THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT BURBANK ELEMENTARY SCHOOL

2022-23

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: Solis, Francisco
Contact Person: Solis, Francisco
Position: Principal
Telephone Number: 619/652-4500;
Address: 2146 Julian Ave, Burbank Elementary, San Diego, CA, 92113-1237,
E-mail Address: fsolis@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent&Family Engagement Policy
☒ School Parent Compact

Board Approval: January 24, 2023

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Burbank   PHONE: 619-652-4500   FAX: 619-652-4590

SITE CONTACT PERSON: Francisco Solis   E-MAIL ADDRESS: fsolis@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

   x Title I Schoolwide Programs (SWP)   ☐ CSI School   ☒ ATSI School

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

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

<u>CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:</u>

X	English Learner Advisory Committee (ELAC)	Date of presentation: 9/27/2022
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: n/a
☐	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: n/a
X	Site Governance Team (SGT)	Date of presentation: 9/22/2022
X	Other (list): Instructional Leadership Team (ILT)	Date of presentation: 9/20/2022

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. The site plan or revisions to the site plan were adopted by the SSC on: September 29, 2022

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

Francisco Solis	10/3/2022
Type/Print Name of School Principal	Signature of School Principal / Date
Olga Cosio	10/3/22
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Monica Castaneda	
Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
Mitzi Merino	10/7/22
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date
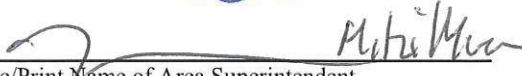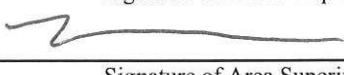
Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title I schoolwide program school and Additional Targeted Support and Improvement. 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. In order to provide a robust academic program and social-emotional support, 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 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 (ESSA REQUIREMENTS)

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.

ENGAGING EDUCATIONAL PARTNERS

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 educational partners were involved in the 2022-2023 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 23, 2021- ILT met to analyze data and provided budget recommendations.
-February 23, 2021- ELAC provided input on funding that would support English Language Learners.
-February 24, 2021- Staff met to analyze data and provided budget recommendations.
-February 25, 2021 - SSC met to discuss the evaluation and assessment survey.
-February 25, 2021 - SSC reviewed and approved the 21-22 budget.
-September 23, 2021 - SSC developed the School-Parent Compact and Parent Involvement Policy.
-September 28, 2021 - ELAC provided input regarding goals for English Language Learners.

-September 30, 2021- SSC developed and approved 2021-2022 SPSA.
-October 22, 2021 - the Annual Title I Parent Meeting was held.
-February 8, 2022 - Staff meeting to discuss & analyze data and provide budget recommendations.
-February 14, 2022 - ILT meeting to discuss data available & provide budget recommendations
-February 15, 2022 - ELAC meeting to discuss data, provide input & budget recommendations pertinent to multilingual learners
-February 24, 2022 - SSC met to discuss and provide input on budget questions; SSC reviewed & approved the 2022-2023 Budget
-September 22, 2022 - SLT met to discuss data and provide input for goals for 2022-2023 SPSA
-September 27, 2022 - ELAC provided input regarding goals for multilingual learners for 2022-2023 SPSA
-September 27, 2022 - ELAC provided input and reviewed School Parent Compact (Title I) & Parent/Family Engagement Policy (Title I)
-September 29, 2022 - SSC provided input and reviewed School Parent Compact (Title I) & Parent/Family Engagement Policy (Title I)
-September 29, 2022 - SSC provided input, reviewed, and approved 2022-2023 SPSA
-October 6, 2022 - Annual Title I parent meeting held

RESOURCE INEQUITIES
Burbank's root cause analysis involved examining data from the 2022 CAASPP, 2021-2022 site assessments, the California Dashboard, California Healthy Kids Survey, the California Parent Survey; and a review of the 2021- 2022 SPSA. An analysis of the student groups (3rd-5th) 2022 CAASPP results indicates an overall decrease in the areas of ELA and Math. Based on our preliminary 2021-2022 CAASPP scores in ELA and Math for 3rd-5th grade, ELA scores indicated a 21% met or exceeded with 79% at nearly met and did not meet; Math scores indicated a 14% met or exceeded with 86% at nearly met or did not meet.

