are now learning remotely. This means that we need to provide additional supports to staff, families, and students in the following areas:
  - Professional Development around successful online learning
  - Technology support

Due to COVID-19 Pandemic, students are now learning remotely. This means that visiting teachers will not be needed to release teachers for PLC time until we return to onsite education. Until then, we will hold PLCs and professional learning during teachers' flex time.

RT and ESL assistant will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions. The resource teacher and ESL assistant will work with other support staff to accomplish the following: Increase academic achievement; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and Provide direct instruction to potential at-risk LTELs. A common diagnostic assessments (Benchmark Advance/Adelante & FastBridge Learning) will also be in place for all students (TK-5th).

The goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other circumstances, we would like to see all students making annual expected growth. Data from 18-19 will serve as a baseline due to lack of testing from the 2019-2020 school year.

**\*Integrated English Language Development**

All professional development will include Quality Teaching for English Learners (QTEL) strategies. Classroom teachers will participate in QTEL strategies during professional development and integrate them into classroom instruction. Resource Teacher will work with the OLA Department to train teachers on how to access and utilize the integrated ELD curriculum provided in Benchmark Advance/Adelante programs. The principal will collect all

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

teachers' schedules in order to ensure dELD is included in all schedules and the principal will monitor dELD and iELD instruction through class observations (virtual and in person when safe).

### \*Designated English Language Development

Professional Development will include specific topics for Designated ELD. Teachers will meet in PLCs every three weeks to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLCs. Lesson observations will be conducted to show evidence of Designated ELD. Each classroom will dedicate at least 35 minutes of Designated ELD on the daily schedule.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	12%	22%	CAASPP ELA	Annually
June 2020	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	10%	20%	CAASPP Math	Annually
June 2020	3-5	English Learner	Increase a minimum of one performance level.	No Baseline due to changes in the scale score ranges from 17-18	90%	Summative ELPAC	Annually

### \*Identified Need

English Learner students make up 74% of the overall student population. According to the CA Dashboard, English Learner students are performing 64.5 points below standards in ELA and 63 below standards in Math. According to the K-5 Summative ELPAC data, there are 11 students performing at Level 4 (well developed), 79 students performing at Level 3 (moderately developed), and 62 students performing at Level 2 (somewhat developed), and 38 students performing at a Level 1 (minimally developed).

### \*Online Learning Implications

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

To support student progress in all academic areas during online learning, professional development will focus on effective ways of teaching Common Core and ELD standards to students virtually. Teachers will participate in PLC meetings every 3 weeks during their flex time; strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering virtual instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments such as Benchmark Advance/Adelante; and FAST Bridge (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a 3-week cycle.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level in ELA.	4%	30%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level in ELA.	17%	30%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level in ELA.	14%	30%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level in MATH.	15%	25%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of	14%	25%	CAASPP Math	Annually

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students meeting and exceeding grade level in MATH.				
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level in MATH.	3%	24%	CAASPP Math	Annually
June 2021	2-5	English Learner	Increase the percentage of English Learners eligible for reclassification reclassify.	89.8%	95%	Summative ELPAC	Annually

### Strategy/Activity 1

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

**\*Strategy/Activity - Description**

Resource Teacher will serve the role as our literacy coach in order to help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Resource Teacher will also provide professional development (plan, organize, and facilitate) in ELA and English Learner Development (ELD). In addition, Resource Teacher will lead Professional Learning Communities (PLC) in grade-level collaboration, data-driven goal setting, and lesson planning - specifically pulling and analyzing English Learner Progress.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : F003924	Support closing the achievement gap in ELA and Math; English Learners;

### Strategy/Activity 2

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

**\*Strategy/Activity - Description**

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	ESL Asst				0039-09800-00-2101-1000-4760-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F003926	Support closing the achievement gap in ELA and Math; English Learners;

### Strategy/Activity 3

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

**\*Strategy/Activity - Description**

Funding has been allocated to hire a retired non-classroom teacher to support our ESL assistant in assessing our English Learners on the state assessment, ELPAC.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039DY	Retired NonClstrm Tchr Hrly		\$990.00	\$1,210.68	0039-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap in ELA and Math; English Learners;

### Strategy/Activity 4

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

**\*Strategy/Activity - Description**

To provide hourly time for translation for parent-teacher conferences; as well as support during the enrollment/registration process.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039DS	Clerical OTBS Hrly		\$3,000.00	\$3,983.70	0039-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap in ELA and Math; English Learners;
N0039DT	Clerical OTBS Hrly		\$1,501.00	\$1,993.18	0039-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support closing the achievement gap in ELA and Math; English Learners;

### Strategy/Activity 5



**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

**\*Strategy/Activity - Description**

Funding has been allocated to purchase licenses and fees for software and/or online reading resources, such as RAZ-KIDS to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0039-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0039DW	Support closing the achievement gap in ELA and Math; English Learners;

**Strategy/Activity 6**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

**\*Strategy/Activity - Description**

During online learning, teachers will participate in Professional Learning Communities during their flex time. However, when we return to onsite instruction, visiting teachers will release teachers from their class to allow them to join their PLC. Additionally, we have hired a resource teacher to run our MakerSpace lab. The MakerSpace teacher will instruct students while their teacher is attending PLC.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Support closing the achievement gap in ELA and Math; English Learners;
	Prof&Curriclm Dev Vist Tchr				0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DZ	Support closing the achievement gap in ELA and Math; English Learners;

**Strategy/Activity 7**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, crayons, chartpaper, etc.

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N00391A	Support closing the achievement gap in ELA and Math; English Learners;
	Supplies				0039-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00399M	Support closing the achievement gap in ELA and Math; English Learners;
	Supplies				0039-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0039AC	Support closing the achievement gap in ELA and Math; English Learners;

**Strategy/Activity 8**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

**\*Strategy/Activity - Description**

MakerSpace Teacher: Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. During online learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab, our resource teacher will conduct her lessons there.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F003925	Support closing the achievement gap in ELA and Math; English Learners;

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Unfortunately, we were not able to give our students the 2020 CAASPP assessments since schools closed down due to the pandemic. However, before shutting down the schools, we were able to give our students a local assessment called the FastBridge Assessment. These assessments indicated that our students were making progress in both ELA and Math and they were on track to reach the 2020 goals.

Resources were allocated to fund the following:

- Professional Development in:
  - Benchmark Advanced/Adelante curriculum, which provides intervention lessons for students who need additional support
  - Tier 1 Instructional strategies
  - Co-teaching strategies
  - Visiting Teachers: Once we return to onsite learning, teachers will need visiting teachers to release them from their classroom for professional development and to give them the opportunity to work collaboratively with their grade-level peers to identify English Learners' grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly
  - Resource Teacher to coach teachers in effective instructional practices.
  - Resource Teacher to run provide STEAM (science, technology, engineering, art, math) lessons to our students
  - Visiting teachers to release Education Specialist (when we return onsite instruction) so they join PLCs and collaborate with general education teachers on effective ways to support their students.

#### \*Major Differences

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

- Due to the COVID-19 pandemic, our students are learning remotely from home. This requires additional supports and trainings for staff, students, and families so that we can continue to provide a rigorous standards based education to all of our students.
- While online learning, we will hold our PLCs during teacher flex time. However, once we return to site, visiting teachers will release classroom teachers for professional learning communities (PLCs)
- Although student data was reviewed during teacher PLCs last school year, data pertaining specifically to students with disabilities was not pulled and analyzed. This school year it will be.

### \*Changes

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

- Due to the COVID-19 Pandemic, students are now learning remotely. This means that we need to provide additional supports to staff, families, and students in the following areas:
  - Professional Development around successful online learning
  - Technology support

Due to the COVID-19 Pandemic, students are now learning remotely. This means that visiting teachers will not be needed to release teachers for PLC time until we return to onsite education. Until then, we will hold PLCs and professional learning during teachers' flex time.

RT and Education Specialists will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Co-teaching; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions. The resource teacher and Education Specialists will work with other support staff to accomplish the following: Increase academic achievement; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and Provide direct instruction to potential at-risk LTELs. A common diagnostic assessments (Benchmark Advance/Adelante & FastBridge Learning) will also be in place for all students (TK-5th).

### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	12%	25%	Other (Describe in Objective)	Annually

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	8%	20%	Other (Describe in Objective)	Annually
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**\*Identified Need**

According to the California Dashboard, students with disabilities are performing 163.3 points below standards in ELA and 121.2 points below standards in Math. \*Note: Goals under Annual Measurable Outcomes are limited by accessible data.

**\*Online Learning Implications**

To support student progress in all academic areas during online learning, professional development will focus on effective ways of coteaching the Common Core standards and helping students reach their IEP goals virtually. General Education Teachers and Education Specialists will participate in PLC meetings every 3 weeks during their flex time; strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering virtual instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments such as Benchmark Advance/Adelante; and FAST Bridge (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a 3-week cycle.

**\*Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	17%	30%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	11%	30%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level	10%	30%	Other (Describe in Objective)	Annually

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			standards in ELA as measured by CAASPP.				
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	17%	27%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	11%	27%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	0%	22%	Other (Describe in Objective)	Annually

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

#### \*Strategy/Activity - Description

During online learning, teachers will participate in Professional Learning Communities during their flex time. However, when we return to onsite instruction, visiting teachers will release teachers from their class to allow them to join their PLC. Additionally, we have hired a resource teacher to run our MakerSpace lab. The MakerSpace teacher will instruct students while their teacher is attending PLC.

