

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	
SITE CONTACT PERSON: Veronica Maxwell	DUE: October 4,2020
PHONE: 619787-7158 FAX: E-MAIL ADDRESS	5: 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 exp Education for approval, and assures the Board of the following:	penditures to the district Board of
1. The SSC is correctly constituted, and was formed in a ccordance with SDUSD Board	of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies relating to material changes in the school plan requiring Board approval.	on policies, including those Board
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)	ate of presentation: <u>9/30/2020</u>
Community Advisory Committee for Special Education Programs (CAC) D	ate of presentation:
Gifted and Talented Education Program Advisory Committee (GATE)	ate of presentation:
Site Governance Team (SGT)D	ate of presentation:
Definition	ate of presentation:
4. The SSC reviewed the content requirements for school plans of programs included in content requirements have been met, including those found in SDUSD Board of Edu Educational Agency (LEA) Plan.	
5. The site plan is based upon a thorough analysis of student academic performance. The sound, comprehensive, coordinated plan to reach stated school goals to improve students.	
6. The site plan or revisions to the site plan were adopted by the SSC on: $\frac{9/28}{2020}$	
The undersigned declare under penalty of perjury that the foregoing is true and cor signed in San Diego, California, on the date(s) indicated.	rect and that these Assurances were
Veronica Maxwell //Veronica Maxwell/	
Type/Print Name of School PrincipalSignature of School Principal	cipal Date
Sam Avalos/Sam Avalos/	
Type/Print Name of SSC Chairperson Signature of SSC Chairpe	erson Date
Patty Covarrubias	
Type/Print Name of ELAC Chairperson Signature of ELAC Cha	
Mitzi Merino Miti Merino	10/6/2020
Type/Print Name of Area Superintendent	ntendent 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.



SCHOOL SITE COUNCIL MEMBERSHIP

SCHOOL SITE COUNCIL MEMBERSHI	
Member Name	Role
Veronica Maxwell	Principal
Sam Avalos	Classroom Teacher Representative, Chariperson
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		20%	Attendance	Annually	
Lune 2021	TV 5	absenteeism rate.	40/	2.00/	Guerensien	Tuine astan	
June 2021	TK - 5	Decrease the overall school wide	4%	2.0%	Suspension	Trimester	
		suspension rate.					

*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 before12:30pmthat 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
	Classroom Teacher/ Attendance Clerk	- Daily - Teachers encourage parents to report absences
		The attendance Clerk will reach out to any fami with an unexcused absence and document information on a Google sheet.
		Each Monday, the attendance clerk will also em each teacher with students on the spreadsheet fo teacher follow-up as needed.
		- Classroom teacher to reach out to ensure the family has adequate internet, devices, access, knowledge of the platform
		- Classroom teacher- If having trouble accessing family, consider checking with staff who teach siblings, reaching out to the child's friends, obtaining Spanish translation.



	benooe remain or broben remit	
		Classroom teacher- Document your
		communication attempts on the Google sheet
		-
		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.
2	Classroom Teacher/ Attendance Team	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:
		-
		Further communication attempts
		-
		Development of support plans such as,
		-
		home visits
		-
		Attendance letters
		All communication and attempts will be logged on
		the Google spreadsheet.
3	Attendance Team/ Classroom Teacher(optional)	If Tier 2 has not yielded contact/positive
		change, attendance team members will reach out to
		district staff for support.

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.



*Annual Meas	surable Outcom	es (Closing the Equity G	hap)				
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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	1	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									
	ID	Proposed	FTE	Salary	Estimated	Funding Source	Funding	LCFF	Reference	Rationale
		Expenditures		-	Cost	Budget Code	Source	Student		
								Group		



F003923	School Counselor	0.6000	0\$52,243.2	\$75,326.0					fe, Supportive, and Collaborative School
					3110-0000-01000	-0000 Progra	am	C	lture. Decrease chronic absenteeism and
~									suspension rate
Strate	gy/Activity 2	1							
*Studen	ts to be served by	y this	Strategy/	/Activity					
All stude	ents at the school v	will be	enefit from	n this strate	gy/activity in the a	area of Chron	nic Absente	eism, specifically the	following subgroups: African
America	n, English Learner	rs, His	spanic, stu	udents with	disabilities, and st	udents who a	re consider	ed Socioeconomically	Disadvantaged.
All stude	ents at the school v	will be	enefit from	n this strate	gy/activity in the a	rea of Suspe	nsions, spe	cifically the following	subgroups: Hispanic, Asian,
English I	Learners, students	with	disabilitie	es, and stude	ents who are consid	dered Socioe	conomically	J Disadvantaged.	
*Strateg	y/Activity - Desc	riptio	n	,				U	
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									otional health for our students. ofessional development topics
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Burbank nclude t	will continue to in	mplen ssroor	nent the S n Manage	anford Harr ement Skills	nony Social Emot (including online	ional Program	n in all TK	- 5th-grade classes. P	ofessional development topics
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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 **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

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.

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

- 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 - Englis	sh Language Arts					
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of	33%	43%	CAASPP ELA	Annually
		students meeting and exceeding grade level standards.				
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

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 Mea	surable Outcom	es (Closing the Equity G	hap)				
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



			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



			•					
				students meeting				
				and exceeding				
				grade level				
				standards				
June 202	21 5	Engli	sh Learner	Increase the 14%	30%	CAA	ASPP ELA	Annually
				percentage of				
				students meeting				
				and exceeding				
				grade level				
				standards				
June 202	21 3-5	Engli	sh Learner	Increase the 12%	30%	CAA	ASPP ELA	Annually
				percentage of				
				students meeting				
				and exceeding				
				grade level				
				standards				
*Studer	egy/Activity 1 nts to be served by	0.	•					
All stud	ents at the school w	ill benefit from t	his strategy/ad	ctivity in the area of Eng	glish Language Art, s	pecifically the fol	lowing subg	roups: Hispanic,
English	Learners, students	with disabilities,	and students v	who are considered Soc	ioeconomically Disac	lvantaged. Over	96% of Burb	ank's student
populati	on is considered so	cioeconomically	disadvantage	d. This group is address	ed in the goal for all	students.		
*Strate	gy/Activity - Descr	iption .		<u> </u>				
		.	ource Teache	r. The resource teacher	will serve the role of	our literacy coac	h in order to	help classroom
				ruction and supports for		•		-
				cilitate) in ELA and Eng				
				level collaboration, data				esource teacher wi
	sed Expenditures f			le ver condooration, date	unven gour setting,		18.	
ID	Proposed	FTE Salary		Funding Source	Funding Source	LCFF Student	Reference	Rationale
12	Expenditures	III Sully	Cost	Budget Code	I unung source	Group		itationale
F003924	Inschool Resource Tchr	0.50000 \$47.543.5		0039-30106-00-1109-100	00- Title I Supplmnt Prog			Support closing the
			+,	1110-01000-0000	Imprvmnt	[]		achievement gap.
Strate	egy/Activity 2				•			
		41.1- C4 / A	-4**4					
studel	nts to be served by	uns Strategy/A	cuvity					

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.

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

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	FTE	Salary	Estimated	Funding Source	Funding	LCFF Student Group Ref	ference Ra	ationale
	Expenditures			Cost	Budget Code	Source			
N0039DW	Software License		\$6,000.00	\$6,000.00	0039-09800-00-5841-1000-	LCFF Intervention	English Learners, Foster	Suppo	ort closing the
					1110-01000-0000	Support	Youth, Low-Income	achie	vement gap.
G 4 4									

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 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.

*Propos	ed Expenditures fo	or this Strat	egy/Activity					
ID	Proposed	FTE Salar	y Estimated	Funding Source	Funding Source	LCFF Student	Reference	Rationale
	Expenditures		Cost	Budget Code	_	Group		
N00391A	Supplies	\$160.0) \$160.00	0039-30100-00-4301-	Title I Basic Program	[no data]		Support closing the
				1000-1110-01000-0000				achievement gap.
N00399M	Supplies	\$1.00	\$1.00	0039-30106-00-4301-	Title I Supplmnt Prog	[no data]		Support closing the
				1000-1110-01000-0000	Imprvmnt			achievement gap.
N0039AC	Supplies	\$14,500	00 \$14,500.00	0039-09800-00-4301-	LCFF Intervention	English Learners, Foster		Support closing the
	· ·			1000-1110-01000-0000	Support	Youth, Low-Income		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

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



English Learners, studer population is considered *Strategy/Activity - De	by this Str of will benefints with disa disocioecond escription nue to asses tudents and res for this Str FTE	it from this stabilities, and somically disactors of the stabilities of the stability of the stabili	rategy/activity students who ar dvantaged. This r English Learn altation support ivity stimated Fun Cost	in the are re conside s group is ers' profic t for their	ered Socioecor addressed in t ciency levels. teachers.	nomically Disadvar the goal for all stuc Additionally, she	Goal 6 - Supporting Black Youth Ref Id : N0039DV ifically the following subgrontaged. Over 96% of Burban lents. will provide supplemental sm CFF Student Reference Group Reference	Achievement Gap ups: Hispanic, k's student
*Students to be served All students at the school English Learners, students copulation is considered *Strategy/Activity - Detection ESL assistant will conting nstruction to targeted st *Proposed Expenditure ID Proposed Expenditure	by this Str of will benefints with disa disocioecond escription nue to asses tudents and res for this Str FTE es	it from this stabilities, and somically disactors of the stabilities of the stability of the stabili	rategy/activity students who ar dvantaged. This r English Learn altation support ivity stimated Fun Cost	re conside s group is ers' profic t for their ading Sou	ered Socioecor addressed in t ciency levels. teachers.	nomically Disadvar the goal for all stuc Additionally, she	ntaged. Over 96% of Burban lents. will provide supplemental sm CFF Student Reference	k's student hall group
*Students to be served All students at the school English Learners, students copulation is considered *Strategy/Activity - Detection ESL assistant will conting nstruction to targeted st *Proposed Expenditure ID Proposed Expenditure	by this Str of will benefints with disa disocioecond escription nue to asses tudents and res for this Str FTE es	it from this stabilities, and somically disactors of the stabilities of the stability of the stabili	rategy/activity students who ar dvantaged. This r English Learn altation support ivity stimated Fun Cost	re conside s group is ers' profic t for their ading Sou	ered Socioecor addressed in t ciency levels. teachers.	nomically Disadvar the goal for all stuc Additionally, she	ntaged. Over 96% of Burban lents. will provide supplemental sm CFF Student Reference	k's student hall group
All students at the school English Learners, student population is considered Strategy/Activity - De ESL assistant will continent instruction to targeted stand Proposed Expenditurent ID Proposed Expenditure	bl will benef hts with disa l socioecond escription nue to asses tudents and res for this S FTE s	it from this stabilities, and somically disactors of the stabilities of the stability of the stabili	rategy/activity students who ar dvantaged. This r English Learn altation support ivity stimated Fun Cost	re conside s group is ers' profic t for their ading Sou	ered Socioecor addressed in t ciency levels. teachers.	nomically Disadvar the goal for all stuc Additionally, she	ntaged. Over 96% of Burban lents. will provide supplemental sm CFF Student Reference	k's student hall group
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*Strategy/Activity - De ESL assistant will contin nstruction to targeted st *Proposed Expenditur ID Proposed Expenditure	escription nue to asses tudents and res for this s FTE s	s and identify provide const Strategy/Acti Salary Es	English Learn altation support ivity stimated Fun Cost	ers' profic t for their	ciency levels. teachers. urce Budget F	Additionally, she	will provide supplemental sm CFF Student Reference	
ESL assistant will contin nstruction to targeted st Proposed Expenditur ID Proposed Expenditure	nue to asses tudents and res for this s FTE s	provide const Strategy/Acti Salary Es	ultation support ivity stimated Fun Cost	t for their	teachers.		CFF Student Reference	
ESL assistant will contin nstruction to targeted st Proposed Expenditur ID Proposed Expenditure	nue to asses tudents and res for this s FTE s	provide const Strategy/Acti Salary Es	ultation support ivity stimated Fun Cost	t for their	teachers.		CFF Student Reference	
nstruction to targeted st Proposed Expenditur ID Proposed Expenditure	tudents and tes for this s FTE s	provide const Strategy/Acti Salary Es	ultation support ivity stimated Fun Cost	t for their	teachers.		CFF Student Reference	
ID Proposed Expenditure	s FTE	Salary Es	stimated Fun Cost	0	U	unding Source L		Rationale
Expenditure	s	•	Cost	0	U	Source L		Rationale
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F003926 ESL Asst	0.60000	0101 <u>00</u> 00					Group	
		\$18,162.00 \$4	42,776.49 003				nglish Learners	Support closing the
	_			4760-0100	00-3104	Support		achievement gap.
Strategy/Activity								
*Students to be served	•	0.	•					
					0	0 0 1	ifically the following subgro	± ± ·
0						•	ntaged. Over 96% of Burban	k's student
population is considered		omically disac	dvantaged. This	s group is	addressed in	the goal for all stuc	lents.	
*Strategy/Activity - De	escription							
MakerSpace Teacher: (Our MakerS	pace resource	teacher will pr	rovide ST	EAM (science	e, technology, engi	neering, art, math) lessons to	students. During
0		-	virtual lessons	s. Once st	tudents return	to campus and it is	s safe to hold classes in the M	lakerSpace lab, or
resource teacher will con	nduct her le	ssons there.						
*Proposed Expenditur	es for this S	Strategy/Acti	ivity					
D Proposed I Expenditures	FTE Salary	Estimated Cost	Funding S Budget	Code	Funding Source	LCFF Student Group	Reference	Rationale
Inschool Resource			0039-30100-00-			[no data]	Goal 2 - English Language Arts	Support closing the
Tchr			1110-01000	0-0000	Program		Ref Id : F003925	achievement gap.
*Additional Supports		ategy/Activit	У					
Strategy/Activity	8							
PSA Template Revised 12/4/20	20				23			

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

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-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 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.