However, our ELA and Math spring 2022 site assessment results indicated different results. For our ELA assessments, we used the FAST aReading assessment. Our 3rd-5th graders scored at 31.1% Low Risk/Advanced with Advanced (6.1%) and Low Risk (25.1%) on this assessment. The results of the FAST aReading assessment showed that our students were approaching our ELA goal of 35%. For our Math assessments, we used the DEMI Math assessment. Our 3rd-5th grade students scored 38.8% proficient in Knowledge, 38% proficient in Application, and 32.4% in Communication. The results of the DEMI assessment showed that our students were on track to reaching our math goal of 30% proficiency.

Longitudinal Burbank data
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 met or exceeded was at 16% (ELA) and 12% (Math). During the 2017-2018 school year, their performance in ELA met or exceeded grade-level standards at 27% (ELA) and 14% (Math). This specific group of students grew 6 percentage points in ELA and dropped 1% in Math in 2019. Unfortunately, we have not been able to collect state assessment data for our students since the 2019 CAASPP due to the Covid-19 Pandemic school shutdowns. However, we did give our students site assessments in Spring 2021. For our ELA assessments, we used the FAST Bridge assessment. Only 27% of our 3rd-5th graders scored proficient or above in this assessment. The results of the FAST Bridge assessment showed that our students were below our ELA goal of 35%.

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 that 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 met or exceeded grade-level standards at 31% (ELA) and 9% (Math). This is a 14% increase in ELA and a 17% drop in Math. Unfortunately, we have not been able to collect state assessment data for our students since the 2019 CAASPP due to the Covid-19 Pandemic school shutdowns. However, we did give our students' site assessments using the DEMI Math assessment in spring 2021. 63% of our 3rd-5th grade students scored proficient in Knowledge, 75% in Application, and 37% in Communication. The results of the DEMI assessment showed that our students were on track to reaching our math goal of 30% proficiency.

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 among socioeconomically disadvantaged students. 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 due to Covid19 Pandemic. Therefore, we were not able to collect state assessment data for our students since the 2019 CAASPP. However, we did give our students' site assessments in the spring of 2021. For our ELA assessments, we used the FAST Bridge assessment in spring 2021. Only 27% of our 3rd-5th graders scored proficient or above in this assessment. The results of the FAST Bridge assessment showed that our students were below our ELA goal of 35%. For our Math assessments, we used the DEMI Math assessment in spring 2021. 63% of our 3rd-5th grade students scored proficient in Knowledge, 75% in Application, and 37% in Communication. The results of the DEMI assessment showed that our students were on track to reaching our math goal of 30% proficiency.

2022 –2023 Instructional Plan
San Diego Unified School District has launched a literacy acceleration plan to support our UTK-5 students as growing readers and our educators as teachers of reading. Part of this plan is ongoing professional learning for all our educators to learn and refine the pertinent skills of teaching our young learners the beauty and complexity of literacy. Burbank Elementary is entering Year 2 with monthly literacy instruction and assessment institutes focused on Guided Reading. Additionally, there will be a school-wide focus on annotation/close reading as a practice. These 2 initiatives will be part of the planning, PLC, and professional learning work for this academic year.

Based on our data, our school's focus on teaching and learning for this year will be:

- Instructional Focus = Reading Comprehension
    - Practice 1 = Continuation of LAP with a focus on Guided Reading w/ Data Monitoring
    - Practice 2 = Annotation/Close Reading as presented in Benchmark Advance/Adelante w/ assessment & data monitoring

Other Foci
    - Math
            - Continue with cross-school collaboration on 3 Reads Protocols
            - Guided Math group through the use of Levered Computer Program
    PBIS
            - School-wide implementation of Leader in Me (Year 0)
                    - Assemblies
            Expectations
                    - Behavioral Matrix

Structures that will be put in place to implement the initiatives will be:
- School Leadership Team = prioritize school-wide initiatives (instructional, SEL, and community)
- Instructional Leadership Team = exclusively monitoring our instructional practices
- Leader in Me Team = soft start with Year 0 with SEL
- Dual Language Immersion Team = redefining program purpose and structure
- Professional Learning Communities = establish monthly PLCs for all grade levels & SPED teams around our Instructional Focus