Education Specialist will join classroom teachers during the Professional Learning Communities in order to co-plan and support best practices for students with disabilities.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Support closing the achievement gap
	Prof&Curriclm Dev Vist Tchr				0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DZ	Support closing the achievement gap

#### \*Additional Supports for this Strategy/Activity

<b>Strategy/Activity 2</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at the school will benefit from this strategy/activity, specifically students with disabilities.									
<b>*Strategy/Activity - Description</b>									
Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, chart paper, etc.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N00391A	Support closing the achievement gap
	Supplies				0039-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00399M	Support closing the achievement gap
	Supplies				0039-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0039AC	Support closing the achievement gap
<b>Strategy/Activity 3</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at the school will benefit from this strategy/activity, specifically students with disabilities.									
<b>*Strategy/Activity - Description</b>									
<ul style="list-style-type: none"> <li>- Professional Development: Visiting teachers will be needed once we return to onsite instruction in order to release teachers to attend PD in:</li> <li>- Benchmark Advanced/Adalente curriculum, which provides intervention lessons for students who need additional support</li> <li>- Tier 1 Instructional strategies</li> <li>- Co-teaching strategies</li> </ul>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Support closing the achievement gap
	Prof&Curriclm Dev Vist Tchr				0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DZ	Support closing the achievement gap
<b>Strategy/Activity 4</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students at the school will benefit from this strategy/activity, specifically students with disabilities.									
<b>*Strategy/Activity - Description</b>									

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Resource Teacher to coach teachers in effective instructional practices that support students with disabilities.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : F003924	Support closing the achievement gap

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

**\*Strategy/Activity - Description**

MakerSpace Teacher: Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. During online learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab, our resource teacher will conduct her lessons there.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale



## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	Black/African American Students	Maintain Suspension Rate	0%	0%	Suspensions (Classroom and School)	Monthly
June 2021	TK - 5	Black/African American Students	Increase Attendance Rate	88.76%	98%	Grades	Monthly
June 2021	TK - 5	Black/African American Students	Increase ELA performance	60%	80%	Grades	Monthly
June 2021	TK - 5	Black/African American Students	Increase Math performance	40%	60%	Grades	Monthly

### \*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Burbank site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Burbank will develop and implement a site-specific system for tracking classroom referrals.
3. Burbank will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Burbank will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black

Youth as well as staff diversity goal.

5. In the 2020-21 school year, Burbank will develop and implement a site-specific system for tracking school police detainments.

6. The staff diversity goal at Burbank is to maintain or increase the percentage of diverse educators from current year to the following year.

**\*Identified Need**

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

Due to the small size of black youth at Burbank (8 students), it is very difficult to get a whole group matrix. Therefore, we will be monitoring goals on an individual basis.

The ELA and Math data indicated above was taken from our FastBridge Winter Assessments. This is because we did not have any data on black youth for SBAC.

**\*Online Learning Implications**

To support student progress in all areas during online learning, professional development will focus on effective ways of teaching common core standards to students virtually, and providing social-emotional curriculum in a virtual setting. Teachers will participate in PLC meetings every 3 weeks during their flex time; strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering virtual instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments Benchmark Advance/Adelante; and aReading–FAST Bridge (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a 3-week cycle.

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

All students, including black youth, will benefit from this strategy/activity

**\*Strategy/Activity - Description**

The counselor will continue to support students’ social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture. Since we are learning online due to COVID-19, and several of our families are experiencing connectivity issues, our school will work along our district to provide technology and connectivity resources and support to all of our families.

**\*Proposed Expenditures for this Strategy/Activity**

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0039-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F003923	Close the Achievement Gap

### Strategy/Activity 2

#### \*Students to be served by this Strategy/Activity

All students, including black youth, will benefit from this strategy/activity

#### \*Strategy/Activity - Description

Professional development for all classroom teachers and Educational Specialists on how to provide positive social-emotional health for our students. Burbank will continue to implement the Sanford Harmony Social Emotional Program in all TK - 5th-grade classes. Professional development topics include the following: Classroom Management Skills (including online learning platforms), Social-Emotional Support, Restorative Practices (including informing parents), Positive Behavior Interventions.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039DV	Consultant/Professional Dev		\$4,000.00	\$4,000.00	0039-09800-00-5107-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Close the Achievement Gap
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Close the Achievement Gap
	Prof&Curriclm Dev Vist Tchr				0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DZ	Close the Achievement Gap

### Strategy/Activity 3

#### \*Students to be served by this Strategy/Activity

All students, including black youth, will benefit from this strategy/activity

#### \*Strategy/Activity - Description

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the district counselor, mental health clinician, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap. Additionally, visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in monthly Student Study Teams (SSTs) or IEPs in order to provide supports in the following areas: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent support); Academic concerns. This will support the efforts to close the achievement gap.

#### \*Proposed Expenditures for this Strategy/Activity

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Close the Achievement Gap
	Prof&Curriclm Dev Vist Tchr				0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DZ	Close the Achievement Gap

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school.

#### \*Major Differences

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

Childcare was provided for parent trainings and meetings. However, the number of parents who attended trainings/meetings and utilized this support was minimal.

#### \*Changes

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

- When back on site, we will continue to provide childcare for parent trainings/meetings.
- In addition, we will coordinate with community groups to assist us in planning and facilitating high interest events that will increase parent involvement.
- Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.
- All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.
- Translation services will be provided at all meetings to help facilitate communication with many of our Spanish speaking families.
- We have also added late evening meetings in order to accommodate parents who are working.

#### \*Goal 7- Family Engagement

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups.	64	300	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	59.25%	69%	CAL - SCHLS (CSPS)

### \*Identified Need

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 59.25% (with the response of "strongly agree" in each of the indicators (see below). 64 parents completed the survey in a student population of 410 students (as of July 19, 2019).

#### Parent Involvement (indicators):

- School allows input and welcomes parents' contributions=59%
- School encourages me to be an active partner with the school in educating my child=66%
- School actively seeks the input of parents before making important decisions=46%
- Parents feel welcome to participate at this school=66%

Based on the California Dashboard, there are also inequities in the area of chronic absenteeism (in the red). The school community has done extensive work in Integrated Multi-Tiered System of Supports (iMTSS) and has put systems and structures in place to address and decrease chronic absenteeism. The office staff will work collaboratively and closely with the principal, school counselor, and certificated staff to monitor attendance and social-emotional needs. There will be consistent communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be mental health services on-site (4 days a week) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement the Sanford Harmony Program school-wide to cultivate a positive school culture for all stakeholders.

### \*Online Learning Implications

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

--These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

-Training for parents and other caregivers

-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1:School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey.	59%	69%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2:School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	66%	76%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3:School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey.	46%	56%	Other - Describe in Objective

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4:Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	66%	76%	Other - Describe in Objective
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### Strategy/Activity 1

**\*Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

**\*Strategy/Activity - Description**

Continue to provide childcare for parent trainings/meetings. In addition, we will coordinate with community groups to assist us in planning and facilitating high interest events that will increase parent involvement.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003994	Clerical OTBS Hrly		\$2,516.00	\$3,340.99	0039-30100-00-2451-2700-0000-01000-0000	Title I Basic Program	[no data]		Support in Closing the Achievement Gap
	Clerical OTBS Hrly				0039-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners   Ref Id : N0039DS	Support in Closing the Achievement Gap
	Clerical OTBS Hrly				0039-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 4- Supporting English Learners   Ref Id : N0039DT	Support in Closing the Achievement Gap

### Strategy/Activity 2

**\*Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

**\*Strategy/Activity - Description**

Allocate funds for Inservice supplies for parent meetings and workshops. Inservice supplies include light refreshments for parent involvement meetings.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00391H	Inservice supplies		\$372.00	\$372.00	0039-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support in Closing the Achievement Gap

### Strategy/Activity 3

**\*Families to be served by this Strategy/Activity**



All families and students at the school will benefit from this strategy/activity.

**\*Strategy/Activity - Description**

Allocate funds for School/Home communication. Postage and paper are necessary in order to consistently inform parents of individual or school wide matters. This will keep our parents informed and supportive of the work at school.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00395E	Supplies		\$1.00	\$1.00	0039-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Closing the Achievement Gap
	Supplies				0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N00391A	Closing the Achievement Gap

**Strategy/Activity 5**

**\*Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

**\*Strategy/Activity - Description**

The counselor will provide additional student supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The counselor will also be an active member of the school's Social-Emotional Committee team and/or other subcommittees as needed to support the positive school culture.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0039-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F003923	Closing the Achievement Gap

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

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.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Resources were allocated to fund the following:

#### **For English Language Arts:**

- Visiting teachers released classroom teachers from the classroom for professional development and to give them the opportunity to work collaboratively with their grade-level peers to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers participated in on site and district professional development to strengthen literacy instruction.
- Educational specialist/s provided push in supplemental small group instruction for targeted students in need.

#### **For Math**

- Teachers will meet by grade level to analyze end of unit assessments. The analysis will inform subsequent instruction.
- Teachers will begin every lesson with clear learning targets and continually check for understanding throughout the lesson in order to provide support where needed.
- Every student will use the district provided software program, ST Math, in order to help students gain deep conceptual knowledge in math. ST Math starts by teaching the foundational concepts visually, then connects the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Without language barriers, the problem is accessible to all students, regardless of skill level or language background.
- Extended learning time, before and/or after school, 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 math.
- 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 the classroom teacher.

**\*Major Differences**

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

**For English Language Arts?**

- Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments in a timely manner or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs. All teachers did not have the opportunity to participate.
- Although educational specialist/s provided push in supplemental small group instruction for targeted students in need, they were not given the opportunity to join classroom teachers in their PLCs for collaboration in planning and designing targeted instruction.
- A few Education teachers and General Education teachers began co-teaching last school year. We will increase those partnerships this school year.