- 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).

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

*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.

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.

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



			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



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

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.

* P 1	*Proposed Expenditures for this Strategy/Activity										
ID	Proposed	FTE Sa	alary	Estimated	Funding Source	Funding Source	LCFF Student	Reference	Rationale		
	Expenditures			Cost	Budget Code		Group				
	Supplies				0039-30100-00-4301-	Title I Basic	[no data]	Goal 2 - English Language	Support closing the		
					1000-1110-01000-0000	Program		Arts Ref Id : N00391A	achievement gap.		
	Supplies				0039-30106-00-4301-	Title I Supplmnt	[no data]	Goal 2 - English Language	Support closing the		
					1000-1110-01000-0000	Prog Imprvmnt		Arts Ref Id : N00399M	achievement gap.		
	Supplies				0039-09800-00-4301-	LCFF Intervention	English Learners, Foster	Goal 2 - English Language	Support closing the		
					1000-1110-01000-0000	Support	Youth, Low-Income	Arts Ref Id : N0039AC	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.

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

*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	FTE Sala	ry Estimated	Funding Source	Funding	LCFF	Reference	Rationale
	Expenditures		Cost	Budget Code	Source	Student		
						Group		
	Inschool Resource			0039-30106-00-1109-	Title I Supplmnt	[no data]	Goal 2 - English Language Arts Ref	Support closing the
	Tchr			1000-1110-01000-0000	Prog Imprvmnt		Id : F003924	achievement gap.
	Prof&Curriclm Dev			0039-30100-00-1192-	Title I Basic	[no data]	Goal 1 - Safe, Collaborative and	Support closing the
	Vist Tchr			1000-1110-01000-0000	Program		Inclusive Culture Ref Id : N00395U	achievement gap.
	Prof&Curriclm Dev			0039-30106-00-1192-	Title I Supplmnt	[no data]	Goal 2 - English Language Arts Ref	Support closing the
	Vist Tchr			1000-1110-01000-0000	Prog Imprvmnt		Id : N0039DZ	achievement gap.

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 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

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

*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.



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

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.

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**

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.

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



						students m	eeting							
						and exceed	ling							
						grade level	l in							
						MATH.								
June 2021	5			English I	Learner	Increase th		3%		24%	6	CAASP	PP Math	Annually
						percentage								
						students m	0							
						and exceed								
						grade leve	l in							
						MATH.						~		
June 2021	2-5			English I	Learner	Increase th		89.8%		95%		Summa		Annually
						percentage						ELPAC		
						English Le								
						eligible for reclassifica								
						reclassify.	ation							
Strategy/A	otivit	w 1				reelussify.								
		•	41.5. C4.		·•4									
*Students to b					- V		- : C: 11	F 111.	T		- 4 -			
All students at				fit from this	strategy/a	activity, spe	cifically	English	Learner su	uaer	nts.			
*Strategy/Acti				La			1.1.1		· 1 :	1			1:66	- 4 - 1 : 4 :
														ated instruction a
														l facilitate) in EL
•			1	· /							rning Communi	,	C) in grade	e-level
					<u> </u>	ng - specific	carry pur	ing and	anaryzing	Eng	lish Learner Pro	gress.		
*Proposed Exj ID Propose	·			Estimated	• •	- Course	E	lin a	LCFF		Referenc	•	1	Rationale
ID Propose Expendit		r I C	Salary	Cost		ng Source et Code	Fun Sou	U	Student		Kelerenc	e	1	Kationale
Expendit	ures			Cost	Duug	et Coue	Sou	rce	Group					
Inschool Res	ource				0039-301	06-00-1109-	Title I S	upplmnt	[no data]		Goal 2 - English L	anguage	Support clo	osing the achievemen
Tchr	ouree)-01000-0000		1 1	[no aaaa]		Arts Ref Id : F0			A and Math; English
								-						Learners;
Strategy/A	ctivit	y 2												
*Students to b	e serve	ed by	this Stu	rategy/Activ	rity									
All students at	the sch	ool w	ill bene	fit from this	strategy/a	activity, spe	cifically	English	Learner stu	uder	nts.			
*Strategy/Acti	vity - I	Descr	ription											

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

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

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

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

Поровей Ехрепа		b bei ategym	currey				
ID Proposed	FTE Salar	y Estimated	Funding Source	Funding	LCFF	Reference	Rationale
Expenditures		Cost	Budget Code	Source	Student		
					Group		
Prof&Curriclm Dev	7		0039-30100-00-1192-	Title I Basic	[no data]	Goal 1 - Safe, Collaborative and	Support closing the achievement
Vist Tchr			1000-1110-01000-	Program		Inclusive Culture Ref Id :	gap in ELA and Math; English
			0000			N00395U	Learners;
Prof&Curriclm Dev	r		0039-30106-00-1192-	Title I Supplmnt	[no data]	Goal 2 - English Language Arts	Support closing the achievement
Vist Tchr			1000-1110-01000-	Prog Imprvmnt		Ref Id : N0039DZ	gap in ELA and Math; English
			0000				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.



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

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



	3-5	perc stud exce leve Mat	rease the 8% centage of lents meeting and eeding grade el standards in th as measured by ASPP.	20		Other (Describe in Objective)	Annually
*Identified No	eed						
According to t	he California	Dashboard, students	s with disabilities are pe	rforming 163.3 point	nts below standards	in ELA and 121.2 pc	oints below standards
in Math. *Not	te: Goals unde	r Annual Measurab	le Outcomes are limited	by accessible data.			
*Online Lear	ning Implicat	tions					
11	1 0		as during online learning	·· • •	±	•	0
		1 0	each their IEP goals vir	•		±	
			ime; strengthening tier of				
delivering virt		0	nderstanding throughou		· · ·	1 0	6
			classroom teachers and				
as Benchmark	Advance/Ade	elante; and FAST B	ridge (3 times a year) ar				
as Benchmark student progre	Advance/Ade ss together as	elante; and FAST Bi a grade-level team	ridge (3 times a year) ar				
as Benchmark student progre *Annual Mea	Advance/Ade ss together as surable Outc	elante; and FAST Br a grade-level team omes	ridge (3 times a year) ar on a 3-week cycle.	d common formativ	ve assessments (for a	all TK-5th grade stud	lents) and monitoring
as Benchmark student progre	Advance/Ade ss together as	elante; and FAST Bi a grade-level team	ridge (3 times a year) ar				
as Benchmark student progre *Annual Mea	Advance/Ade ss together as surable Outc	elante; and FAST Br a grade-level team of omes Student	ridge (3 times a year) ar on a 3-week cycle.	d common formativ Baseline Percentage	ve assessments (for a	all TK-5th grade stud	lents) and monitoring Frequency
as Benchmark student progre *Annual Mea By Date	Advance/Ade sss together as surable Outc Grade	elante; and FAST Bi a grade-level team o omes Student Subgroup	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percent of students meeting	d common formativ Baseline Percentage ge 17% und	Target Percentage	Measure of Success	lents) and monitoring Frequency
as Benchmark student progre *Annual Mea By Date	Advance/Ade sss together as surable Outc Grade	elante; and FAST Br a grade-level team of omes Student Subgroup Students with	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percent	d common formativ Baseline Percentage ge 17% und	Target Percentage	Measure of Success Other (Describe	lents) and monitoring Frequency
as Benchmark student progre *Annual Mea By Date	Advance/Ade sss together as surable Outc Grade	elante; and FAST Br a grade-level team of omes Student Subgroup Students with	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percent of students meeting exceeding grade leve standards in ELA as	d common formativ Baseline Percentage ge 17% and 1	Target Percentage	Measure of Success Other (Describe	lents) and monitoring Frequency
as Benchmark student progre *Annual Mea By Date June 2021	Advance/Ade sss together as surable Outc Grade	elante; and FAST Bi a grade-level team of omes Student Students Students with Disabilities	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percents of students meeting exceeding grade leve standards in ELA as measured by CAAS	d common formativ Baseline Percentage ge 17% und 1 PP.	ve assessments (for a Target Percentage 30%	Measure of Success Other (Describe Objective)	lents) and monitoring Frequency in Annually
as Benchmark student progre *Annual Mea By Date	Advance/Ade sss together as surable Outc Grade	elante; and FAST Bi a grade-level team of somes Student Students with Disabilities Students with	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percent of students meeting exceeding grade leve standards in ELA as measured by CAAS Increase the percent	d common formativ Baseline Percentage ge 17% and 1 PP. ge 11%	Target Percentage	Measure of Success Other (Describe Objective) Other (Describe	lents) and monitoring Frequency in Annually
as Benchmark student progre *Annual Mea By Date June 2021	Advance/Ade ass together as asurable Outco Grade 3	elante; and FAST Bi a grade-level team of omes Student Students Students with Disabilities	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percents of students meeting exceeding grade leve standards in ELA as measured by CAAS	d common formativ Baseline Percentage ge 17% and 1 PP. ge 11%	ve assessments (for a Target Percentage 30%	Measure of Success Other (Describe Objective)	lents) and monitoring Frequency in Annually
as Benchmark student progre *Annual Mea By Date June 2021	Advance/Ade ass together as asurable Outco Grade 3	elante; and FAST Bi a grade-level team of somes Student Students with Disabilities Students with	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percent of students meeting exceeding grade leve standards in ELA as measured by CAAS Increase the percent	d common formativ Baseline Percentage ge 17% and 1 PP. ge 11% und	ve assessments (for a Target Percentage 30%	Measure of Success Other (Describe Objective) Other (Describe	lents) and monitoring Frequency in Annually
as Benchmark student progre *Annual Mea By Date June 2021	Advance/Ade ass together as asurable Outco Grade 3	elante; and FAST Bi a grade-level team of somes Student Students with Disabilities Students with	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percents of students meeting exceeding grade leve standards in ELA as measured by CAAS Increase the percents of students meeting	d common formativ Baseline Percentage ge 17% and 1 PP. ge 11% und	ve assessments (for a Target Percentage 30%	Measure of Success Other (Describe Objective) Other (Describe	lents) and monitoring Frequency in Annually
as Benchmark student progre *Annual Mea By Date June 2021 June 2021	Advance/Ade ss together as surable Outc Grade 3 4	elante; and FAST Br a grade-level team of omes Student Students with Disabilities Students with Disabilities	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percenta of students meeting exceeding grade leve standards in ELA as measured by CAAS Increase the percenta of students meeting exceeding grade leve standards in ELA as measured by CAAS	d common formativ Baseline Percentage ge 17% und 1 PP. ge 11% und 1 PP. PP.	ve assessments (for a Target Percentage 30%	All TK-5th grade stud Measure of Success Other (Describe Objective) Other (Describe Objective)	lents) and monitoring Frequency in Annually in Annually
as Benchmark student progre *Annual Mea By Date June 2021	Advance/Ade ass together as asurable Outco Grade 3	elante; and FAST Br a grade-level team of somes Student Students with Disabilities Students with Disabilities Students with Disabilities	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percents of students meeting exceeding grade leve standards in ELA as measured by CAAS Increase the percents of students meeting exceeding grade leve standards in ELA as measured by CAAS Increase the percents	d common formative Baseline Percentage ge 17% and 1 2 PP. ge 11% and 1 2 PP. ge 10%	ve assessments (for a Target Percentage 30%	Measure of Success Other (Describe Objective) Other (Describe Objective) Other (Describe Objective)	lents) and monitoring Frequency in Annually in Annually
as Benchmark student progre *Annual Mea By Date June 2021 June 2021	Advance/Ade ss together as surable Outc Grade 3 4	elante; and FAST Br a grade-level team of omes Student Students with Disabilities Students with Disabilities	ridge (3 times a year) ar on a 3-week cycle. Objective Increase the percenta of students meeting exceeding grade leve standards in ELA as measured by CAAS Increase the percenta of students meeting exceeding grade leve standards in ELA as measured by CAAS	d common formative Baseline Percentage ge 17% and 1 2 PP. ge 11% and 1 2 PP. ge 11% and 1 2 P. ge 10% and	ve assessments (for a Target Percentage 30%	All TK-5th grade stud Measure of Success Other (Describe Objective) Other (Describe Objective)	lents) and monitoring Frequency in Annually in Annually