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Francisco Solis	Principal
Sonia Guajardo	Classroom Teacher
Miriam Lobo	Classroom Teacher
Olga Cosio	Classroom Teacher
Kellsie Holman	Other School Representative
Jennifer Cardona	Parent, DAC Rep
Viri Ramirez	Parent, DAC Rep
Rebecca Tarnow	Parent
Rocio Preciado	Parent
Melodie Dick	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Based on the 2018-2019 CA Dashboard, there were indications of inequities in the area of chronic absenteeism & suspension rates. Burbank showed an increase in both areas. Please note that due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboards. The following has been identified for Burbank regarding absenteeism and suspension rates based on numbers from the dashboard and district attendance system:

ABSENTEEISM
- 2018-2019 | 25.5% (dashboard)
- 2019-2020 | 30.4% (dashboard)
- 2020-2021 | Suspended Dashboard Reporting | 39% (Hoonuit)
- 2021-2022 | Suspended Dashboard Reporting | 59% (Hoonuit)

SUSPENSIONS
- 2018-2019 | 2.6% (dashboard)
- 2019-2020 | 4% (dashboard)
- 2020-2021 | Suspended Dashboard Reporting | 5% (Hoonuit)
- 2021-2022 | Suspended Dashboard Reporting | 1% (Hoonuit)

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The school community has begun to work around a Multi-Tiered System of Support (MTSS) approach 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 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 begin with Year 0 of the SEL program Leader in Me for 2022-2023, establish a behavioral expectation guide/matrix, create a Discipline/Expectation Policy, as well as a tiered Attendance Intervention Plan.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

At Burbank, there will be the implementation of the Leader in Me, Establishing of a Discipline Policy, Behavioral Expectations Matrix, and the Attendance Intervention Plan with the intent to create positive changes to SEL, environment, and positive culture. For absenteeism, Burbank's goal will be to decrease the absenteeism rate from 59% (Hoonuit) from 2021-2022 to 40% for the 2022-2023 school year. There will also be a goal to decrease suspension rates from 1% in 2021-2022 to 0% for the 2022-2023 school year.

*Identified Need

Based on the last reported California Dashboard report (2019) Burbank was in the red for Chronic Absenteeism and orange for Suspension Rates.

Chronic Absenteeism Rates:
Total/Overall = 30.4% chronically absent
English Learners = 30.2% chronically absent

Latino students = 29.4% chronically absent
Students with disabilities = 48.6% chronically absent
Socioeconomically Disadvantaged = 48.6% chronically absent

Suspension Rates:
Total/Overall = 4% suspended at least once
English Learners = 0% suspended at least once
Latino students = 0% suspended at least once
Students with Disabilities = 7.6% suspended at least once
Socioeconomically Disadvantaged = 0% suspended at least once
Based on the SDUSD system (Hoonuit) report from 2021-2022, Burbank had a for Chronic Absenteeism and orange for Suspension Rates.

Chronic Absenteeism Rates:
Total/Overall = 59% chronically absent
English Learners = 61% chronically absent
Latino students = 60% chronically absent
Students with disabilities = 63% chronically absent
Socioeconomically Disadvantaged = 59% chronically absent

Suspension Rates:
Total/Overall = 2% suspended at least once
English Learners = 1.9% suspended at least once
Latino students = 1.1% suspended at least once
Students with Disabilities = 5.7% suspended at least once
Socioeconomically Disadvantaged = 2.1% suspended at least once

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	UTK - 5	Decrease the overall school-wide chronic absenteeism rate.	59%	20%	Attendance	Monthly/Annually
June 2023	UTK - 5	Decrease the overall school-wide suspension rate.	2%	0%	Suspension	Monthly/Annually