**For Math**

- Not all teachers met by grade level to analyze end of unit assessments and plan math instruction.
- Not all teachers began every lesson with clear learning targets or continually checked for understanding throughout the lesson in order to provide support where needed.
- Not all teachers had their students constantly use the district provided software program, ST Math, in order to help students gain deep conceptual knowledge in math.
- Not all students had access to extended learning time, before and/or after school, to address specific student needs as identified through teacher, grade level, and site analysis. And not all extended learning opportunities focused on math instruction.
- Not all teachers conducted additional small flexible group instruction will be used to address specific needs in math.
- While Educational specialist/s provided push in/pull out supplemental small group instruction for targeted students in need in math, educational specialists did not join classroom teachers in collaboration time to jointly plan the needs of the students in math.
- A few Education teachers and General Education teachers began co-teaching last school year. We will increase those partnerships this school year.

**\*Changes**

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

**For English Language Arts**

- RT and ESL assistant will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions.

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- The teacher will serve the role of our literacy coach in order to help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Resource Teacher will also provide professional development (plan, organize, and facilitate) in ELA and English Learner Development (ELD). In addition, the Resource Teacher will lead Professional Learning Communities (PLC) in grade-level collaboration, data-driven goal setting, and lesson planning.
- Visiting Teachers will release Classroom Teachers on a monthly basis to allow classroom teachers to collaborate with administration and other support staff (school counselor, Physical Education Coach, Ed. Specialists, School Psychologist, Speech Pathologists, Occupational Therapist and families) in student study teams (SST) to help accomplish the following: increase academic achievement; monitor student progress; support social/emotional needs;
- Teachers will participate in PLC meetings every 3 weeks while students have opportunities to engage in our VAPA program (dance, music, art, and theater)

### **For Math**

- RT and ESL assistant will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions.
- Resource teacher will work with other support staff to accomplish the following: Increase academic achievement; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs, and Provide direct instruction to potential at-risk LTELs.
- A common diagnostic assessment (FastBridge Learning) will also be in place for all students (TK-5th).

### **\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by students' Lexile level..	48%	58%	Grade 3 ELA Reading	Trimester
June 2021	4	Increase the percentage of students reading at or above grade level as measured by students' Lexile level..	50%	60%	Other (Describe in Objective)	Trimester
June 2021	5	Increase the percentage of	21%	35%	Grade 5 ELA Reading	Trimester

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		students reading at or above grade level as measured by students' Lexile level..			
<b>*Identified Need</b>					
<p>CAASPP results indicate overall growth in the area of ELA .</p> <p>The 2015-2016 3rd grade student group met or exceeded grade-level standards at 21% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 16% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade-level standards was at 27% (ELA). This specific group of students grew 6 percentage points in ELA.</p> <p>The 2016-2017 3rd grade student group met or exceeded grade-level standards at 17% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade-level standards was at 17% (ELA). When this group of students moved to 5th grade in the 2018-19 school year, their performance at the met or exceeded grade-level standards was at 31% (ELA). This is a 14% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.</p> <p>The school's overall data for the 2017 - 2018 school year indicates 22% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 - 2019 school year, the data indicates 29 % of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 8% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 96.1% of Burbank's student population is considered socioeconomically disadvantaged.</p> <p>To support student progress in both ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards. Teachers will participate in PLC meetings every 3 weeks while students have opportunities to engage in our VAPA program (dance, music, art, and theater); strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments ELA-DRA/EDL and Benchmark Advance/Adelante; and Math – FAST Bridge (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a 3-week cycle. The ELA – Benchmark Advance/Adelante and Math – FAST Bridge program also contains an intervention program to target skills deficits in both ELA and Math.</p>					
<b>*Online Learning Implications</b>					
<p>To support student progress in all academic areas during online learning, professional development will focus on effective ways of teaching Common Core and ELD standards to students virtually. Teachers will participate in PLC meetings every 3 weeks during their flex time; strengthening tier one instruction by focusing on strengthening our Clarity of Purpose when delivering virtual instruction and checking for understanding throughout our lessons. Furthermore, we will participate in integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists. We will administer common diagnostic assessments such as Benchmark Advance/Adelante; and FAST Bridge (3 times a year) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a 3-week cycle.</p>					

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by students' Lexile level.	29%	39%	Grade 3 ELA Reading	Trimester
June 2021	4	English Learner	Increase the percentage of students reading at or above grade level as measured by students' Lexile level.	32%	42%	Other (Describe in Objective)	Trimester
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by students' Lexile level.	12%	22%	Grade 5 ELA Reading	Trimester
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by students' Lexile level.	11%	22%	Grade 3 ELA Reading	Trimester
June 2021	4	Students with Disabilities	Increase the percentage of students reading at or above grade	15%	25%	Other (Describe in Objective)	Trimester

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			level as measured by students' Lexile level.				
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by students' Lexile level.	9%	25%	Grade 5 ELA Reading	Trimester

### Strategy/Activity 1

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

**\*Strategy/Activity - Description**

Funding has been allocated to hire a 0.5 Resource Teacher. The Resource Teacher will serve the role of our literacy coach in order to help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Resource Teacher will also provide professional development (plan, organize, and facilitate) in ELA and English Learner Development (ELD). In addition, the Resource Teacher will lead Professional Learning Communities (PLC) in grade-level collaboration, data-driven goal setting, and lesson planning.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0039-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 2 - English Language Arts   Ref Id : F003924	Supporting Closing the Achievement Gap

### Strategy/Activity 2

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

**\*Strategy/Activity - Description**

Funding has been allocated to purchase licenses and fees for software and/or online reading resources, such as RAZ-KIDS and grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Software License				0039-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0039DW	Supporting Closing the Achievement Gap
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### Strategy/Activity 3

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, chart paper, etc.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N00391A	Supporting Closing the Achievement Gap
	Supplies				0039-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00399M	Supporting Closing the Achievement Gap
	Supplies				0039-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0039AC	Supporting Closing the Achievement Gap

### Strategy/Activity 4

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

**\*Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. In addition, all classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0039-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00395U	Supporting Closing the Achievement Gap
	Prof&Curriclm Dev Vist Tchr				0039-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DZ	Supporting Closing the Achievement Gap

### Strategy/Activity 5



## Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

**\*Strategy/Activity - Description**

Visual and Performing Arts Department (VAPA) teachers will release classroom teachers every three weeks to allow teachers to meet in their Professional Learning Communities (PLC) for grade-level collaboration, data-driven goal setting, and lesson planning. VAPA teachers will support the highest quality arts education in dance, music, theatre, and visual arts to our students.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0039-30100-00-5738-2140-0000-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0039DU	Supporting Closing the Achievement Gap

## **School Leadership Actions**

### **Leadership Practice**

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Burbank Elementary to meet or exceed the SPSA goals.

#### **Monitoring Instructional Content, Pedagogy, and Student Engagement**

The site administrator will work alongside all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of schoolwide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- All staff knows students' learning needs and can recognize if instruction is impacting learning.

#### **Monitoring Student Learning and Providing Support**

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

- Develop and fine-tune a comprehensive assessment system.
- Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards-based lessons.

#### **Targeted Professional Learning and Implementation**

The site administrator along with the IMTSS team will continue to focus on creating a collaborative risk-taking environment for teachers and students, and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

- Data from classroom observations and common assessments will be used to inform professional learning opportunities.

-Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.

-The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

### **Interpersonal Skills**

-Model positive and productive relationships with staff, students, parents, and community.

-Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.

-Value mutual respect, multiple cultural perspectives, and experiences.

-Views work through an appreciative lens and focus on what is working at the school.

### **Organizational Leadership**

-Develop and maintain clear systems to organize and maximize resources and operations.

-Establish clear lines of communication.

-Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

### **Parents/ Community**

-Cultivate positive relationships with parents and the community.

-Implement systems and structures that engage, teach, support parents/community.

-Have clear and open communication with parents/community.

-Help parents understand their child's learning successes and needs.

-Provide resources to support parents.

### **Leading for Second Order Change**

-Strengthen and fine-tune current instructional practices.

-Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.

-Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social-Emotional learning (safe, supportive, and collaborative school culture).

-Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.

-Reflect on our work as educators and equity for ALL STUDENTS.

-Be comfortable with Being Uncomfortable

-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

### **Outcomes:**

**Professional Learning Outcomes:** Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

-Strong knowledge of the standards.

-Deeper understanding of the vertical alignment of critical concepts between grade levels.

-Application of teaching practices that impact student achievement.

**Teaching Outcomes:** Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding, building upon learning from the previous year, as evidenced by:

- Daily monitoring of student progress towards a learning goal as well as specific targets.
- Lifting or shifting instruction in the moment based on what students are controlling and approximating
- Team analysis of student work and next steps on a biweekly basis (PLC).

**Planning Outcomes:** Teachers will move from theory to application in regards to acquiring responding to evidence of student understanding by:

- Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.
- Planning learning goals based on critical concepts and breaking them down into smaller targets (kid-friendly, replicable, measurable) to meet the goal.

### **Professional Development Plan and Progression of Learning:**

Progression of Learning

- Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why).
- Monitoring/analyzing and responding to lessons, daily, weekly (common/PLCs).
- Developing systems for monitoring.

### **Professional Development Goals**

- Build an Understanding of Vertical Alignment of Standards.
- Set learning goals and targets (standards).
- Use qualitative and quantitative data to make instructional decisions (revisit targets).

### **Professional Development Structures:**

PLC (Every three weeks, per grade level)

PLC Guiding Questions:

- What are our students going to learn in the lesson?
- How are they going to learn it?
- How will they know they have learned it?
- How will teachers continually check for understanding?

### **PLC Process:**

- Collect and Chart the Data.
- Analyze Strengths and Obstacles.
- SMART Goal: Set/Review/Revise.