			1	•				
				standards in ELA a				
				measured by CAAS	SPP.			
June	2021	3	Students with	Increase the percen	tage 17%	27%	Other (Describe in	Annually
			Disabilities	of students meeting	g and		Objective)	
				exceeding grade lev	vel			
				standards in Math a	is			
				measured by CAAS	SPP.			
June	2021	1	Students with	Increase the percen	tage 11%	27%	Other (Describe in	Annually
			Disabilities	of students meeting	and		Objective)	-
				exceeding grade lev	vel			
				standards in Math a				
				measured by CAAS	SPP.			
June	2021	5	Students with	Increase the percen	tage 0%	22%	Other (Describe in	Annually
			Disabilities	of students meeting			Objective)	2
				exceeding grade lev	-		5 /	
				standards in Math a				
				measured by CAAS	SPP.			
Stra	tegy/Activ	vity 1				ů		
	<u> </u>	-	is Strategy/Activi	ity				
All st	udents at the s	chool will	benefit from this	strategy/activity, speci	fically students w	ith disabilities	5.	
	tegy/Activity				•			
		_		in Professional Learni	ing Communities	during their f	lex time. However, when we retu	rn to onsite
	•	-			-	-	ditionally, we have hired a resource	
	-			will instruct students w				
	1		*			0	rder to co-plan and support best p	ractices for
	nts with disabi		classiooni teacher	s during the r roression	hai Leanning Com	infunctes in o	fuer to eo plan and support best p.	ractices for
			this Strategy/Act	tivity				
ID	Proposed Expend	FTE Sa		Funding Source	Funding	LCFF	Reference	Rationale
	Expenditures		Cost	Budget Code	Source	Student	Reference	Kationale
	Expenditures		Cost	Duuget Coue	Source	Group		
P	rof&Curriclm De	v		0039-30100-00-1192-	Title I Basic	[no data]	Goal 1 - Safe, Collaborative and	Support closing the
	Vist Tchr			1000-1110-01000-0000	Program	[uuuu]	Inclusive Culture Ref Id : N00395U	achievement gap
P	rof&Curriclm De	v		0039-30106-00-1192-	Title I Supplmnt	[no data]	Goal 2 - English Language Arts Ref	Support closing the
	Vist Tchr			1000-1110-01000-0000	Prog Imprvmnt		Id : N0039DZ	achievement gap
	litional Suppo							

Strategy/Activity 2

*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

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

Strategy/Activity 3

*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

- Professional Development: Visiting teachers will be needed once we return to onsite instruction in order to release teachers to attend PD in:

- Benchmark Advanced/Adalente curriculum, which provides intervention lessons for students who need additional support

- Tier 1 Instructional strategies

- Co-teaching strategies

*Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

*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



Expenditures Cost Budget Code Group Inschool Resource 0039-30106-00-1109- 1000-1110-01000-000 Title I Supplimit Ino datal Goal 2 - English Language Arts Ref Id : F003924 Support closing achievement gr trategy/Activity 1 Students to be served by this Strategy/Activity. Students to be served by this Strategy/Activity. Students at the school will benefit from this strategy/activity, specifically students with disabilities. Strategy/Activity - Description AsterSpace Teacher: Our MakerSpace resource teacher will provide virtual lessons. Once students return to campus and it is afe to hold classes in the MakerSpace lab source teacher will conduct her lessons there. Strategy/Activity Proposed Expenditures for this Strategy/Activity Stalary Estimated Cost Source Student Source Student Group Student Reference Rationa	D	oosed Expendit Proposed	FTE Sala	0.	Funding Source	Funding Source I	CFF Student	Referen	nce	F	Rationale
Tchr 1000-1110-01000-0000 Prog Imprvmnt Arts Ref Id : F003924 achievement gr trategy/Activity 1 Iterategy/Activity 1 Iterategy/Activity 1 Iterategy/Activity Iterategy/Activity				•	Budget Code						
trategy/Activity 1 Students to be served by this Strategy/Activity Il students at the school will benefit from this strategy/activity, specifically students with disabilities. Strategy/Activity - Description akerSpace Teacher: Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. Dur lline learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab source teacher will conduct her lessons there. Proposed Expenditures for this Strategy/Activity ID Proposed FTE Salary Estimated Source Source Student	Ι					11	[no data]				
Students to be served by this Strategy/Activity Il students at the school will benefit from this strategy/activity, specifically students with disabilities. Strategy/Activity - Description akerSpace Teacher: Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. Dur line learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab source teacher will conduct her lessons there. Proposed Expenditures for this Strategy/Activity ID Proposed FTE Salary Estimated Cost Funding Source Student Reference Rationa	tra		tv 1		1000-1110-01000-000			Arts Ker Iu . I	F003924	acii	levement gap
Il students at the school will benefit from this strategy/activity, specifically students with disabilities. Strategy/Activity - Description akerSpace Teacher: Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. Dur aline learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab source teacher will conduct her lessons there. Proposed Expenditures for this Strategy/Activity ID Proposed FTE Salary Estimated Funding Source Source Student Source Student Student			.	trategy/Activi	itv						
akerSpace Teacher: Our MakerSpace resource teacher will provide STEAM (science, technology, engineering, art, math) lessons to students. Dur line learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab source teacher will conduct her lessons there. Proposed Expenditures for this Strategy/Activity ID Proposed FTE Salary Estimated Funding Source Student						ifically students with d	isabilities.				
line learning, the resource teacher will provide virtual lessons. Once students return to campus and it is safe to hold classes in the MakerSpace lab source teacher will conduct her lessons there. Proposed Expenditures for this Strategy/Activity ID Proposed FTE Salary Estimated Funding Funding LCFF Reference Rationa Expenditures V Source Student	stra	tegy/Activity -	Description	l	· · · ·	·					
iource teacher will conduct her lessons there. roposed Expenditures for this Strategy/Activity ID Proposed FTE Salary Estimated Funding Funding LCFF Reference Rationa Expenditures V Cost Source Source Student	ıke	rSpace Teacher	Our Make	Space resourc	e teacher will provide	STEAM (science, tech	nnology, engin	eering, art, math	n) lessons t	o stude	ents. Duri
Troposed Expenditures for this Strategy/Activity ID Proposed FTE Salary Estimated Funding Funding LCFF Reference Rational Expenditures Cost Source Source Student Image: Student Student Image: Student		U,		1	e virtual lessons. Onc	ce students return to ca	mpus and it is s	safe to hold clas	sses in the I	Maker	Space lab,
IDProposedFTESalaryEstimatedFundingFundingLCFFReferenceRationaExpendituresCostSourceSourceStudentStudentStudentStudentStudent											
Expenditures Cost Source Source Student		T			•	· 1 - 11					
			-	F TE	•	0	0		Referen	ice	Rational
		Lxpe	iuitui es				Source				
	-					Duuget Coue		Group			



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- Supp	porting Black Yo	outh					
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 Supp	orting Black You	ith - 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



	Proposed	FTE	Salary	Estimat	ed Fund	ling Source	Funding	LCFF Student		Reference	Rationale
	penditures			Cost		dget Code	Source	Group			
Sch	ool Counselor						Title I Basic	[no data]		1 - Safe, Collaborative and	Close the
					3110-00	000-01000-0000	Program		Inclusiv	ve Culture Ref Id : F003923	Achievement Gap
Strate	gy/Activit	ty 2									
*Studen	its to be serve	ed by t	this Str	rategy/Ac	tivity						
All stude	ents, including	g black	x youth,	, will bene	efit from this	strategy/activity					
*Strateg	gy/Activity -]	Descri	ption								
Professio	onal developn	nent fo	or all cla	assroom te	eachers and	Educational Speci	ialists on ho	w to provide po	sitive so	cial-emotional health for o	ur students.
Burbank	will continue	e to im	plemen	t the Sanf	ord Harmon	y Social Emotion	al Program i	n all TK - 5th-g	grade cla	sses. Professional developr	nent topics
										Support, Restorative Practi	
informin	ig parents), Po	ositive	Behavi	or Interve	entions.	-					
*Propos	ed Expendit	ures fo	or this S	Strategy/	Activity						
ID	Propos	sed	FTE	Salary	Estimated	Funding Source	e Fundi	ng LCFF S	Student	Reference	Rationale
	Expendi	tures			Cost	Budget Code	Sourc	ce Gro	oup		
N0039DV	Consultant/Pro	ofession	al	\$4,000.00	\$4,000.00	0039-09800-00-510		0			Close the
	Dev					1000-1110-01000-	- Suppo				Achievement Ga
	Prof&Curriclm	Des V	:			0000	2- Title I Ba	Inco		Cast 1 Safa Callaboration	Close the
	Tchr		ist			1000-1110-01000-			iataj	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id :	
	Telli					0000	- Hogra	111		N00395U	. Achievement Ga
	Prof&Curriclm	n Dev V	ist			0039-30106-00-119	1.	plmnt [no c	lata]	Goal 2 - English Language Art	s Close the
	Tchr					1000-1110-01000- 0000	- Prog Impr	vmnt		Ref Id : N0039DZ	Achievement Ga
Strata	gy/Activit	ty 3				0000					
		v	1. 64		· · ·						
	ts to be serve					<i>,</i>					
				, will bene	efit from this	strategy/activity					
<u> </u>	gy/Activity - 1		_								
0							0	-		to participate in professiona	-
-	-						-			eachers, and community pa	
mprove	the following	z: Atte	ndance	(reduce d	chronic abser	nteeism rate): Sch	ool culture (reduce suspens	ion rate)	; Family engagement (prov	vide parent

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



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

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in	Increase the number of	64	300	CAL - SCHLS (CSPS)
	Objective)	parent participation from	1		
		all parent groups.			
June 2021	Other (Describe in	Increase the average	59.25%	69%	CAL - SCHLS (CSPS)
	Objective)	percentage of parents			
		responding "Strongly			
		Agree" in the area of			
		parent involvement			
		(average of 4 indicators)			
		from all parent groups.			

*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.

-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 Measur	able 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.		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.		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

June 202	une 2021		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			76%		Other - Describe in Objective
				Parent S	•					
Strate	gy/Activity	1								
*Famili	es to be served b	y this	Strategy	/Activity						
All fami	lies and students	at the s	chool wi	ll benefit fro	m this strategy/activi	ty.				
*Strateg	gy/Activity - Des	criptio	n			-				
		-		trainings/mee	etings. In addition, w	e will co	ordinate with c	ommunity	groups to assist us i	n planning and
	ng high interest e		-	-	-			•		1 0
	sed Expenditures			÷						
ID	Proposed	FTE	Salary	Estimated	Funding Source	Fund	ing LCFF	Student	Reference	Rationale
	Expenditures		, i i	Cost	Budget Code	Sour	ce G	roup		
N003994	Clerical OTBS Hrly		\$2,516.00	\$3,340.99	0039-30100-00-2451-	Title I I	-	data]		Support in Closing th
					2700-0000-01000-0000	Progra		T		Achievement Gap
	Clerical OTBS Hrly				0039-09800-00-2451- 2700-0000-01000-0000	LCF Intervei	0	Learners, outh, Low-	Goal 4- Supporting En Learners Ref Id : N00	
					2700-0000-01000-0000	Supp		come		Syds Achievenient Gap
	Clerical OTBS Hrly				0039-30103-00-2451-	Title I P		data]	Goal 4- Supporting En	glish Support in Closing th
	5				2495-0000-01000-0000	Involve		-	Learners Ref Id : N00	
Strate	gy/Activity	2								
	es to be served b		Strategy	/Activity						
			0.		m this strategy/activi	ty.				
	gy/Activity - Des					<u> </u>				
		-		parent meeti	ngs and workshops.	Inservice	e supplies inclu	de light re	freshments for paren	t involvement meetings
	sed Expenditures			L			11		1	
ID	Proposed		'E Salary		Funding Source	Budget	Funding Sour	ce LCFF	Student Reference	Rationale
	Expenditures			Cost	Code	0	0		oup	
N00391H			\$372.00	\$372.00	0039-30103-00-4304		Title I Parent		data]	Support in Closing the
					0000-01000-00	00	Involvement			Achievement Gap
Strate	egy/Activity (3								
*Famili	es to be served b	y this	Strategy	/Activity						
OCA Tomm	late Revised 12/4/2020	`				55				

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-	Title I Parent	[no data]		Closing the
				2495-0000-01000-0000	Involvement			Achievement Gap
	Supplies			0039-30100-00-4301-	Title I Basic	[no data]	Goal 2 - English Language	Closing the
				1000-1110-01000-0000	Program		Arts Ref Id : N00391A	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-	Title I Basic	[no data]	Goal 1 - Safe, Collaborative and	Closing the
					3110-0000-01000-0000	Program		Inclusive Culture Ref Id : F003923	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.

School District Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- 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.

- 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).

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

*Goal 8- Graduation/Promotion Rate



	students reading at or							
	above grade level as							
	measured by							
	students' Lexile							
	level							
*Identified Need								

*Identified Need

CAASPP results indicate overall growth in the area of ELA.

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 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.

*Online Learning Implications

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.



By Date	Grade	Student Group	Objective	Objective Baseline Target			Frequency
Dy Dutt	Grude	Student Group	Jeeure	Percentage	Percentage	Measure of Success	liequency
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.		42%	Other (Describe i Objective)	n Trimester
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by students' Lexile level.		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.		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 i Objective)	n Trimester



D Prop Expend Inschool I Tc Strategy/ *Students to All students a *Strategy/A Funding has nstructional	Expenditures osed FTH ditures FTH ditures FTH Resource FTH /Activity 2 Description be served by by at the school w Description ctivity - Description Description been allocated materials that Expenditures osed FTH	E Salary this Str vill benef ription I to purch enhance for this S	Estimated Cost Cost categy/Activit fit from this st nase licenses a necessary ski	Funding Source Budget Code 0039-30106-00-1109- 1000-1110-01000-0000 y trategy/activity in the a and fees for software a ills for effective readin	Funding Source	LCFF Student Group [no data]	Reference Goal 2 - English Language Arts Ref Id : F003924 wing grade levels: 3rd and ch as RAZ-KIDS and grade Reference	
D Prop Expend Inschool T Tc Strategy/ *Students to All students to All students to Funding has nstructional	Expenditures osed FTH ditures FTH ditures FTH ditures FTH Resource FTH 'Activity 2 Point be served by Point at the school weight of the school weig	E Salary this Str vill benef ription I to purch enhance for this S	Estimated Cost rategy/Activit fit from this st nase licenses a necessary ski Strategy/Activ	Funding Source Budget Code 0039-30106-00-1109- 1000-1110-01000-0000 ty trategy/activity in the a and fees for software a ills for effective readin ivity	Funding Source	LCFF Student Group [no data] cally the follo g resources, su	Reference Goal 2 - English Language Arts Ref Id : F003924 wing grade levels: 3rd and ch as RAZ-KIDS and grac	Supporting Closing th Achievement Gap
D Prop Expend Inschool I Tc Strategy/ *Students to All students a *Strategy/A Funding has nstructional	Expenditures osed FTH ditures FTH ditures FTH Resource Phr /Activity 2 Phr > be served by Phr at the school w Phr been allocated Phatematicated materials that Phatematicated	E Salary this Str vill benef ription I to purch enhance	Estimated Cost Cost categy/Activit fit from this st nase licenses a necessary ski	Funding Source Budget Code 0039-30106-00-1109- 1000-1110-01000-0000 y trategy/activity in the a and fees for software a ills for effective readin	Funding Source Title I Supplmnt Prog Imprvmnt area of ELA, specifi and/or online reading	LCFF Student Group [no data]	Reference Goal 2 - English Language Arts Ref Id : F003924 wing grade levels: 3rd and	Supporting Closing th Achievement Gap
D Prop Expend Inschool I Tc Strategy/ Students to All students a Strategy/A Funding has	Expenditures osed FTH ditures FTH ditures FTH Resource FTH chr Particular Activity 2 be served by at the school w Strivity - Description been allocated Strivity	E Salary this Str vill benef ription I to purch	Estimated Cost rategy/Activit fit from this st nase licenses a	Funding Source Budget Code 0039-30106-00-1109- 1000-1110-01000-0000	Funding Source Title I Supplmnt Prog Imprvmnt area of ELA, specifi and/or online reading	LCFF Student Group [no data]	Reference Goal 2 - English Language Arts Ref Id : F003924 wing grade levels: 3rd and	Supporting Closing th Achievement Gap
D Prop Expend Inschool I Tc Strategy/ Students to All students a Strategy/A	Expenditures osed FTH ditures FTH ditures FTH Resource FTH 'Activity 2 Descreted by o be served by Descrete by at the school w Ctivity - Descrete	E Salary this Str vill benef ription	Estimated Cost	Funding Source Budget Code 0039-30106-00-1109- 1000-1110-01000-0000	Funding Source Title I Supplmnt Prog Imprvmnt area of ELA, specifi	LCFF Student Group [no data]	Reference Goal 2 - English Language Arts Ref Id : F003924 wing grade levels: 3rd and	Supporting Closing th Achievement Gap
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					1000-1110-01000-0000	Intervention	Youth, Low-Income	Arts Ref Id : N0039DW	Achievement Gap
						Support			
St	trategy/Activi	ty 3							
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	11				1000-1110-01000-0000	Program		Arts Ref Id : N00391A	Achievement Gap
	Supplies				0039-30106-00-4301-	Title I Supplmnt	[no data]	Goal 2 - English Language	Supporting Closing the
	~				1000-1110-01000-0000	Prog Imprvmnt	-	Arts Ref Id : N00399M	Achievement Gap
	Supplies				0039-09800-00-4301-	LCFF Intervention	0		Supporting Closing the
a		4			1000-1110-01000-0000	Support	Youth, Low-Income	Arts Ref Id : N0039AC	Achievement Gap
-	trategy/Activi								
	tudents to be serv	•		0.	•				
Al	l students at the sch	nool v	vill bene	efit from this	strategy/activity in the	e area of ELA, sp	pecifically the follow	ing grade levels: 3rd and	5th grade students.
*S	trategy/Activity -	Desci	ription						
Vi	siting teachers are	essent	tial for c	classroom tea	chers to be released fi	rom the classroor	ns to participate in p	rofessional development v	with support staff to
wo	ork on the following	g to ir	nprove	instructional	practices: Lesson desi	ign, Lesson studi	es, Cross classroom	visits. In addition, all clas	ssroom teachers and
Ed	lucation Specialists	will	have op	portunities to	participate in lesson	studies with the r	esource teacher as a	coach.	
*P	roposed Expendit	ures	for this	Strategy/Ac	tivity				
ID	Proposed	FTE	Salary	Estimated	Funding Source	Funding	LCFF	Reference	Rationale
	Expenditures		ľ	Cost	Budget Code	Source	Student		
	-				0		Group		
	Prof&Curriclm Dev				0039-30100-00-1192-	Title I Basic		al 1 - Safe, Collaborative and	Supporting Closing the
	Vist Tchr				1000-1110-01000-0000	Program		nclusive Culture Ref Id : N00395U	Achievement Gap
	Prof&Curriclm Dev				0039-30106-00-1192-	Title I Supplmnt	[no data] Goa	ll 2 - English Language Arts	Supporting Closing the
	Vist Tchr				1000-1110-01000-0000	Prog Imprvmnt		Ref Id : N0039DZ	Achievement Gap
St	trategy/Activi	ty 5							

*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

]	D Proposed Expenditures	FTE Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
ľ	Interprogram			0039-30100-00-5738-2140-		-	Goal 2 - English Language Arts	Supporting Closing the
	Svcs/VAPA			0000-01000-0000	Program		Ref Id : N0039DU	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)

Total Federal Funds Provided to the School from the LEA for CSI (31820)

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 131,882.06
\$ 0
\$ 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	↓Î Account IT	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
	09800 LCFF Intervention Support Total				0.6000	\$ 72,470.87
	■ 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&CurricIm 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
	30100 Title I Basic Program Total				0.8000	\$ 129,515.88
	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
	30103 Title I Parent Involvement Total					\$ 2,366.18
	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
		8	⊟1192	Prof&CurricIm Dev Vist Tchr		\$ 809.00
			3000			\$ 180.33
			■ 4301	Supplies		\$ 1.00
	30106 Title I Supplmnt Prog Imprvmnt Total				0.5000	\$ 68,685.41
Grand Total					1.9000	\$ 273,038.34

Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT



APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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 1 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

San Diego Unified

Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



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 Counsil 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 Counsil 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 Counsil
- 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



Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

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

NAME Burbank Elementary ADDRESS 2146 Julian Avenue San Diego, CA 92113-1237

WEBSITE N/A	GRADES SERVED K-5

BURBANK ELEMENTARY

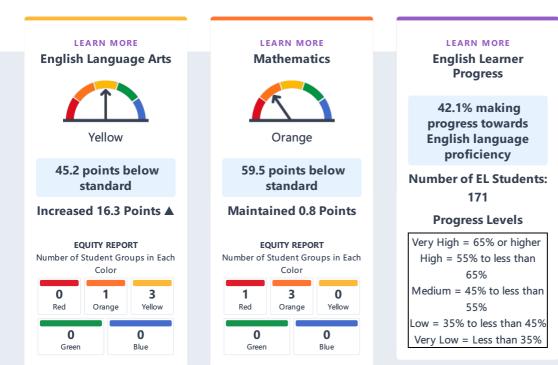
Student Population

Explore information about this school's student population.



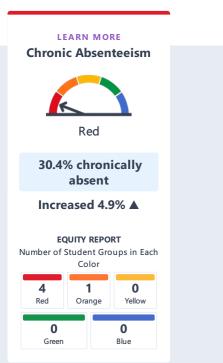
Academic Performance

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.



BURBANK ELEMENTARY

Conditions & Climate

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



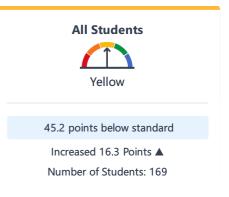
Academic Performance

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

English Language Arts

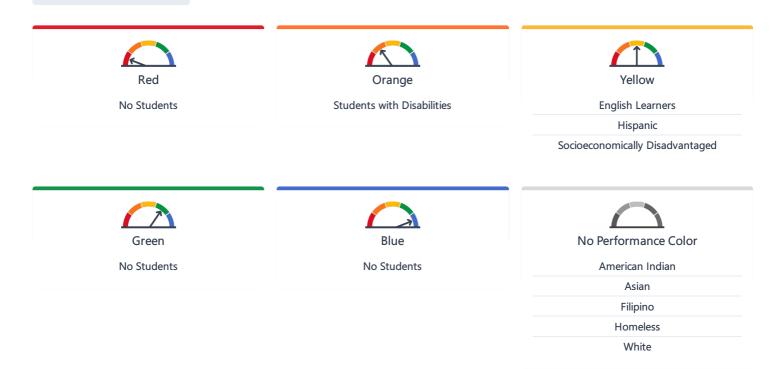
All Students

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.

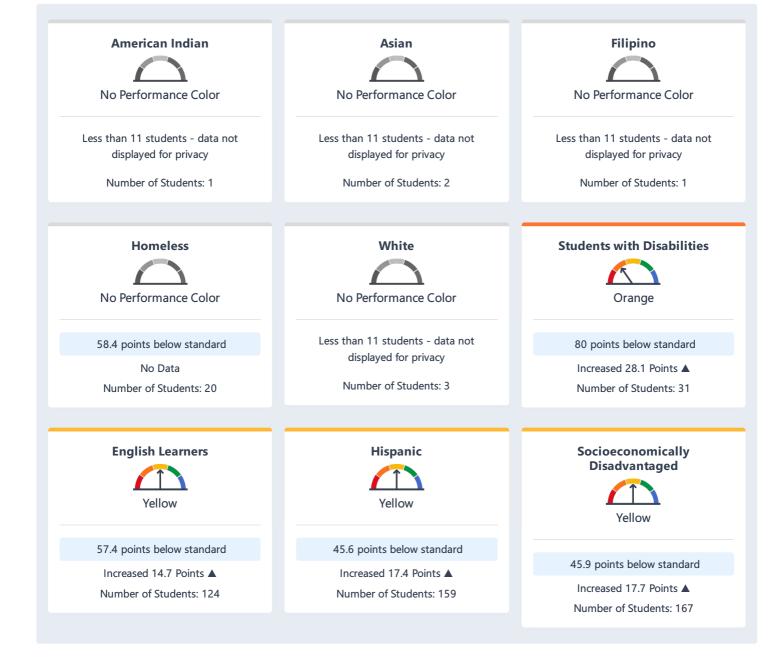


Student Group Details All Student Groups by Performance Level

4 Total Student Groups



 $\circ \bullet \circ \circ \circ \circ$



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.