- Select Research-based Instructional Strategies.
- Determine Results Indicators.

**Lesson Study**

Focus:

- Instructional Practices/Balanced Literacy
- Lift and shift - planning for and responding to evidence of understanding in the moment.

Process:

- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

Focused Observations/ Feedback

Lift and Shift:

- What is the learning target?
- What are students doing in relation to the targets?
- How are students responding?

Guiding Questions:

- What opportunity was provided in the moment for students to demonstrate understanding?
- What are students saying about meaning? About strategy work?
- What was lifted? (meaning? strategy?)
- What was shifted? (meaning? strategy?)
- How did the teacher lift/shift (teacher response)? (voice-over, summary, reread with a focus...)

## **APPENDICES**

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

**APPENDIX A**

**BUDGET SUMMARY**

# Burbank ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 131,882.06
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 273,038.34

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 68,685.41
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 68,685.41

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 72,470.87
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$72,470.87

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 273,038.34



School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Burbank Elementary	09800 LCFF Intervention Support	ESL Asst	2101	Classroom PARAS	0.6000	\$ 18,162.00
		ESL Asst	3000			\$ 24,614.49
			1986	Retired NonClsrm Tchr Hrly		\$ 990.00
			2451	Clerical OTBS Hrly		\$ 3,000.00
			3000			\$ 1,204.38
			4301	Supplies		\$ 14,500.00
			5107	Consultant/Professional Dev		\$ 4,000.00
			5841	Software License		\$ 6,000.00
	<b>09800 LCFF Intervention Support Total</b>				<b>0.6000</b>	<b>\$ 72,470.87</b>
	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	0.2000	\$ 19,017.40
		Inschool Resource Tchr	3000			\$ 4,346.24
		School Counselor	1210	Counselor	0.6000	\$ 52,243.20
		School Counselor	3000			\$ 23,082.87
			1192	Prof&Curriclm Dev Vist Tchr		\$ 5,990.00
			2451	Clerical OTBS Hrly		\$ 2,516.00
			3000			\$ 2,160.17
			4301	Supplies		\$ 160.00
			5738	Interprogram Svcs/VAPA		\$ 20,000.00
	<b>30100 Title I Basic Program Total</b>				<b>0.8000</b>	<b>\$ 129,515.88</b>
	30103 Title I Parent Involvement		2451	Clerical OTBS Hrly		\$ 1,501.00
			3000			\$ 492.18
			4301	Supplies		\$ 1.00
		(blank)	4304	Inservice supplies		\$ 372.00
	<b>30103 Title I Parent Involvement Total</b>					<b>\$ 2,366.18</b>
	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109	Pull/Out Push In	0.5000	\$ 47,543.50
		Inschool Resource Tchr	3000			\$ 20,151.58
			1192	Prof&Curriclm Dev Vist Tchr		\$ 809.00
			3000			\$ 180.33
			4301	Supplies		\$ 1.00
	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>				<b>0.5000</b>	<b>\$ 68,685.41</b>
<b>Grand Total</b>					<b>1.9000</b>	<b>\$ 273,038.34</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



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

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*Burbank Elementary*  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021**

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

*Burbank Elementary* has developed a written Title I parent & family engagement policy with input from Title I parents.

**School Site Council members will review and give input to Title 1 parent & family engagement policy**

- **A Title 1 parent meeting will be held in the fall to review and give parents an opportunity to give input to Title 1 parent & family engagement policy (in both English and Spanish)**

It has distributed the policy to parents of Title I students.

- *In the fall, the school will email the Title 1 parent & family engagement policy to students' families since our schools are shut down due to Covid19 pandemic.*
- *The Title 1 parent & family engagement policy will be posted on the school website*

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- *A Title 1 parent meeting will be held in the fall to review and give parents an opportunity to give input to Title 1 parent & family engagement policy (in both English and Spanish)*
- *In the fall, an email with a copy of our Title 1 parent & family engagement policy will be sent out to all families (in both English and Spanish)*
- *The Title 1 parent & family engagement policy will be posted on the school website (in both English and Spanish)*

To involve parents in the Title I, Part A programs, the following practices have been established:

- ***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.***

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- ***An annual meeting will be convened virtually on September 28, 2020 at 5:00pm to inform parents of participating students of the requirements of Title I and their right to be involved. (in both English and Spanish)***
- ***A recording of the September 28, 2020 will be emailed to all Burbank families in case any of them were not able to attend the meeting.***

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

***\*Due to schools shut down because of Covid 19 Pandemic, all meetings will be virtual***

- ***Morning Meetings***
  - *Winter Parent/Teacher Conferences planned for November*
  - *Spring Parent/Teacher Conferences are planned for March*
  - *Learning Contract conferences (on-going)*
  - *Daily Volunteer Opportunities for certified Parent Volunteers*
  - *Monthly Parent Coffees (Cafè)/ Family Fridays*
  - *Burbank Bear Assemblies (weekly)*
  - *End of Trimester Awards Assemblies*
- ***Evening meetings***
  - *Annual Title I meeting*
  - *Back To School Night occurs in September, 2020*
  - *Winter Parent/Teacher Conferences planned for November*
  - *Spring Parent/Teacher Conferences are planned for March*
  - *Learning Contract conferences (on-going)*
  - *Parents have access to teachers each school day before and after school.*

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116(c)(3)). How does the school involve parents?

- **School Site Council**
- **PTO**
- **ELAC**
- **Monthly Parent Coffees (Cafè)/ Family Fridays**
- **Burbank Bear Assemblies (weekly)**
- **End of Trimester Awards Assemblies**

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)(A)). How does the school provide the information?

- **Weekly flyers, phone calls and emails sent home in both English and Spanish**
- **Bilingual staff**
- **Quarterly Standards Based Report Card Report in both English and Spanish**
- **All meetings and assemblies conducted in both English and Spanish**
- **Teacher communication with parents**

**APPENDIX C**

**SCHOOL PARENT COMPACT**



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

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BURBANK ELEMENTARY SCHOOL

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2020-2021.

Burbank Elementary School distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **Back To School Night occurs in September, 2020**
- **Winter Parent/Teacher Conferences planned for November**
- **Spring Parent/Teacher Conferences are planned for March**
- **Quarterly Standards Based Report Card Report**
- **Extended Day Notification Letters**
- **Parent Notification of child's CELDT/ELPAC score (Fall, 2020)**
- **Learning Contract conferences (on-going)**
- **Parents have access to teachers each school day during teachers' virtual office hours**

- **Teachers share telephone extensions and emails with parents in their welcome letter at onset of school year and when children newly enroll.**
- **Daily communication between teachers and parents available**
- **Daily Volunteer Opportunities for certified Parent Volunteers**
- **Monthly Parent Coffees (Cafè)/ Family Fridays**
- **Burbank Bear Assemblies (weekly)**
- **End of Trimester Awards Assemblies**
- **Individual classroom activities as planned by individual classes/teachers**
- **Family education night**
- **IEP/SST meetings**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- **Back To School Night**
- **Parent Teacher Conferences in November and March**
- **Quarterly Standards Based Report Card Report**
- **Parent Notification of child's CELDT/ELPAC score (Fall, 2020)**
- **Learning Contract conferences (on-going)**
- **End of Trimester Awards Assemblies**
- **Monthly Family Fridays with focus on reading standards**
- **IEP/SST meetings**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Learning Contract conferences (on-going)**
- **Monthly Family Fridays with focus on reading standards**
- **ELAC meetings**
- **School Site Council Meetings**
- **IEP/SST meetings**

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **Professional Development staff meetings on Community Outreach and Social Emotional Health**
- **School Site Council Meetings**



The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- **School Site Council**
- **PTO**
- **ELAC**
- **Monthly Parent Coffees (Cafè)/ Family Fridays**
- **Burbank Bear Assemblies (weekly)**
- **End of Trimester Awards Assemblies**
- **Community partnerships such as Logan Heights Family Health Center, Servant Church, and Alma Community Care**
- **IEP/SST meetings**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **Weekly phone calls and emails sent home in both English and Spanish**
- **Marquee displaying upcoming events**
- **Dojo**
- **Monthly Calendars**
- **Newsletters**
- **Weekly Bear Assemblies**
- **Monthly Cafes/ Family Fridays**
- **IEP/SST meetings**

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- **Parent Survey**
- **Title One meeting**
- **School Site Council**
- **ELAC**
- **PTO**

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **Weekly phone calls, Class Dojo messages and emails sent home in both English and Spanish**
- **Bilingual staff**
- **Quarterly Standards Based Report Card Report in both English and Spanish**
- **All meetings and assemblies conducted in both English and Spanish**

- **ELAC**

This Compact was adopted by the Burbank Elementary SSC on September 24, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: November 2020

/Veronica Maxwell/

Signature of authorized Official here

9/23/20

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

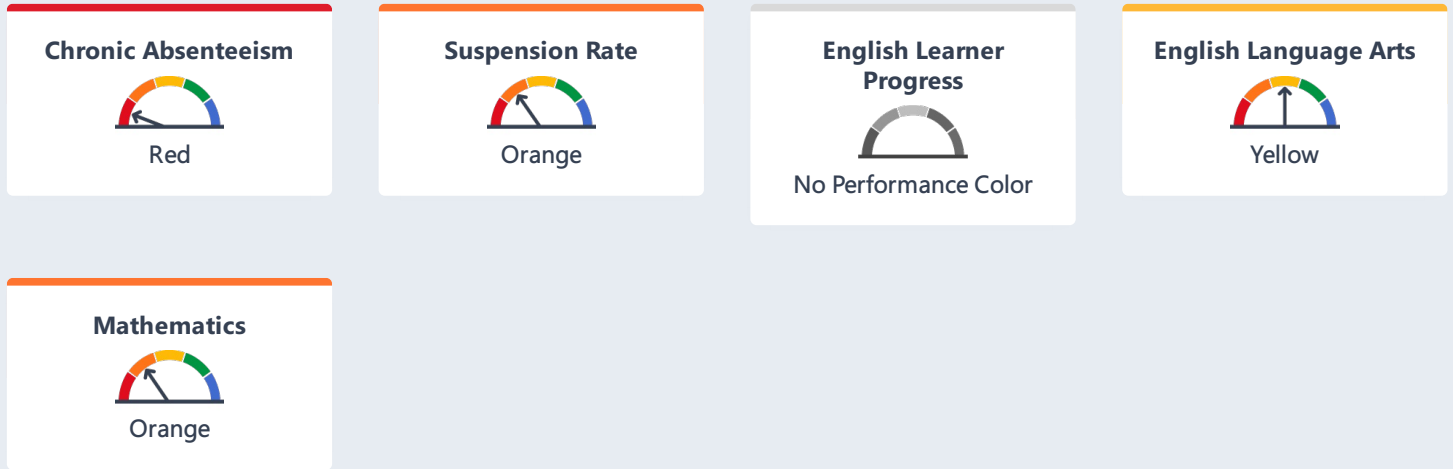
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

# Burbank Elementary

Explore the performance of Burbank Elementary under California's Accountability System.