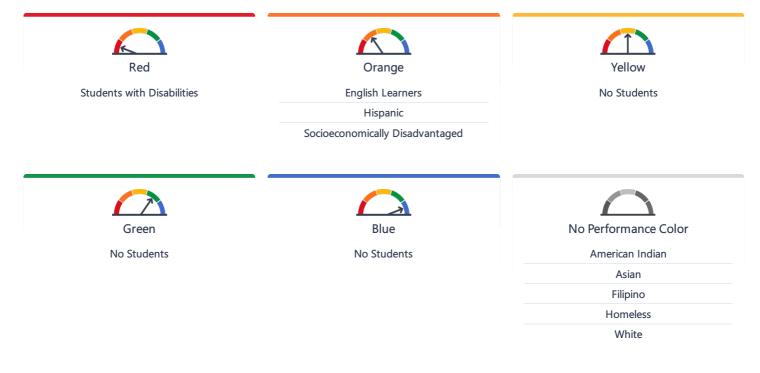


59.5 points below standard

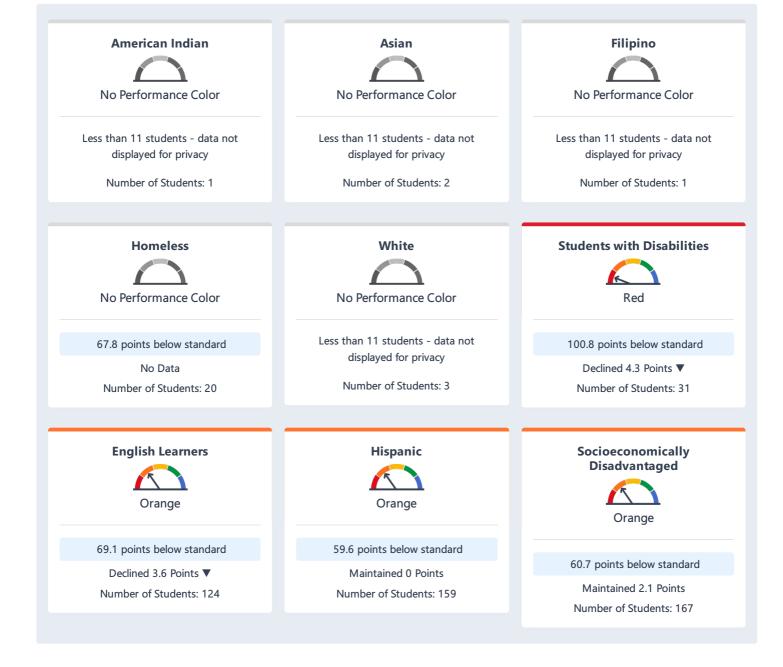
Maintained 0.8 Points Number of Students: 169

Student Group Details All Student Groups by Performance Level

4 Total Student Groups



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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 Eng-lish language proficiency. The ELPAC has 4 levels. ELPAC Levels 1 2 2 3 4 1 2 2 4 3 3 4 ELPI Levels Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress 42.1% making progress towards English language proficiency

LEARN MORE

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%

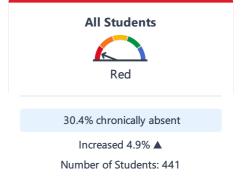
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

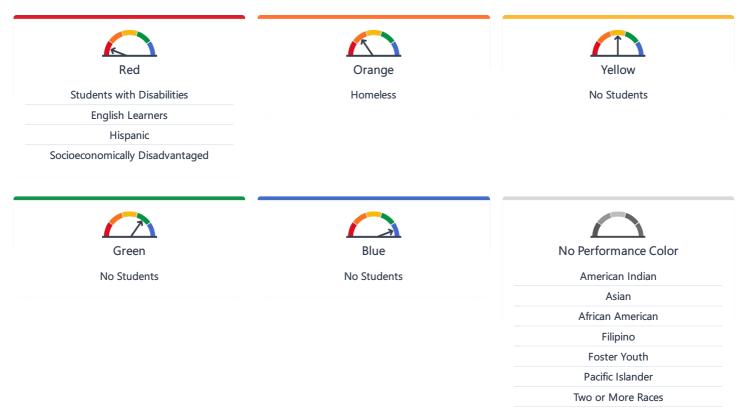
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

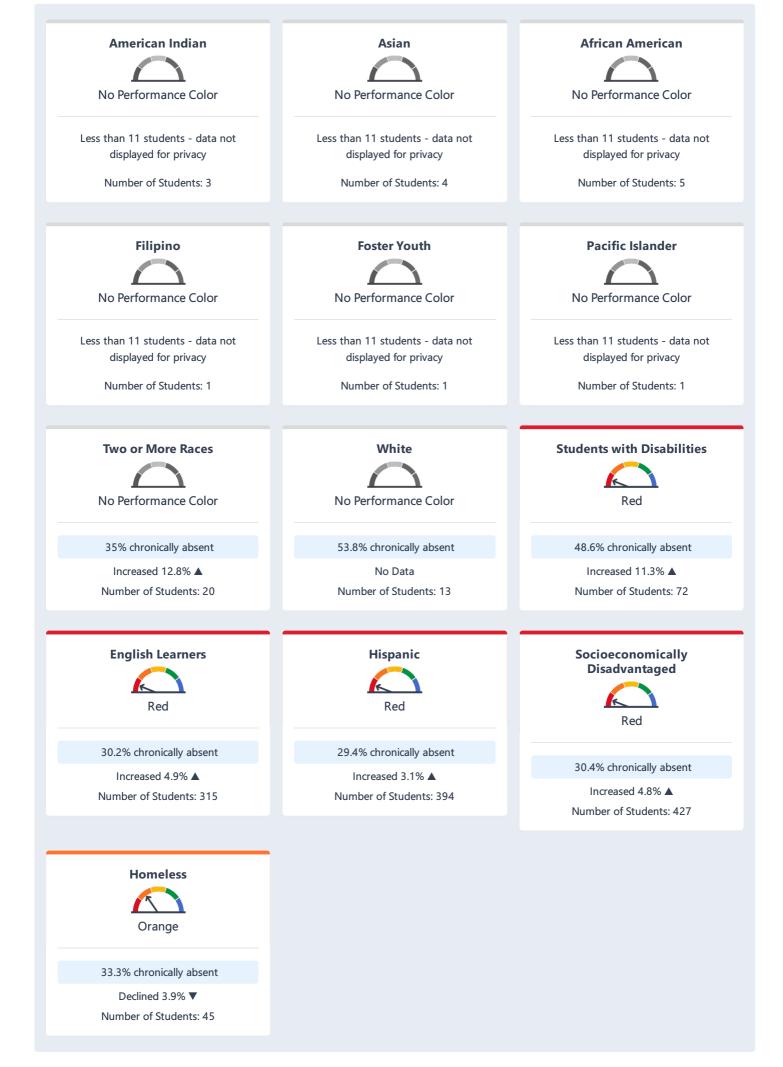
All Student Groups by Performance Level

5 Total Student Groups



White

 $\bullet \circ \circ \circ \circ \circ$



Conditions and Climate

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

Suspension Rate

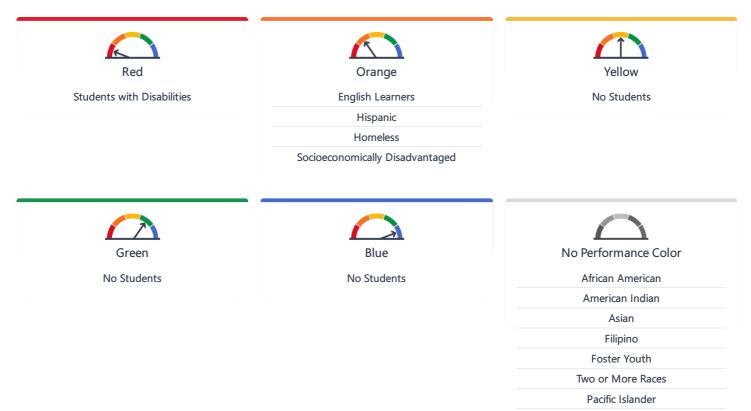
All Students

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.



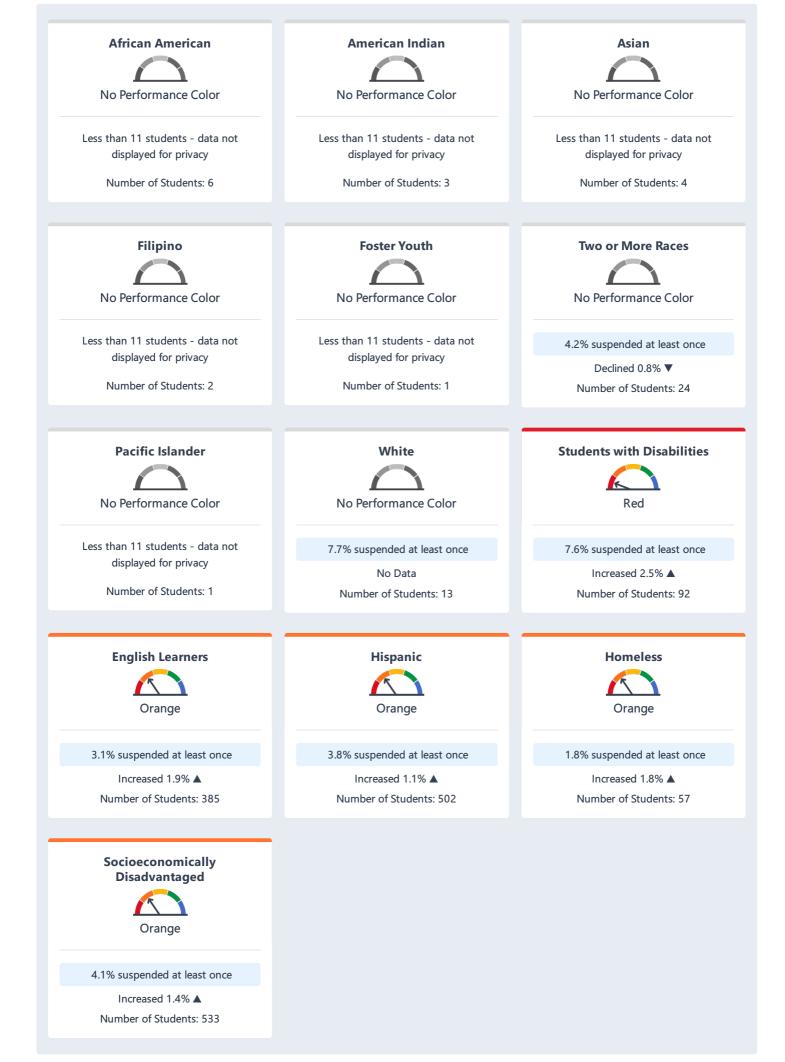
Student Group Details All Student Groups by Performance Level

5 Total Student Groups



White

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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

	English Language Arts									Chg	From					Mathen	natics					Chg	From	
	201	15	201	L6	201	7	201	.8	201	19	2015	2018	201	.5	201	.6	201	L7	201	.8	201	9	2015	2018
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
Total	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		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
In dochin ese**	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		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			51.6	31	29.0		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.



2015-2019 California Smarter Balanced Summative Test Results Percentage of Students Meeting or Exceeding Standard by Grade Level Burbank

Grade 3

	English Language Arts								Chg	From					Mather	natics					Chg From			
	201	.5	201	L6	201	7	201	.8	201	L9	2015	2018	201	15	201	L6	20		201	.8	201	.9	2015	2018
Student Group	N	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
Total	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
In dochin ese**	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.



2015-2019 California Smarter Balanced Summative Test Results Percentage of Students Meeting or Exceeding Standard by Grade Level Burbank Grade 4

	English Language Arts										Chg	From					Mathen	natics					Chg	From
	20	15	201	.6	201	7	201	.8	201	19	2015	2018	201	15	201	.6	201	L7	201	.8	201	.9	2015	2018
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
Total	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
Female	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
Male	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
African American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Asian**	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Hispanic	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
In dochin ese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	2	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
Multiracial	0	-	0	-	1	-	2	-	1	-	-	-	0	-	0	-	1	-	2	-	1	-	-	-
English Learner	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
English-Speaking	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
Reclassified ⁺	10	50.0	7	-	16	31.3	7	-	8	-	-	-	10	30.0	7	-	16	31.3	7	-	8	-	-	-
Initially Eng. Speaking	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
Econ. Disadv.*	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
Non-Econ. Disadv.	0	-	7	-	2	-	3	-	2	-	-	-	0	-	7	-	2	-	4	-	2	-	-	-
Gifted	15	20.0	31	29.0	7	-	3	-	4	-	-	-	15	13.3	8	-	7	-	3	-	4	-	-	-
Not Gifted	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
With Disabilities	8	-	25	4.0	0	-	9	-	9	-	-	-	8	-	10	0.0	0	-	9	-	9	-	-	-
WO Disabilities	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
Homeless	2	-	0	-	0	-	2	-	4	-	-	-	2	-	0	-	0	-	2	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	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.



2015-2019 California Smarter Balanced Summative Test Results Percentage of Students Meeting or Exceeding Standard by Grade Level Burbank Grade 5

	English Language Arts									Chg	From					Mathem	natics					Chg I	From	
	20:	15	203		201		201	L8	20	19	2015	2018	201	L5	201	L6	201	.7	201	.8	201	.9	2015	2018
Student Group	Ν	%	Ν	%	Ν	%	N	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
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
In dochin ese**	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.



Burbank Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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) &	Modification based on evaluation
					wily.	why?	results.
School Counselor Note/Reminders (o	0.40000	\$47,780.18	30100-1210	Safe, Supportive, and Collaborative School Culture. Decrease chronic absenteeism and suspension rate.	 Actively present Accessible Student and family support SST and 504 support 	Only 4 days a week	If we can afford it, we would like to increase counselor support to 5 days a week.
			Strategy/	Activity 2			
*Strategy/Activity	- Description						

San Diego Unified SCHOOL DISTRICT Burbank Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Professional develo	nment for all class	room teachers and	Educational Spacial	ists on how to prov	vide nositive social	emotional health for	rour
	1		1	1	1	ces, Positive Behavi	
*Proposed Expend			lowing. Classiooni			ces, I Ositive Dellavi	of finter ventions.
*Proposed Expend	ntures for this Str	alegy/Activity	A	-1i			
Describe the sec				<u>alysis:</u>	f (1) e (n) f (1) e (n)		
Describe the over	erall implementatio	on of the strategies/			of the strategies/ac	tivities to achieve th	e articulated goal.
D · // 1 · 1	1. 1. 00			ription:			
Briefly describe	any major differen	ces between the int	1	0	eted expenditures t	o implement the stra	ategies/activities to
				ticulated goal.	TT 71 / • 1 •	***	T T 100 1
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working		Modification
Expenditures					(effective) &	working	based on
					why?	(ineffective) &	evaluation
						why?	results.
Consultant/Profess		\$4,000.00	30106-5107	Conscious	Learned great	Teachers need	- additional PD
ional Dev				Classroom will	behavioral	more professional	and planning
				provide	strategies	development and	time
				professional		time to plan in this	- Have a writing
				development to		area.	expert provide
				staff on successful			PD to provide
				classroom			writing support
				management skills			to teachers
Note/Reminders (op	ptional):						
			Strategy/	Activity 3			
*Strategy/Activity	- Description						
Visiting teachers ar	e essential for certi	ficated staff to be r	eleased from their r	egular classroom re	esponsibilities to pa	rticipate in professi	onal development
						ers, and community	
improve the follow	ing: Attendance (re	educe chronic abser	nteeism rate); Schoo	ol culture (reduce si	uspension rate); Fai	mily engagement (p	rovide parent
classes/support). Th	nis will support the	efforts to close the	achievement gap.		-		-
*Proposed Expend	litures for this Str	ategy/Activity					
• •			An	alysis:			
Describe the over	erall implementation	on of the strategies/			of the strategies/ac	tivities to achieve th	e articulated goal.
	1	0		cription:	0		0
Briefly describe	any major differen	ces between the int		<u> </u>	eted expenditures t	o implement the stra	ategies/activities to
	5			ticulated goal.	I I	1	6
				U			



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	and Collaborative School Culture. Decrease chronic absenteeism and	opportunities and	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 (op	tional):						



Goal 2 - Engli	ish Language	Arts					
)			Strategy/	Activity 1			
*Strategy/Activity	- Description						
Funding has been a	llocated to purchas	e Benchmark Adva	nce curriculum for	grades 3 – 5 in ord	er to provide a gua	ranteed viable curri	culum for all
students.							
*Proposed Expend	litures for this Str	ategy/Activity					
			Ana	<u>alysis:</u>			
Describe the over	erall implementation	on of the strategies/	activities and the ov	verall effectiveness	of the strategies/act	tivities to achieve th	ne articulated goal.
				ription:			
Briefly describe	any major differen	ces between the int	ended implementati		geted expenditures t	o implement the str	ategies/activities to
T		Γ		ticulated goal.	T		
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working		Modification
Expenditures					(effective) &	working	based on
					why?	(ineffective) &	evaluation
~ 11		** *	00104.4001	~		why?	results.
Supplies		\$29,400.00	30106-4301	Support closing	We need supplies	Teachers feel we	Create a system
				the achievement	to provide services	,	that will allow
				gap in ELA and	to students	of supplies and they	
				Math: English		want input in what	
				Learners;		supplies to order	supplies
N - 4 - /D ' 1 (Graduation			
Note/Reminders (op	ptional):		Streete and	A ati-rit-r 7			
* 64 / 4 - 4**4	Description		Strategy/	Activity 2			
*Strategy/Activity		<u>(</u>)		1 '11 /1	1 14	1 • 1 4	1 1 1
			er. The Resource Te				
teachers in planning				00 0		,	
provide professiona							irce Teacher will
lead Professional Le			level collaboration,	data driven goal se	and lesson pla	anning.	
*Proposed Expend	intures for this Str	rategy/Activity	Α				
Decemila the area	orall implanantation	n of the strate airs!		alysis: vorall offootivanaas	of the strategies /see	tivition to ashiana 41	a orticulated acal
Describe the ove	eran implementatio	on of the strategies/	activities and the ov	ription:	or the strategies/ac	uvities to achieve th	le articulated goal.
Briefly describe	any major differen	ces between the int	ended implementati		reted expenditures t	o implement the str	ateries/activities to
Diffing describe	any major unrefen		-	ticulated goal.	citta experiantates t	o implement the su	
			meet the al	inculation goal.			
PSA Evaluation of Title I	Funded Actions/Activitie	es Revised 1/14/2020			4		



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 (op	otional):								
*Strategy/Activity	D		Strategy/	Activity 3					
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 Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. 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	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 (op	otional):								



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 Expend	litures for this Str	ategy/Activity	^	1 •						
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.										
Describe the ow	eran implementatio	on of the strategies/a		ription:	of the strategies/act	livities to achieve ti	le articulateu goal.			
Briefly describe	any major differen	ces between the inte		-	geted expenditures to	o implement the stra	ategies/activities to			
	5 5		1	ticulated goal.	1	1	C			
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		Create a system that allows students to use programs more often and more effectively.			
Note/Reminders (op	ptional):									
			Strategy/	Activity 5						
*Strategy/Activity	A									
Continue to allocate	-		-	11	-	0	0			
maximize instructio	· · ·	e the achievement g	gap and provide for	quality professiona	al development. Su	pplies include penc	ils, journals,			
crayons, chart pape		estagy/A stivity								
*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	Modification based on			



						(ineffective) & why?	evaluation results.				
Supplies		\$24,860.00	30100-4301	Support closing	We need supplies	Teachers feel we	Create a system				
11				the achievement	to provide services	need more variety	that will allow				
				gap.	to students	of supplies and they	teachers to provide				
				01		want input in what	input in ordering				
						supplies to order	supplies				
Note/Reminders (optional):											
Strategy/Activity 6											
*Strategy/Activity	*Strategy/Activity - Description										
Visiting teachers and	re essential for class	sroom teachers to b	e released from the	classrooms to parti	cipate in profession	al development wit	h support staff to				
work on the follow	ing to improve inst	ructional practices:	Lesson design, Les	son studies, Cross	classroom visits. A	ll classroom teacher	rs and Education				
Specialists will hav	e opportunities to p	participate in lesson	studies with the real	source teacher as a	coach during the up	coming school year	r.				
*Proposed Expend	11 1	1			<u> </u>						
- Frank Fr		8,	An	alysis:							
Describe the ov	erall implementation	on of the strategies/			of the strategies/act	ivities to achieve th	e articulated goal.				
	F			ription:			8				
Briefly describe	any major differen	ces between the int			eted expenditures to	o implement the stra	ategies/activities to				
			1	ticulated goal.	I	I	8				
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification				
Expenditures					(effective) &	working	based on				
•					why?	(ineffective) &	evaluation				
					-	why?	results.				
Prof&Curriclm			30106-1192	Support closing	Teachers appreciate	Would like more	Continue with as				
Dev Vist Tchr				the achievement	learning	opportunities, more	many PD				
				gap.	opportunities and	support and more	opportunities as				
				01	time to practice	time to practice	possible. Try to				
					newly learned		incorporate lesson				
					strategies		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. <u>Description:</u>



Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	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 provid input in ordering supplies
Note/Reminders (o	ptional):						
			Strategy/	Activity 3			
Strategy/Activity	y - Description						
ork on the follow	ving to improve ins	ssroom teachers to b tructional practices:	lesson design, lesso	on studies, cross cla	ssroom visits. Prof	essional development	nt will be provid
vork on the follow or all classroom te pols. Professional nd progress monit	ing to improve inseachers and Educa development topi	tructional practices: ion Specialists on he cs include the follow	lesson design, lesso ow to maximize the ving: How to use an	on studies, cross cla FastBridge Learnin d maximize the too	ssroom visits. Prof g Math Diagnostic	essional developmen and ST Math online	nt will be provide learning web
vork on the follow or all classroom te ools. Professional nd progress monit	ving to improve ins eachers and Educa development topi toring.	tructional practices: ion Specialists on he cs include the follow	lesson design, lesso ow to maximize the ving: How to use an	on studies, cross cla FastBridge Learnin	ssroom visits. Prof g Math Diagnostic	essional developmen and ST Math online	nt will be provide learning web
vork on the follow or all classroom te ools. Professional nd progress monit Proposed Expen	ving to improve inseachers and Educated development topitoring.	tructional practices: ion Specialists on he cs include the follow	lesson design, lesso ow to maximize the ving: How to use an <u>Ana</u> activities and the ov	on studies, cross cla FastBridge Learnin d maximize the too alysis:	assroom visits. Profing Math Diagnostic ol; Data collection a	essional developmen and ST Math online nd next steps; Analy	nt will be provide e learning web ysis of student da
vork on the follow or all classroom te ools. Professional nd progress monit Proposed Expen Describe the ov	ving to improve inseachers and Educa development topi toring. ditures for this St verall implementat	tructional practices: ion Specialists on he cs include the follow rategy/Activity	lesson design, lesso ow to maximize the ving: How to use an <u>Ana</u> activities and the ov <u>Desc</u>	on studies, cross cla FastBridge Learnin d maximize the too alysis: verall effectiveness ription:	of the strategies/act	essional developmen and ST Math online nd next steps; Analy	nt will be provide e learning web ysis of student da e articulated goa
vork on the follow or all classroom te ools. Professional and progress monit Proposed Expen Describe the ov	ving to improve inseachers and Educa development topi toring. ditures for this S verall implementat any major differe	tructional practices: tion Specialists on he cs include the follow trategy/Activity tion of the strategies/ nces between the int	lesson design, lesso ow to maximize the ving: How to use an <u>Ana</u> activities and the ov <u>Desc</u> ended implementati meet the ar	on studies, cross cla FastBridge Learnin d maximize the too alysis: verall effectiveness ription: on and/or the budg ticulated goal.	of the strategies/act	essional developmen and ST Math online nd next steps; Analy	nt will be provide e learning web ysis of student da e articulated goal
vork on the follow or all classroom te ools. Professional and progress monit Proposed Expen Describe the ov	ving to improve inseachers and Educa development topi toring. ditures for this St verall implementat	tructional practices: tion Specialists on he cs include the follow trategy/Activity	lesson design, lesso ow to maximize the ving: How to use an <u>Ana</u> activities and the ov <u>Desc</u> ended implementati	on studies, cross cla FastBridge Learnin d maximize the too alysis: verall effectiveness ription: on and/or the budg	of the strategies/act	essional developmen and ST Math online nd next steps; Analy tivities to achieve th o implement the stra	nt will be provide e learning web ysis of student da e articulated goal
vork on the follow or all classroom te ools. Professional nd progress monit Proposed Expen Describe the ov Briefly describe Proposed	ving to improve inseachers and Educa development topi toring. ditures for this S verall implementat any major differe	tructional practices: tion Specialists on he cs include the follow trategy/Activity tion of the strategies/ nces between the int	lesson design, lesso ow to maximize the ving: How to use an <u>Ana</u> activities and the ov <u>Desc</u> ended implementati meet the ar	on studies, cross cla FastBridge Learnin d maximize the too alysis: verall effectiveness ription: on and/or the budg ticulated goal.	of the strategies/act eted expenditures to What is working (effective) &	essional developmen and ST Math online nd next steps; Analy tivities to achieve th o implement the stra What is not working (ineffective) & why?	nt will be provide e learning web ysis of student da e articulated goal ategies/activities Modification based on evaluation results.
vork on the follow or all classroom te ools. Professional ind progress monit Proposed Expend Describe the ov Briefly describe Proposed Expenditures	ving to improve inseachers and Educa development topitoring. ditures for this Seachers for this Seachers and major differe FTE	tructional practices: tion Specialists on he cs include the follow trategy/Activity tion of the strategies/ nces between the int	lesson design, lesso ow to maximize the ving: How to use an <u>Ana</u> activities and the ov <u>Desc</u> ended implementati meet the art Funding Source	on studies, cross cla FastBridge Learnin d maximize the too alysis: verall effectiveness ription: on and/or the budg ticulated goal. Rationale	assroom visits. Profine of Math Diagnostic ol; Data collection a of the strategies/act eted expenditures to What is working (effective) & why?	essional developmen and ST Math online nd next steps; Analy tivities to achieve th o implement the stra What is not working (ineffective) & why?	nt will be provide e learning web ysis of student da e articulated goal ategies/activities to Modification based on evaluation
vork on the follow or all classroom te ools. Professional ind progress monit Proposed Expend Describe the ov Briefly describe Proposed Expenditures Prof&Curriclm	ving to improve inseachers and Educa development topitoring. ditures for this Seachers for this Seachers and major differe FTE	tructional practices: tion Specialists on he cs include the follow trategy/Activity tion of the strategies/ nces between the int	lesson design, lesso ow to maximize the ving: How to use an <u>Ana</u> activities and the ov <u>Desc</u> ended implementati meet the art Funding Source	on studies, cross cla FastBridge Learnin d maximize the too alysis: verall effectiveness ription: on and/or the budg ticulated goal. Rationale	of the strategies/act eted expenditures to What is working (effective) & why? Teachers appreciate	essional developmen and ST Math online nd next steps; Analy tivities to achieve th o implement the stra What is not working (ineffective) & why? Would like more	nt will be provide e learning web ysis of student da e articulated goat ategies/activities Modification based on evaluation results. Continue with as



		newly learned	incorporate lesson studies if can afford
		strategies	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