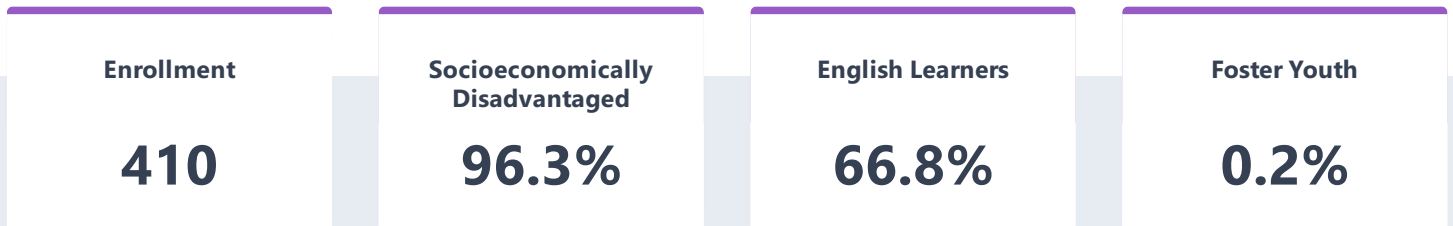


## School Details

<b>NAME</b> Burbank Elementary	<b>ADDRESS</b> 2146 Julian Avenue San Diego, CA 92113-1237	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-5
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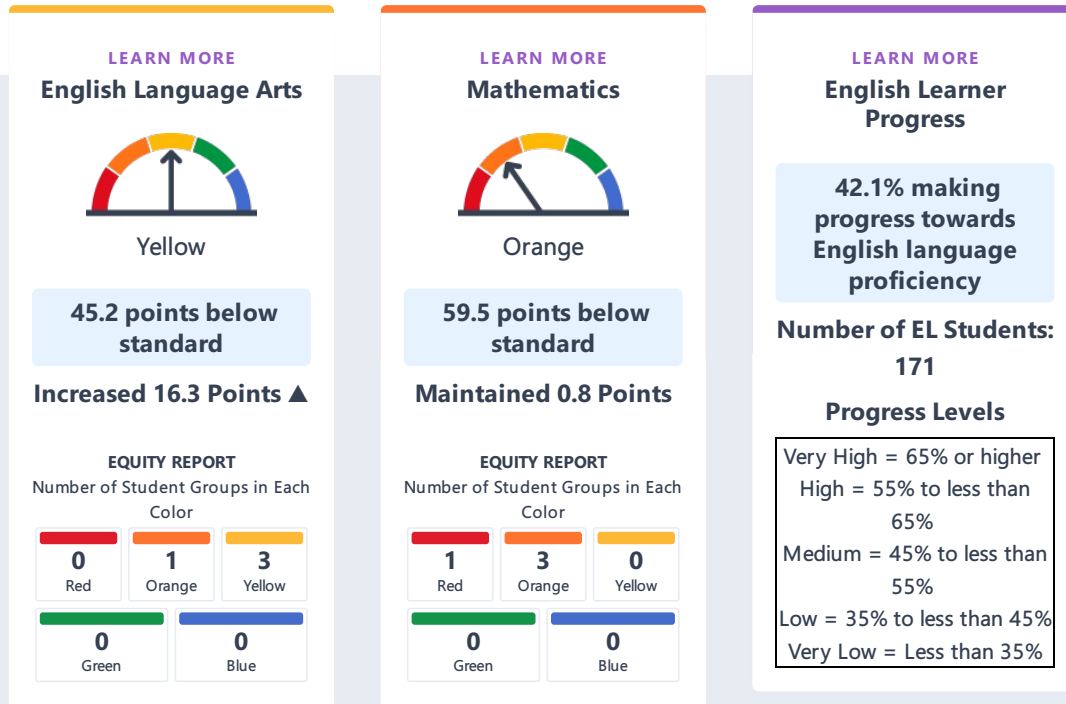
## Student Population

Explore information about this school's student population.



# Academic Performance

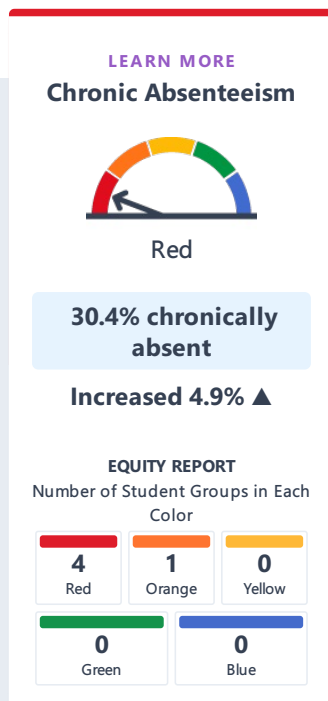
View Student Assessment Results and other aspects of school performance.



## BURBANK ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Orange

**4% suspended at least once**

**Increased 1.3% ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>1</b> Red	<b>4</b> Orange	<b>0</b> Yellow
<b>0</b> Green	<b>0</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

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

#### All Students



Yellow

45.2 points below standard

Increased 16.3 Points ▲

Number of Students: 169

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Homeless

White



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



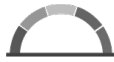
No Performance Color

58.4 points below standard

No Data

Number of Students: 20

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Students with Disabilities



Orange

80 points below standard

Increased 28.1 Points ▲

Number of Students: 31

### English Learners



Yellow

57.4 points below standard

Increased 14.7 Points ▲

Number of Students: 124

### Hispanic



Yellow

45.6 points below standard

Increased 17.4 Points ▲

Number of Students: 159

### Socioeconomically Disadvantaged



Yellow

45.9 points below standard

Increased 17.7 Points ▲

Number of Students: 167

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	94 points below standard	61.4 points below standard	45.2 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



### Current English Learners

76.7 points below standard

Increased 11.3 Points ▲

Number of Students: 93

### Reclassified English Learners

0.4 points above standard

Increased 22 Points ▲

Number of Students: 31

### English Only

17.3 points below standard

Increased 26.5 Points ▲

Number of Students: 40

## Mathematics

### All Students

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

#### All Students



Orange

59.5 points below standard

Maintained 0.8 Points

Number of Students: 169

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Homeless

White

### American Indian

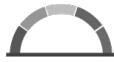


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



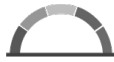
No Performance Color

67.8 points below standard

No Data

Number of Students: 20

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Students with Disabilities



Red

100.8 points below standard

Declined 4.3 Points ▼

Number of Students: 31

### English Learners



Orange

69.1 points below standard

Declined 3.6 Points ▼

Number of Students: 124

### Hispanic



Orange

59.6 points below standard

Maintained 0 Points

Number of Students: 159

### Socioeconomically Disadvantaged



Orange

60.7 points below standard

Maintained 2.1 Points

Number of Students: 167

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	81.6 points below standard	60.3 points below standard	59.5 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

### Current English Learners

83.2 points below standard

Declined 7.6 Points ▼

Number of Students: 93

### Reclassified English Learners

26.8 points below standard

Increased 6.8 Points ▲

Number of Students: 31

### English Only

36.8 points below standard

Increased 14.8 Points ▲

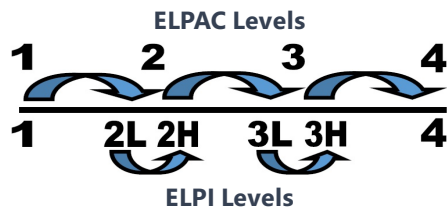
Number of Students: 40

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

#### English Learner Progress

42.1% making progress towards English language proficiency

Number of EL Students: 171

Performance Level

Low

### Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	21.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	36.2%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	42.1%

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

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

#### All Students



Red

30.4% chronically absent

Increased 4.9% ▲

Number of Students: 441

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

Homeless



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

35% chronically absent

Increased 12.8% ▲

Number of Students: 20

### White



No Performance Color

53.8% chronically absent

No Data

Number of Students: 13

### Students with Disabilities



Red

48.6% chronically absent

Increased 11.3% ▲

Number of Students: 72

### English Learners



Red

30.2% chronically absent

Increased 4.9% ▲

Number of Students: 315

### Hispanic



Red

29.4% chronically absent

Increased 3.1% ▲

Number of Students: 394

### Socioeconomically Disadvantaged



Red

30.4% chronically absent

Increased 4.8% ▲

Number of Students: 427

### Homeless



Orange

33.3% chronically absent

Declined 3.9% ▼

Number of Students: 45

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

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

#### All Students



Orange

4% suspended at least once

Increased 1.3% ▲

Number of Students: 555

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Filipino

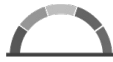


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

4.2% suspended at least once

Declined 0.8% ▼

Number of Students: 24

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### White



No Performance Color

7.7% suspended at least once

No Data

Number of Students: 13

### Students with Disabilities



Red

7.6% suspended at least once

Increased 2.5% ▲

Number of Students: 92

### English Learners



Orange

3.1% suspended at least once

Increased 1.9% ▲

Number of Students: 385

### Hispanic



Orange

3.8% suspended at least once

Increased 1.1% ▲

Number of Students: 502

### Homeless



Orange

1.8% suspended at least once

Increased 1.8% ▲

Number of Students: 57

### Socioeconomically Disadvantaged



Orange

4.1% suspended at least once

Increased 1.4% ▲

Number of Students: 533

## Suspension Rate By Year

Percentage of students who were suspended.