<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) &	working	Modification based on
					why?	(ineffective) & why?	evaluation results.
Supplies			30106-4301	Support closing	We need supplies	Teachers feel we	Create a system
				the achievement	to provide services	need more variety	that will allow
				gap in ELA and	to students	of supplies and they	teachers to provide
				Math; English		want input in what	input in ordering
				Learners;		supplies to order	supplies
				graduation			

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 anayzling 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. <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.
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 (op	ptional):		a				
	D		Strategy/	Activity 5			
*Strategy/Activity To provide hourly t *Proposed Expend	ime for translation	<u> </u>	conferences; as wel	l as support during	the enrollment/regi	stration process.	
	-	-	ended implementati	ription:	-		-
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 (or	ptional):						
			Strategy/	Activity 6			
*Strategy/Activity							
Funding has been a literacy. RAZ-Kids			or software and/or or log and/or or log and the solution of th				tudent learning in



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

Note/Reminders (optional):



Goal 5 - Stud	ents with Disa	abilities					
			Strategy/	Activity 1			
*Strategy/Activity							
e	1			•	1 0	anteed viable curric	
· · · · ·	students with disat	oilities. Benchmark	Advance/Adelante	come with interve	ntion supports that	our students with di	sabilities can
benefit from.							
*Proposed Expen	ditures for this Str	ategy/Activity					
				<u>alysis:</u>			
Describe the ov	erall implementation	on of the strategies/a			of the strategies/act	tivities to achieve th	e articulated goal.
	1:00			ription:		• • • • •	
Briefly describe	any major differen	ces between the inte		ion and/or the budg ticulated goal.	eted expenditures to	o implement the stra	ategies/activities to
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification
Expenditures					(effective) &	working	based on
					why?	(ineffective) &	evaluation
						why?	results.
Supplies			30106-4301	Support closing	We need supplies	Teachers feel we	Create a system
				the achievement	to provide services	need more variety	that will allow
				gap	to students	of supplies and they	
						want input in what supplies to order	input in ordering supplies
Note/Reminders (o	ntional).					supplies to order	Supplies
	ptionar).		Strategy/	Activity 3			
*Strategy/Activity	v - Description		Bracegy				
		nt (VAPA) teachers	s will release classr	oom teachers every	three weeks to allo	w teachers to meet	in their
	0 1	· · · · · ·		•		ng. VAPA teachers	
highest quality arts					B and resson Prannin		
U					s in order to co-pla	n and support best p	ractices for
students with disab	5	U		U	1	11 1	
*Proposed Expen	ditures for this Str	ategy/Activity					
· ·			An	alysis:			
Describe the ov	verall implementation	on of the strategies/a	activities and the ov	verall effectiveness	of the strategies/act	tivities to achieve th	e articulated goal.
			Desc	ription:			

San Diego Unified

Operating the achievement gap. otc/Reminders (optional): Strategy/Activity 4 Strategy/Activity - Description isiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff ork on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Education pecialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year. Education pecialists 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 g Description: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activiti meet the articulated goal. Proposed Expenditures FTE Estimated Cost Funding Source funding Source Rationale (effective) & why? What is not working (ineffective) & working ine to practice Modificati based on evaluation results. Prof&Curriclm - - 30106-1192 Support closing the achievement gap/professional development. Teachers appreciate learning opportunities and time to practice Vould like more coportunities more time to practice Continue with many PD opportunities	Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Strategy/Activity 4 Strategy/Activity 1 Strategy/Activity to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Education pecialists will plan and facilitate professional development for para educators who directly support students with disabilities. Proposed Expenditures for this Strategy/Activity Analysis: Description: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activitie meet the articulated goal. Proposed FTE Fstimated Cost Funding Source Rationale What is working (effective) & working (ineffective) & working (ineffective) & working (ineffective) & working (ineffective) & why? Continue with may PD oportunities, more subjective is and mee the articulated goal. Proposed FTE	Services & Other Operating			30106-5000	the achievement			
Strategy/Activity - Description isiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff or the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Educatin pecialists will plan and facilitate professional development for para educators who directly support students with disabilities. Proposed Expenditures for this Strategy/Activity Analysis: Description: Teachers any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activiti meet the articulated goal. Proposed FTE Estimated Cost Funding Source Rationale What is working (effective) & why? Modificati based on evaluation popurtunities, may popurtunities and hevelopment meet the active evaluation and/or the budgeted expenditures to implement the strategies/activiti meet the articulated goal. Proposed FTE Estimated Cost Funding Source Rationale What is working (ineffective) & why? Modificati based on evaluation evaluation and/or the budgeted expenditures and support and more incorporate learning ap/professional development. Prof&CurricIm 30106-1192 Support closing development. Teachers appreciate value val	Note/Reminders (op	tional):			0.1.			
isiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff ork on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Educati pecialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year. Education pecialists will plan and facilitate professional development for para educators who directly support students with disabilities. Proposed Expenditures for this Strategy/Activity Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Proposed FTE Estimated Cost Funding Source Rational development, many of the strategies/activities and the overall effective describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activitie reproposed FTE Estimated Cost Funding Source Rational development, why? Mat is not working (effective) & why? Notal kis more the achievement gap/professional development, why? Notal kis more support and more time to practice newly learned time to practice newly learned time to practice newly learned time to practice studies if can a other cost of the strategies (studies if can a studies if can a stud				Strategy/	Activity 4			
ork on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Education pecialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year. Education pecialists will plan and facilitate professional development for para educators who directly support students with disabilities. Proposed Expenditures for this Strategy/Activity Analysis: Description: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to achieve the articulated goal. What is working (effective) & working (ineffective) & working (ineffective) & working (ineffective) & working (ineffective) & working development. Modificati based on evaluation any PD oportunities and population and population and population and population and population. Proposed FTE Estimated Cost Funding Source Rationale What is working (effective) & working (ineffective) & working (ineffective) & working (ineffective) & working (ineffective) & working development. Would like more opportunities, more support and more to result. Continue with end of the strategies if an any PD opportunities and the to practice newly learned strategies Continue with end cost if an any PD opportunities and time to practice is strategies	Strategy/Activity -	- Description						
Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated god. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activiti meet the articulated goal. What is working (effective) & working (ineffective) & why? Modificati based on evaluation working (ineffective) & why? Proposed FTE Estimated Cost Funding Source Rationale What is working (effective) & working (ineffective) & working (ineffective) & why? Modificati based on evaluation working (ineffective) & working (ineffective) & why? based on evaluation working (ineffective) & working (ineffective) & why? Continue with many PD Dev Vist Tchr 30106-1192 Support closing the achievement gap/professional development. Teachers appreciate learning opportunities, more support and more to poportunities and time to practice newly learned strategies Support and more to poportunities and time to practice newly learned strategies Support learned strategies Support and more to poportunities and time to practice newly learned strategies Support closing time to practice newly learned strategies Suport closing time to practice newly learned st	pecialists will have pecialists will plan	opportunities to	participate in lesson	studies with the res	source teacher as a	coach during the up	coming school year	
Proposed ExpendituresFTE Estimated CostEstimated Cost Funding SourceFunding Source RationaleRationale (effective) & why?What is not working (ineffective) & why?Modification based on evaluation results.Prof&CurricIm Dev Vist Tchr30106-1192Support closing the achievement gap/professional development.Teachers appreciate opportunities and time to practice newly learned strategiesWould like more opportunities, more opportunities, more incorporate le strategiesContinue with opportunities and time to practice strategiesSupport closing time to practice newly learned strategiesVould like more opportunities, more time to practice strategiesWould like more time to practice time to practiceContinue with opportunities, more time to practice strategiesote/Reminders (optional):Strategy/Activity 5Strategy/Activity 5Strategy/Activity 5	Proposed Expendi	itures for this St	rategy/Activity	•	• •	port students with c		
Dev Vist Tchr Dev Vi	Describe the ove	rall implementati	on of the strategies/a	<u>Ana</u> activities and the ov <u>Desc</u> ended implementati	alysis: verall effectiveness ription: on and/or the budg	of the strategies/act	ivities to achieve th	-
gap/professional development. opportunities and time to practice newly learned strategies support and more time to practice newly learned strategies opportunities and time to practice newly learned strategies op	Describe the ove Briefly describe a Proposed	rall implementati ny major differen	on of the strategies/a	Ana activities and the ov <u>Desc</u> ended implementati meet the ar	alysis: verall effectiveness ription: on and/or the budg ticulated goal.	of the strategies/act eted expenditures to What is working (effective) &	ivities to achieve th o implement the stra What is not working (ineffective) &	ategies/activities Modification based on evaluation
Tote/Reminders (optional): Strategy/Activity 5	Describe the ove Briefly describe a Proposed Expenditures Prof&Curriclm	rall implementati ny major differen	on of the strategies/a	Ana activities and the ov <u>Desc</u> ended implementati meet the ar Funding Source	alysis: verall effectiveness ription: on and/or the budg ticulated goal. Rationale Support closing	of the strategies/act eted expenditures to What is working (effective) & why? Teachers appreciate	ivities to achieve th implement the stra What is not working (ineffective) & why? Would like more	ategies/activities Modification based on evaluation results. Continue with a
Strategy/Activity 5	Describe the ove Briefly describe a Proposed Expenditures Prof&Curriclm	rall implementati ny major differen	on of the strategies/a	Ana activities and the ov <u>Desc</u> ended implementati meet the ar Funding Source	alysis: verall effectiveness ription: on and/or the budg ticulated goal. Rationale Support closing the achievement gap/professional	of the strategies/act eted expenditures to What is working (effective) & why? Teachers appreciate learning opportunities and time to practice newly learned	ivities to achieve th o implement the stra What is not working (ineffective) & why? Would like more opportunities, more support and more time to practice	ntegies/activities Modification based on evaluation results. Continue with a
	Describe the ove Briefly describe a Proposed Expenditures Prof&Curriclm Dev Vist Tchr	rall implementati ny major differen FTE 	on of the strategies/a	Ana activities and the ov <u>Desc</u> ended implementati meet the ar Funding Source	alysis: verall effectiveness ription: on and/or the budg ticulated goal. Rationale Support closing the achievement gap/professional	of the strategies/act eted expenditures to What is working (effective) & why? Teachers appreciate learning opportunities and time to practice newly learned	ivities to achieve th o implement the stra What is not working (ineffective) & why? Would like more opportunities, more support and more time to practice	Modificat based o evaluatio results Continue wi many PE opportunitio possible. The incorporate l
	Describe the ove Briefly describe a Proposed Expenditures Prof&Curriclm Dev Vist Tchr	rall implementati ny major differen FTE 	on of the strategies/a	Ana activities and the ov <u>Desc</u> ended implementati meet the ar Funding Source 30106-1192	alysis: verall effectiveness ription: on and/or the budg ticulated goal. Rationale Support closing the achievement gap/professional development.	of the strategies/act eted expenditures to What is working (effective) & why? Teachers appreciate learning opportunities and time to practice newly learned	ivities to achieve th o implement the stra What is not working (ineffective) & why? Would like more opportunities, more support and more time to practice	ntegies/activitie Modificatio based on evaluation results. Continue with many PD opportunities possible. Try incorporate les

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



Goal 6 - Fami	ly Engageme	nt					
			Strategy/	Activity 1			
*Strategy/Activity	- Description						
		ent trainings/meeting		will coordinate with	n community group	s to assist us in pla	nning and
		ill increase parent in	volvement.				
*Proposed Expend	litures for this Str	ategy/Activity					
				alysis:			
Describe the over	erall implementation	on of the strategies/a			of the strategies/act	tivities to achieve the	he articulated goal
D' (1 1 1	. 1.00	1 4 4 4		ription:	4 1 1 ¹ 4 4	• • • • •	
Briefly describe	any major differen	ces between the inte			eted expenditures to	o implement the str	ategies/activities t
Proposed	FTE	Estimated Cost	Funding Source	ticulated goal. Rationale	What is working	What is not	Modification
Expenditures		Estimated Cost	Funding Source	Nationale	(effective) &	working	based on
Linpentatures					why?	(ineffective) &	evaluation
					J	why?	results.
Other Nonclsrm		\$379.30	30103-2955	Support closing	Translators are	Would like to have	Continue use of
PARAS Hrly				the achievement	needed for parent	translators in	translators
				gap.	teacher	another language	
					conferences	besides Spanish	
Note/Reminders (op	ptional):		Strete and	A ati			
*Strategy/Activity	Decomintion		Strategy/	Activity 2			
0, ,	-	or parent meetings	and workshops. In	service supplies in	lude light refreshm	ents for parent inv	lyamant maatings
*Proposed Expend	* *	1 0	and workshops. In:	service supplies inc		ents for parent nive	Sivement meetings
· r roposeu Expend	intures for tills Sti	alegy/Activity	Δη	alysis:			
Describe the over	erall implementation	on of the strategies/a			of the strategies/act	tivities to achieve the	he articulated goal
				ription:	or the strategres, ac		ie alticulated goal
Briefly describe	any major differen	ces between the inte			eted expenditures to	o implement the str	ategies/activities t
-			meet the ar	ticulated goal.	-	-	-
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working		Modification
Expenditures					(effective) &	working	based on
					why?	(ineffective) &	evaluation
						why?	results.
PSA Evaluation of Title I	Funded Actions/Activiti	es Revised 1/14/2020			17		



Inservice supplies		\$2,043.00	30103-4304	Support closing the achievement gap and increase parent	Food works as an incentive to get families to attend school meetings	Food can be costly	Continue providing this service
				engagement.	and functions		
Note/Reminders (or	ptional):						
			Strategy/	Activity 3			
*Strategy/Activity							
Allocate funds for S		0		•	consistently inform j	parents of individua	l or school wide
matters. This will k	1 1	11	ive of the work at s	chool.			
*Proposed Expend	litures for this Str	ategy/Activity					
	-	-	activities and the ov Desc	cription:	of the strategies/act		-
	• 5		-	ticulated goal.	1	1	U
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 (or	ptional):		1				
			Strategy/	Activity 5			
*Strategy/Activity	-						
The counselor will time and academic	L	11			U		imize their learning principal, district

San Diego Unified SCHOOL 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 Commitee 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. <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.
School Counselor			30100-1210	Support closing the achievement gap and increase parent engagement.	 Actively present Accessible Student and family support SST and 504 support 	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. FTE **Estimated Cost** Proposed **Funding Source** What is working Rationale What is not **Modification Expenditures** (effective) & working based on whv? (ineffective) & evaluation whv? results. Support closing Inschool Resource 30100-1109 Runs PLCs Resource teacher is No changes needed Tchr - NEW the achievement Coaches doing a wonderful Teachers in POSN. gap and increase job graduation/promot technology SBB2512478 Provides teacher ion goals. support as 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.



Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	working (ineffective) & why?	Modification based on evaluation results.
Software License			30100-5841	Support closing the achievement	Software programs support students of	Time for students to use. Professional	Create a system that allows student
				gap and increase	all levels	Development	to use programs
				graduation/promot		lacking in using	more often and
				ion goals.		some of these	more effectively.
				8		programs	
Note/Reminders (or	ptional):						
			Strategy/	Activity 3			
Strategy/Activity	- Description						
Continue to allocate	e funds to purchase	e instructional suppl	lies. Preparation of	instructional suppli	ies is a critical part	of teaching and lear	ning in order to
				quality professiona			
	;F		5-F F	1		rr r r	, J,
aper etc							
aper, etc.	ditures for this Stu	rategy/Activity					
± ·	ditures for this St	rategy/Activity	Δn	alveic			
Proposed Expend				alysis:	of the strategies/act	ivities to achieve th	e articulated goal
Proposed Expend			activities and the ov	verall effectiveness	of the strategies/act	ivities to achieve th	e articulated goal
Proposed Expend Describe the ov	erall implementation	on of the strategies/	activities and the ov Desc	verall effectiveness or cription:	C		C
Proposed Expend Describe the ov	erall implementation	on of the strategies/	activities and the ov Desc ended implementat	verall effectiveness cription: ion and/or the budg	C		C
Proposed Expend Describe the ov Briefly describe	erall implementation	on of the strategies/	activities and the ov <u>Desc</u> ended implementat meet the ar	verall effectiveness cription: ion and/or the budge ticulated goal.	eted expenditures to	o implement the stra	ategies/activities t
Proposed Expend Describe the ov	erall implementation	on of the strategies/	activities and the ov Desc ended implementat	verall effectiveness cription: ion and/or the budg	C	o implement the stra	C
Proposed Expend Describe the ov Briefly describe Proposed	erall implementation	on of the strategies/	activities and the ov <u>Desc</u> ended implementat meet the ar	verall effectiveness o cription: ion and/or the budge ticulated goal. Rationale Support closing	eted expenditures to What is working (effective) & why? We need supplies	What is not working (ineffective) & why? Teachers feel we	ategies/activities to Modification based on evaluation results. Create a system
Proposed Expend Describe the ov Briefly describe Proposed Expenditures	erall implementation	on of the strategies/	activities and the ov <u>Desc</u> ended implementat meet the ar Funding Source	verall effectiveness o <u>cription:</u> ion and/or the budge ticulated goal. Rationale Support closing the achievement	eted expenditures to What is working (effective) & why? We need supplies to provide services	What is not working (ineffective) & why? Teachers feel we need more variety	Ategies/activities to Modification based on evaluation results. Create a system that will allow
Proposed Expend Describe the ov Briefly describe Proposed Expenditures	erall implementation	on of the strategies/	activities and the ov <u>Desc</u> ended implementat meet the ar Funding Source	verall effectiveness of cription: ion and/or the budge ticulated goal. Rationale Support closing the achievement gap and increase	eted expenditures to What is working (effective) & why? We need supplies to provide services to students	What is not What is not working (ineffective) & why? Teachers feel we need more variety of supplies and they	ategies/activities to Modification based on evaluation results. Create a system that will allow teachers to provide
Proposed Expend Describe the ov Briefly describe Proposed Expenditures	erall implementation	on of the strategies/	activities and the ov <u>Desc</u> ended implementat meet the ar Funding Source	verall effectiveness oription: ion and/or the budgeticulated goal. Rationale Support closing the achievement gap and increase graduation/promot	eted expenditures to What is working (effective) & why? We need supplies to provide services to students	What is not working (ineffective) & why? Teachers feel we need more variety of supplies and they want input in what	ategies/activities to Modification based on evaluation results. Create a system that will allow teachers to provide input in ordering
Proposed Expend Describe the ov Briefly describe Proposed Expenditures	erall implementation	on of the strategies/	activities and the ov <u>Desc</u> ended implementat meet the ar Funding Source 30106-4301	verall effectiveness of cription: ion and/or the budge ticulated goal. Rationale Support closing the achievement gap and increase	eted expenditures to What is working (effective) & why? We need supplies to provide services to students	What is not working (ineffective) & why? Teachers feel we need more variety of supplies and they want input in what supplies to order	ategies/activities to Modification based on evaluation results. Create a system that will allow teachers to provid
Proposed Expend Describe the ov Briefly describe Proposed Expenditures	erall implementation	on of the strategies/	activities and the ov <u>Desc</u> ended implementat meet the ar Funding Source	verall effectiveness of cription: ion and/or the budge ticulated goal. Rationale Support closing the achievement gap and increase graduation/promot ion goals. Support closing	eted expenditures to What is working (effective) & why? We need supplies to provide services to students We need supplies	What is not working (ineffective) & why? Teachers feel we need more variety of supplies and they want input in what supplies to order Teachers feel we	ategies/activities to Modification based on evaluation results. Create a system that will allow teachers to provid input in ordering supplies Create a system
Proposed Expend Describe the ov Briefly describe Proposed Expenditures Supplies	erall implementation any major differen FTE 	on of the strategies/a ces between the int Estimated Cost 	activities and the ov <u>Desc</u> ended implementat meet the ar Funding Source 30106-4301	verall effectiveness of cription: ion and/or the budge ticulated goal. Rationale Support closing the achievement gap and increase graduation/promot ion goals.	eted expenditures to What is working (effective) & why? We need supplies to provide services to students	What is not working (ineffective) & why? Teachers feel we need more variety of supplies and they want input in what supplies to order	ategies/activities to Modification based on evaluation results. Create a system that will allow teachers to provid input in ordering supplies Create a system that will allow



				graduation/promot		want input in what	input in ordering
				ion goals.		supplies to order	supplies
Note/Reminders (o	ptional):						
			Strategy/	Activity 4			
*Strategy/Activity	y - Description						
						nal development wit	
work on the follow	ing to improve inst	ructional practices:	Lesson design, Les	sson studies, Cross o	classroom visits. In	addition, all classro	oom teachers and
1	11	1 1	te in lesson studies	with the resource te	acher as a coach.		
*Proposed Expen	ditures for this Str	ategy/Activity					
				<u>alysis:</u>			
Describe the ov	erall implementation	on of the strategies/			of the strategies/act	tivities to achieve th	e articulated goal.
				cription:			
Briefly describe	any major differen	ces between the int			eted expenditures to	o implement the stra	ategies/activities to
				ticulated goal.			
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working		Modification
Expenditures					(effective) &	working	based on
					why?	(ineffective) &	evaluation results.
Prof&Curriclm			30106-1192	Support closing	Teachers appreciate	why? Would like more	Continue with as
Dev Vist Tchr			50100-1192	the achievement	learning	opportunities, more	
Dev vist i cili				gap and increase	opportunities and	support and more	opportunities as
				graduation/promot	time to practice	time to practice	possible. Try to
				ion goals.	newly learned		incorporate lesson
				ion goais.	strategies		studies if can afford
Note/Reminders (o	ptional):	1	<u></u>			1	
	1 /		Strategy/	Activity 5			
*Strategy/Activity	y - Description			v			
Visual and Perform	ning Arts Departme	nt (VAPA) teacher	s will release classr	oom teachers every	three weeks to allo	w teachers to meet	in their
						ng. VAPA teachers	
highest quality arts	education in dance	, music, theatre, an	d visual arts to our	students.	-	-	
*Proposed Expen	ditures for this Str	ategy/Activity					
			An	alysis:			
Describe the ov	erall implementation	on of the strategies/	activities and the ov	verall effectiveness	of the strategies/act	tivities to achieve th	e articulated goal.
			Desc	cription:			



Proposed Expenditures	FTE	Estimated Cost	Funding Source	ticulated goal. 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/promot ion goals.			
lote/Reminders (option				ion gouis.			
What are my leadersh	ip strategies in	n service of the goals?	2				

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.

School Counselor 0.20000	\$23,890.10			why?	results.
	\$23,890.10	09800-1210	Safe, Supportive, and Collaborative School Culture. Decrease chronic absenteeism and suspension rate.	Only 4 days a week	If we can afford it, we would like to increase counselor support to 5 days a week.



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



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	gap.	compliance with state and federal English Learner	supporting students more often	that will allow for our ESL assistant to support students in
Note/Reminders (o	ptional):			, 		·	,



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

<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.	
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	
	Strategy/Activity 4							
*Strategy/Activity Funding has been a ELPAC.	llocated to hire a re			•	in assessing our En	glish Learners on th	ne state assessment,	

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



Goal 5 - Stude	ents with Disa	bilities					
			Strategy/	Activity 5			
*Strategy/Activity	- Description						
Funds to purchase i	instructional suppli	es. Preparation of i	nstructional supplie	es is a critical part of	of teaching and learn	ning in order to may	kimize instructiona
time, help close the	e achievement gap,	and provide for qua	ality professional de	evelopment. Suppl	ies include pencils,	journals, chart pape	r, etc
*Proposed Expend	ditures for this Str	ategy/Activity					
^			An	alysis:			
Describe the ov	erall implementation	on of the strategies/			of the strategies/act	ivities to achieve th	e articulated goal.
	1	e		cription:	C		C
Briefly describe	any major differen	ces between the int	ended implementat	ion and/or the budg	geted expenditures to	o implement the stra	ategies/activities to
5	5 5		-	ticulated goal.	1	1	0
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification
Expenditures					(effective) &	working	based on
-					why?	(ineffective) &	evaluation
					•	why?	results.
Supplies			09800-4301	Support closing	We need supplies	Teachers feel we	Create a system
				the achievement	to provide services	need more variety	that will allow
				gap.	to students	of supplies and they	teachers to provide
						want input in what	input in ordering
						supplies to order	supplies
Note/Reminders (o	ptional):						



Goal 7- Grad	uation/Promo	tion Rate					
			Strategy/	Activity 3			
*Strategy/Activity							
				instructional suppli			
maximize instruction	onal time, help clos	e the achievement g	gap and provide for	quality professiona	l development. Su	pplies include penc	ils, journals, chart
paper, etc.							
*Proposed Expend	ditures for this Str	ategy/Activity					
	-	-	activities and the ov Desc	alysis: verall effectiveness cription:	-		-
Briefly describe	any major differen	ces between the inte	_	ion and/or the budgeticulated goal.	eted expenditures to	o implement the stra	ategies/activities to
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/promot ion goals.	We need supplies to provide services to students	Teachers feel we	Create a system that will allow
Note/Reminders (or	ptional):		I			1	
What are my leader	rship strategies in s	ervice of the goals?	,				
	· · · ·	<u> </u>					