---

	2017	2018	2019
Suspension Rate	1.1%	2.6%	4%

---





**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	157	12.7	177	18.1	177	14.1	186	21.5	177	29.4	16.7	7.9	163	9.2	176	9.7	178	13.5	188	17.6	177	21.5	12.3	3.9
Female	82	14.6	86	17.4	75	18.7	90	26.7	89	30.3	15.7	3.6	86	9.3	85	9.4	79	15.2	92	18.5	89	20.2	10.9	1.7
Male	75	10.7	91	18.7	102	10.8	96	16.7	88	28.4	17.7	11.7	77	9.1	91	9.9	99	12.1	96	16.7	88	22.7	13.6	6.0
African American	2	-	0	-	1	-	2	-	0	-	-	-	2	-	0	-	1	-	2	-	0	-	-	-
Asian**	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	1	-	1	-	1	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
Hispanic	153	12.4	173	17.3	171	12.9	175	21.1	168	29.2	16.8	8.1	159	8.8	172	9.9	172	13.4	176	16.5	168	20.8	12.0	4.3
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	1	-	1	-	2	-	1	-	-	-	0	-	1	-	1	-	2	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	2	-	1	-	1	-	2	-	-	-	2	-	2	-	1	-	1	-	2	-	-	-
Multiracial	0	-	0	-	2	-	5	-	4	-	-	-	0	-	0	-	2	-	6	-	4	-	-	-
English Learner	92	1.1	103	7.8	108	5.6	104	12.5	98	12.2	11.1	-0.3	98	6.1	102	5.9	110	8.2	106	12.3	98	10.2	4.1	-2.1
English-Speaking	65	29.2	74	32.4	69	27.5	82	32.9	79	50.6	21.4	17.7	65	13.8	74	14.9	68	22.1	82	24.4	79	35.4	21.6	11.0
Reclassified†	28	39.3	31	51.6	31	29.0	37	37.8	33	51.5	12.2	13.7	28	21.4	31	22.6	31	22.6	37	24.3	33	39.4	18.0	15.1
Initially Eng. Speaking	37	21.6	43	18.6	38	26.3	45	28.9	46	50.0	28.4	21.1	37	8.1	43	9.3	37	21.6	45	24.4	46	32.6	24.5	8.2
Econ. Disadv.*	157	12.7	163	16.6	165	12.1	178	20.8	170	27.6	14.9	6.8	163	9.2	162	9.9	165	11.5	178	16.3	170	20.6	11.4	4.3
Non-Econ. Disadv.	0	-	14	35.7	12	41.7	8	-	7	-	-	-	0	-	14	7.1	13	38.5	10	40.0	7	-	-	-
Gifted	31	19.4	31	29.0	19	26.3	9	-	4	-	-	-	32	15.6	31	25.8	19	21.1	9	-	4	-	-	-
Not Gifted	126	11.1	146	15.8	158	12.7	177	20.3	173	28.3	17.2	8.0	131	7.6	145	6.2	159	12.6	179	15.6	173	21.4	13.8	5.8
With Disabilities	27	3.7	25	4.0	0	-	31	0.0	25	12.0	8.3	12.0	27	0.0	25	0.0	0	-	31	0.0	25	8.0	8.0	8.0
WO Disabilities	130	14.6	152	20.4	147	17.0	155	25.8	152	32.2	17.6	6.4	136	11.0	151	11.3	150	16.0	157	21.0	152	23.7	12.7	2.7
Homeless	6	-	0	-	0	-	6	-	24	25.0	-	-	6	-	4	-	0	-	6	-	24	16.7	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	0	-	2	-	2	-	-	-	5	-	3	-	0	-	2	-	2	-	-	-

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	58	6.9	71	21.1	54	16.7	60	20.0	59	33.9	27.0	13.9	59	11.9	71	15.5	53	28.3	61	19.7	59	37.3	25.4	17.6
Female	30	6.7	28	21.4	29	27.6	33	21.2	27	40.7	34.0	19.5	31	12.9	28	21.4	31	29.0	34	20.6	27	40.7	27.8	20.1
Male	28	7.1	43	20.9	25	4.0	27	18.5	32	28.1	21.0	9.6	28	10.7	43	11.6	22	27.3	27	18.5	32	34.4	23.7	15.9
African American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Asian**	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	57	7.0	69	20.3	52	15.4	58	20.7	57	31.6	24.6	10.9	58	12.1	69	15.9	51	27.5	58	17.2	57	35.1	23.0	17.9
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Multiracial	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	2	-	1	-	-	-
English Learner	43	0.0	49	16.3	40	10.0	38	15.8	26	3.8	3.8	-12.0	44	11.4	49	10.2	40	20.0	39	17.9	26	15.4	4.0	-2.5
English-Speaking	15	26.7	22	31.8	14	35.7	22	27.3	33	57.6	30.9	30.3	15	13.3	22	27.3	13	53.8	22	22.7	33	54.5	41.2	31.8
Reclassified†	4	-	5	-	2	-	7	-	15	46.7	-	-	4	-	5	-	2	-	7	-	15	53.3	-	-
Initially Eng. Speaking	11	18.2	17	23.5	12	33.3	15	13.3	18	66.7	48.5	53.4	11	0.0	17	17.6	11	54.5	15	26.7	18	55.6	55.6	28.9
Econ. Disadv.*	58	6.9	68	20.6	50	14.0	57	19.3	56	30.4	23.5	11.1	59	11.9	68	16.2	49	24.5	57	17.5	56	35.7	23.8	18.2
Non-Econ. Disadv.	0	-	3	-	4	-	3	-	3	-	-	-	0	-	3	-	4	-	4	-	3	-	-	-
Gifted	9	-	8	-	3	-	9	-	2	-	-	-	10	30.0	8	-	3	-	9	-	2	-	-	-
Not Gifted	49	6.1	63	19.0	51	15.7	60	20.0	57	31.6	25.5	11.6	49	8.2	63	11.1	50	26.0	61	19.7	57	36.8	28.6	17.1
With Disabilities	7	-	25	4.0	0	-	9	-	6	-	-	-	7	-	10	0.0	0	-	9	-	6	-	-	-
WO Disabilities	51	7.8	61	24.6	51	17.6	51	23.5	53	35.8	28.0	12.3	52	13.5	61	18.0	52	28.8	52	23.1	53	39.6	26.1	16.5
Homeless	2	-	0	-	0	-	3	-	12	25.0	-	-	2	-	1	-	0	-	3	-	12	25.0	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	2	-	0	-	-	-	1	-	0	-	0	-	2	-	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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	52	17.3	57	8.8	63	15.9	60	16.7	61	24.6	7.3	7.9	54	9.3	56	5.4	63	12.7	61	19.7	61	18.0	8.7	-1.7
<b>Female</b>	32	15.6	28	10.7	20	20.0	31	29.0	32	15.6	0.0	-13.4	34	5.9	27	3.7	20	15.0	32	21.9	32	15.6	9.7	-6.3
<b>Male</b>	20	20.0	29	6.9	43	14.0	29	3.4	29	34.5	14.5	31.1	20	15.0	29	6.9	43	11.6	29	17.2	29	20.7	5.7	3.5
<b>African American</b>	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
<b>Asian**</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Filipino</b>	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
<b>Hispanic</b>	51	17.6	57	8.8	60	13.3	56	16.1	57	26.3	8.7	10.2	53	9.4	56	5.4	60	13.3	57	17.5	57	17.5	8.1	0.0
<b>Indochinese**</b>	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
<b>Native American</b>	0	-	0	-	0	-	2	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
<b>Multiracial</b>	0	-	0	-	1	-	2	-	1	-	-	-	0	-	0	-	1	-	2	-	1	-	-	-
<b>English Learner</b>	25	4.0	39	0.0	33	3.0	41	9.8	36	16.7	12.7	6.9	27	3.7	38	2.6	33	3.0	42	11.9	36	13.9	10.2	2.0
<b>English-Speaking</b>	27	29.6	18	27.8	30	30.0	19	31.6	25	36.0	6.4	4.4	27	14.8	18	11.1	30	23.3	19	36.8	25	24.0	9.2	-12.8
<b>Reclassified†</b>	10	50.0	7	-	16	31.3	7	-	8	-	-	-	10	30.0	7	-	16	31.3	7	-	8	-	-	-
<b>Initially Eng. Speaking</b>	17	17.6	11	9.1	14	28.6	12	25.0	17	35.3	17.7	10.3	17	5.9	11	9.1	14	14.3	12	41.7	17	23.5	17.6	-18.2
<b>Econ. Disadv.*</b>	52	17.3	50	8.0	61	14.8	57	15.8	59	23.7	6.4	7.9	54	9.3	49	6.1	61	11.5	57	19.3	59	16.9	7.6	-2.4
<b>Non-Econ. Disadv.</b>	0	-	7	-	2	-	3	-	2	-	-	-	0	-	7	-	2	-	4	-	2	-	-	-
<b>Gifted</b>	15	20.0	31	29.0	7	-	3	-	4	-	-	-	15	13.3	8	-	7	-	3	-	4	-	-	-
<b>Not Gifted</b>	37	16.2	49	10.2	56	14.3	57	14.0	61	24.6	8.4	10.6	39	7.7	48	4.2	56	12.5	58	15.5	61	18.0	10.3	2.5
<b>With Disabilities</b>	8	-	25	4.0	0	-	9	-	9	-	-	-	8	-	10	0.0	0	-	9	-	9	-	-	-
<b>WO Disabilities</b>	44	18.2	47	10.6	52	19.2	51	19.6	52	26.9	8.7	7.3	46	10.9	46	6.5	52	15.4	52	23.1	52	19.2	8.3	-3.9
<b>Homeless</b>	2	-	0	-	0	-	2	-	4	-	-	-	2	-	0	-	0	-	2	-	4	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	2	-	0	-	0	-	0	-	2	-	-	-	2	-	1	-	0	-	0	-	2	-	-	-

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	47	14.9	49	24.5	60	10.0	66	27.3	57	29.8	14.9	2.5	50	6.0	49	6.1	62	1.6	66	13.6	57	8.8	2.8	-4.8
Female	20	25.0	30	20.0	26	7.7	26	30.8	30	36.7	11.7	5.9	21	9.5	30	3.3	28	0.0	26	11.5	30	6.7	-2.8	-4.8
Male	27	7.4	19	31.6	34	11.8	40	25.0	27	22.2	14.8	-2.8	29	3.4	19	10.5	34	2.9	40	15.0	27	11.1	7.7	-3.9
African American	1	-	0	-	0	-	2	-	0	-	-	-	1	-	0	-	0	-	2	-	0	-	-	-
Asian**	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	45	13.3	47	23.4	59	10.2	61	26.2	54	29.6	16.3	3.4	48	4.2	47	6.4	61	1.6	61	14.8	54	9.3	5.1	-5.5
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Multiracial	0	-	0	-	0	-	2	-	2	-	-	-	0	-	0	-	0	-	2	-	2	-	-	-
English Learner	24	0.0	15	0.0	35	2.9	25	12.0	36	13.9	13.9	1.9	27	0.0	15	0.0	37	0.0	25	4.0	36	2.8	2.8	-1.2
English-Speaking	23	30.4	34	35.3	25	20.0	41	36.6	21	57.1	26.7	20.5	23	13.0	34	8.8	25	4.0	41	19.5	21	19.0	6.0	-0.5
Reclassified†	14	28.6	19	47.4	13	23.1	23	30.4	10	70.0	41.4	39.6	14	7.1	19	15.8	13	7.7	23	26.1	10	30.0	22.9	3.9
Initially Eng. Speaking	9	-	15	20.0	12	16.7	18	44.4	11	45.5	-	1.1	9	-	15	0.0	0	-	18	11.1	11	9.1	-	-2.0
Econ. Disadv.*	47	14.9	45	20.0	54	7.4	64	26.6	55	29.1	14.2	2.5	50	6.0	45	4.4	165	11.5	64	12.5	55	9.1	3.1	-3.4
Non-Econ. Disadv.	0	-	4	-	6	-	2	-	2	-	-	-	0	-	4	-	7	-	2	-	2	-	-	-
Gifted	7	-	15	40.0	9	-	6	-	2	-	-	-	7	-	15	20.0	9	-	6	-	2	-	-	-
Not Gifted	40	12.5	34	17.6	51	7.8	60	26.7	55	29.1	16.6	2.4	43	7.0	34	0.0	159	12.6	60	11.7	55	9.1	2.1	-2.6
With Disabilities	12	0.0	5	-	0	-	13	0.0	10	10.0	10.0	10.0	12	0.0	5	-	0	-	13	0.0	10	0.0	0.0	0.0
WO Disabilities	35	20.0	44	25.0	44	13.6	53	34.0	47	34.0	14.0	0.0	38	7.9	44	6.8	46	2.2	53	17.0	47	10.6	2.7	-6.4
Homeless	2	-	0	-	0	-	1	-	8	-	-	-	2	-	3	-	0	-	1	-	8	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	0	-	0	-	-	-	2	-	2	-	0	-	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.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

**APPENDIX E**

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS  
AND ACTIVITIES**

**SCHOOL NAME: BURBANK ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The counselor will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school everyday and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor	0.40000	\$47,780.18	30100-1210	Safe, Supportive, and Collaborative School Culture. Decrease chronic absenteeism and suspension rate.	<ul style="list-style-type: none"> <li>Actively present</li> <li>Accessible</li> <li>Student and family support</li> <li>SST and 504 support</li> </ul>	<ul style="list-style-type: none"> <li>Only 4 days a week</li> </ul>	If we can afford it, we would like to increase counselor support to 5 days a week.

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Professional development for all classroom teachers and Educational Specialists on how to provide positive social emotional health for our students. Professional development topics include the following: Classroom Management Skills, Restorative Practices, Positive Behavior Interventions.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Consultant/Professional Dev		\$4,000.00	30106-5107	Conscious Classroom will provide professional development to staff on successful classroom management skills	Learned great behavioral strategies	Teachers need more professional development and time to plan in this area.	- additional PD and planning time - Have a writing expert provide PD to provide writing support to teachers

Note/Reminders (optional):

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the district counselor, mental health clinician, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$4,999.17	30106-1192	Safe, Supportive, and Collaborative School Culture. Decrease chronic absenteeism and suspension rate	Teachers appreciate learning opportunities and time to practice newly learned strategies	Would like more opportunities, more support and more time to practice	Continue with as many PD opportunities as possible. Try to incorporate lesson studies if can afford

Note/Reminders (optional):



**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Funding has been allocated to purchase Benchmark Advance curriculum for grades 3 – 5 in order to provide a guaranteed viable curriculum for all students.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$29,400.00	30106-4301	Support closing the achievement gap in ELA and Math: English Learners; Graduation	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Funding has been allocated to hire a 0.5 Resource Teacher. The Resource Teacher will serve the role as our literacy coach in order to help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Resource Teacher will also provide professional development (plan, organize, and facilitate) in ELA and English Learner Development (ELD). In addition, Resource Teacher will lead Professional Learning Communities (PLC) in grade level collaboration, data driven goal setting and lesson planning.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512478	0.50000	\$75,038.25	30100-1109	Support closing the achievement gap.	- Runs PLCs - Coaches Teachers in literacy and technology - Provides teacher support as needed	- Resource teacher is doing a wonderful job	- No changes needed

Note/Reminders (optional):

### Strategy/Activity 3

**\*Strategy/Activity - Description**

Visual and Performing Arts Department (VAPA) teachers will release classroom teachers every three weeks to allow teachers to meet in their Professional Learning Communities (PLC) for grade level collaboration, data driven goal setting and lesson planning. VAPA teachers will support the highest quality arts education in dance, music, theatre, and visual arts to our students.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Services & Other Operating		\$40,000.00	30106-5000	Closing the Achievement Gap	VAPA teachers taught students music, art, theater and dance so that teachers could attend PLC	At times, we had VAPA subs.	Change it from Fridays to a day less likely to need subs

Note/Reminders (optional):

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Strategy/Activity 4							
*Strategy/Activity - Description							
Funding has been allocated to purchase license and fees for software and/or online reading resources, such as RAZ-KIDS; Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$6,000.00	30100-5841	Support closing the achievement gap.	Software programs support students of all levels	Time for students to use. Professional Development lacking in using some of these programs	Create a system that allows students to use programs more often and more effectively.
Note/Reminders (optional):							
Strategy/Activity 5							
*Strategy/Activity - Description							
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development. Supplies include pencils, journals, crayons, chart paper, etc.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>(ineffective) &amp; why?</b>	<b>evaluation results.</b>
Supplies		\$24,860.00	30100-4301	Support closing the achievement gap.	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):

### Strategy/Activity 6

**\*Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap.	Teachers appreciate learning opportunities and time to practice newly learned strategies	Would like more opportunities, more support and more time to practice	Continue with as many PD opportunities as possible. Try to incorporate lesson studies if can afford

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Resource Teacher (RT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). RT will continue to support teachers with curriculum that integrates ELD supports for English Learners in Math. RT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, RT will work directly with community partners, students and families to increase family engagement which will positively impact attendance, school culture and academic progress.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512478	--	--	30100-1109	Support closing the achievement gap in ELA and Math; English Learners; Graduation	- Runs PLCs - Coaches Teachers in technology Provides teacher support as needed	Resource teacher is doing a wonderful job	No changes needed

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, math manipulatives, chart paper, etc.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Support closing the achievement gap in ELA and Math; English Learners; Graduation	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):

### Strategy/Activity 3

#### \*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, cross classroom visits. Professional development will be provided for all classroom teachers and Education Specialists on how to maximize the FastBridge Learning Math Diagnostic and ST Math online learning web tools. Professional development topics include the following: How to use and maximize the tool; Data collection and next steps; Analysis of student data and progress monitoring.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

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

##### Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap	Teachers appreciate learning opportunities and time to practice	Would like more opportunities, more support and more time to practice	Continue with as many PD opportunities as possible. Try to

**Burbank Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					newly learned strategies		incorporate lesson studies if can afford
--	--	--	--	--	--------------------------	--	--

Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Benchmark Advance curriculum will be purchased for grades 3 – 5 in order to provide a guaranteed viable ELD curriculum for all English Learner students.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30106-4301	Support closing the achievement gap in ELA and Math; English Learners; graduation	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Resource Teacher will serve the role as our literacy coach in order to help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Resource Teacher will also provide professional development (plan, organize, and facilitate) in ELA and English Learner Development (ELD). In addition, Resource Teacher will lead Professional Learning Communities (PLC) in grade level collaboration, data driven goal setting and lesson planning - specifically pulling and analyzing English Learner Progress.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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



## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512478	--	--	30100-1109	[no data]	- Runs PLCs - Coaches Teachers in technology Provides teacher support as needed	Resource teacher is doing a wonderful job	No changes needed

Note/Reminders (optional):

### Strategy/Activity 5

**\*Strategy/Activity - Description**

To provide hourly time for translation for parent-teacher conferences; as well as support during the enrollment/registration process.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Clerical OTBS Hrly		\$2,001.10	30100-2451	Support closing the achievement gap in ELA and Math; English Learners; Graduation	Translators are needed for parent teacher conferences	Would like to have translators in another language besides Spanish	Continue use of translators

Note/Reminders (optional):

### Strategy/Activity 6

**\*Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources, such as RAZ-KIDS to support student learning in literacy. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	30100-5841	Support closing the achievement gap.			

Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Funding has been allocated to purchase Benchmark Advance curriculum for grades 3 – 5 in order to provide a guaranteed viable curriculum for all students, including students with disabilities. Benchmark Advance/Adelante come with intervention supports that our students with disabilities can benefit from.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30106-4301	Support closing the achievement gap	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

Visual and Performing Arts Department (VAPA) teachers will release classroom teachers every three weeks to allow teachers to meet in their Professional Learning Communities (PLC) for grade level collaboration, data driven goal setting and lesson planning. VAPA teachers will support the highest quality arts education in dance, music, theatre, and visual arts to our students.

Education Specialist will join classroom teachers during the Professional Learning Communities in order to co-plan and support best practices for students with disabilities.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Services & Other Operating	--	--	30106-5000	Support closing the achievement gap.			

Note/Reminders (optional):

### Strategy/Activity 4

**\*Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year. Education Specialists will plan and facilitate professional development for para educators who directly support students with disabilities.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap/professional development.	Teachers appreciate learning opportunities and time to practice newly learned strategies	Would like more opportunities, more support and more time to practice	Continue with as many PD opportunities as possible. Try to incorporate lesson studies if can afford

Note/Reminders (optional):

### Strategy/Activity 5

**\*Strategy/Activity - Description**

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, chart paper, etc..

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Support closing the achievement gap.	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):

**Goal 6 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Continue to provide childcare for parent trainings/meetings. In addition, we will coordinate with community groups to assist us in planning and facilitating high interest events that will increase parent involvement.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Nonclsrn PARAS Hrly		\$379.30	30103-2955	Support closing the achievement gap.	Translators are needed for parent teacher conferences	Would like to have translators in another language besides Spanish	Continue use of translators

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Allocate funds for Inservice supplies for parent meetings and workshops. Inservice supplies include light refreshments for parent involvement meetings.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inservice supplies		\$2,043.00	30103-4304	Support closing the achievement gap and increase parent engagement.	Food works as an incentive to get families to attend school meetings and functions	Food can be costly	Continue providing this service
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Note/Reminders (optional):

### Strategy/Activity 3

#### \*Strategy/Activity - Description

Allocate funds for School/Home communication. Postage and paper are necessary in order to consistently inform parents of individual or school wide matters. This will keep our parents informed and supportive of the work at school.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

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

##### Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper		\$5,000.00	30100-5733	Support closing the achievement gap and increase parent engagement.	Paper is essential in a functional school environment for school work and communication	Paper can be costly	Continue providing this service
Postage Expense		\$150.00	30103-5920	Support closing the achievement gap and increase parent engagement.	Postage stamps are necessary for communication with parents	Postage can be costly and mailing items can be time consuming	Train parents accessing the Parent Portal. Send electronic messages instead of paper.

Note/Reminders (optional):

### Strategy/Activity 5

#### \*Strategy/Activity - Description

The counselor will provide additional student supports in the area of social and emotional well being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, district

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school everyday and on time. The counselor will also be an active member of the school's Social Emotional Committee team and/or other subcommittees as needed to support the positive school culture.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor	--	--	30100-1210	Support closing the achievement gap and increase parent engagement.	<ul style="list-style-type: none"> <li>• Actively present</li> <li>• Accessible</li> <li>• Student and family support SST and 504 support</li> </ul>	Only 4 days a week	If we can afford it, we would like to increase counselor support to 5 days a week.

Note/Reminders (optional):



**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Funding has been allocated to hire a 0.5 Resource Teacher. The Resource Teacher will serve the role as our literacy coach in order to help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Resource Teacher will also provide professional development (plan, organize, and facilitate) in ELA and English Learner Development (ELD). In addition, Resource Teacher will lead Professional Learning Communities (PLC) in grade level collaboration, data driven goal setting and lesson planning.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512478	--	--	30100-1109	Support closing the achievement gap and increase graduation/promotion goals.	- Runs PLCs - Coaches Teachers in technology Provides teacher support as needed	Resource teacher is doing a wonderful job	No changes needed

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources, such as RAZ-KIDS; Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License	--	--	30100-5841	Support closing the achievement gap and increase graduation/promotion goals.	Software programs support students of all levels	Time for students to use. Professional Development lacking in using some of these programs	Create a system that allows students to use programs more often and more effectively.

Note/Reminders (optional):

### Strategy/Activity 3

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development. Supplies include pencils, journals, chart paper, etc.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30106-4301	Support closing the achievement gap and increase graduation/promotion goals.	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies
Supplies	--	--	30100-4301	Support closing the achievement gap and increase	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they	Create a system that will allow teachers to provide

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				graduation/promotion goals.		want input in what supplies to order	input in ordering supplies
Note/Reminders (optional):							
<b>Strategy/Activity 4</b>							
<b>*Strategy/Activity - Description</b>							
Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. In addition, all classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap and increase graduation/promotion goals.	Teachers appreciate learning opportunities and time to practice newly learned strategies	Would like more opportunities, more support and more time to practice	Continue with as many PD opportunities as possible. Try to incorporate lesson studies if can afford
Note/Reminders (optional):							
<b>Strategy/Activity 5</b>							
<b>*Strategy/Activity - Description</b>							
Visual and Performing Arts Department (VAPA) teachers will release classroom teachers every three weeks to allow teachers to meet in their Professional Learning Communities (PLC) for grade level collaboration, data driven goal setting and lesson planning. VAPA teachers will support the highest quality arts education in dance, music, theatre, and visual arts to our students.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u>							

## Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Services & Other Operating	--	--	30106-5000	Support closing the achievement gap and increase graduation/promotion goals.			

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

**SCHOOL NAME: BURBANK ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The counselor will continue to support students’ social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor	0.20000	\$23,890.10	09800-1210	Safe, Supportive, and Collaborative School Culture. Decrease chronic absenteeism and suspension rate.	<ul style="list-style-type: none"> <li>Actively present</li> <li>Accessible</li> <li>Student and family support</li> <li>SST and 504 support</li> </ul>	<ul style="list-style-type: none"> <li>Only 4 days a week</li> </ul>	If we can afford it, we would like to increase counselor support to 5 days a week.

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 5**

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development. Supplies include pencils, journals, crayons, chartpaper, etc.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$188.00	09800-4301	Support closing the achievement gap.	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):

**Strategy/Activity 7**

**\*Strategy/Activity - Description**

ESL assistant will continue to assess and identify English Learners' proficiency levels. Additionally, she will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

## Burbank Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst -	0.60000	\$39,931.25	09800-2101	Support in closing the achievement gap.	Keeps Burbank in compliance with state and federal English Learner assessment regulations Runs ELAC meetings Provides services to families of English Learners and Dual Language students	When not assessing students, would like to see our ESL Asst in classrooms supporting students more often	Develop a system that will allow for our ESL assistant to support students in classrooms more often

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, math manipulatives, chart paper, etc.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Support closing the achievement gap in ELA and Math; English Learners; Graduation	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):



**Goal 4- English Learners**

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

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.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst -	--	--	09800-2101	Support closing the achievement gap in ELA and Math; English Learners; Graduation	Keeps Burbank in compliance with state and federal English Learner assessment regulations Runs ELAC meetings Provides services to families of English Learners and Dual Language students	When not assessing students, would like to see our ESL Asst in classrooms supporting students more often	Develop a system that will allow for our ESL assistant to support students in classrooms more often

Note/Reminders (optional):

**Strategy/Activity 4**

**\*Strategy/Activity - Description**

Funding has been allocated to hire a retired non-classroom teacher to support our ESL assistant in assessing our English Learners on the state assessment, ELPAC.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

## Burbank Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClrm Tchr Hrly		\$19,767.24	09800-1986	Support closing the achievement gap in ELA and Math; English Learners; Graduation	Help with mandatory state assessments (ELPAC)	The ELPAC testing is now computerized. Some retired teachers do not feel comfortable with the new system	Develop a system that will utilize current staff to assist in ELPAC testing

Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Strategy/Activity 5**

**\*Strategy/Activity - Description**

Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, chart paper, etc..

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Support closing the achievement gap.	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development. Supplies include pencils, journals, chart paper, etc.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Support closing the achievement gap and increase graduation/promotion goals.	We need supplies to provide services to students	Teachers feel we need more variety of supplies and they want input in what supplies to order	Create a system that will allow teachers to provide input in ordering supplies

Note/Reminders (optional):

What are my leadership strategies in service of the goals?