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK - 5	English Learner	Decrease chronic absenteeism	61%	20%	Attendance	Bi-Weekly
June 2023	UTK - 5	Hispanic or Latino	Decrease chronic absenteeism	60%	20%	Attendance	Bi-Weekly
June 2023	UTK - 5	Students with Disabilities	Decrease chronic absenteeism	63%	20%	Attendance	Bi-Weekly
June 2023	UTK - 5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	59%	20%	Attendance	Bi-Weekly
June 2023	UTK - 5	English Learner	Decrease suspension rate	1.9%	0%	Suspension	Trimester
June 2023	UTK - 5	Hispanic or Latino	Decrease suspension rate	1.1%	0%	Suspension	Trimester
June 2023	UTK - 5	Students with Disabilities	Decrease suspension rate	5.7%	0%	Suspension	Trimester
June 2023	UTK - 5	Socioeconomically Disadvantaged	Decrease suspension rate	2.1%	0%	Suspension	Trimester

Supporting Black Youth - Additional Goals

✓ 1. Burbank Elementary's School Leadership Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, and SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓ 2. The staff diversity goal at Burbank Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Burbank Elementary's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓ 3. In the 2022-23 school year, Burbank Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services, and determine if student groups are being disproportionately referred and the appropriate supports.

✓ 4. Burbank Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓ 5. Burbank Elementary's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive, and culturally affirming workplaces for employees so that educators of color are retained.

✓ 6. Burbank Elementary will intentionally engage parents, staff, and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓ 8. Burbank Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Counselor

*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

Continue with the employment of a school counselor: The counselor will continue to support the student's 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 work with families to ensure families receive the supports they need to get their children to school every day and on time. The counselor also is an active member of the PBIS and School Leadership Team and/or other subcommittees, as needed, to support the positive school culture.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F003920	School Counselor - VACANCY, SBB2536671	0.40000	$35,817.20	$52,336.53	0039-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Counselor to provide SEL, PBIS, MTSS, interventions for student well-being.
F003921	School Counselor - VACANCY, SBB2536671	0.20000	$17,908.60	$26,168.25	0039-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Counselor to provide SEL, PBIS, MTSS, interventions for student well-being.

PLC - Collaboration

*Students to be served by this Strategy/Activity
All students at the school will benefit from this strategy/activity in the area of academic support for students in ELA & Math, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description
Professional Development: Professional development for classroom teachers, educational specialists, paraeducators, and front office/facilities staff on how to provide effective instructional interventions & social-emotional health for our students. **Certificated Staff** - LAP professional learning focused on Guided Reading for Reading Comprehension instructional focus - Annotation/Close Reading professional learning for Reading Comprehension instructional focus - Monthly PLCs focused on instructional foci - Select certificated staff are in the beginning stages of Leader in Me implementation as Year 0 - For Math, the use of Levered Math for guided math group intervention in Grades 3rd - 5th **Education Specialist** - Professional Learning as noted above - Re-structuring and collaboration via PLCs - Establishing systems of collaboration **ParaEducators** - Paraeducator professional learning for expectations & work with our SPED population w/ central office & collaboration with other schools Front Office/Facilities Staff - Weekly/Monthly meetings to provide updates and support the school run smoothly - Add value to how to enhance culture at Burbank

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039BC	Prof&Curriclm DevHrlyClsrmTchr		$11,299.00	$13,989.30	0039-30106-00-1170-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Cover cost for teacher professional development/PLC

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

CAASPP 2021-2022 | Data

ELA	All students	English Learners	Black youth	IEP
3rd Grade	10/51 = 20%	1/27 = 4%	n/a	2/9 = 22%
4th Grade	12/58 = 21%	0/23 = 0%	n/a	0/9 = 0%
5th Grade	9/47 = 19%	0/18 = 0%	0/2 = 0%	1/14 = 7%
3rd - 5th Grade	31/156 = 20%	1/68 = 1%	0/2 = 0%	3/32 = 9%

Math	All students	English Learners	Black youth	IEP
3rd Grade	10/53 = 19%	2/29 = 7%	n/a	0/9 = 0%
4th Grade	3/57 = 5%	0/23 = 0%	n/a	0/9 = 0%
5th Grade	2/47 = 4%	0/18 = 0%	0/2 = 0%	0/14 = 0%
3rd - 5th Grade	15/157 = 10%	2/70 = 3%	0/2 = 0%	0/32 = 0%

Most California schools were shut down for most of the school year due to the COVID-19 pandemic. During 2021-2022, California opened up schools and reinstated the use of CAASPP as our measure for ELA & Math.
As indicated in the first table, 3rd-5th Grade ELA CAASPP results were at 20% met or exceeded for this assessment. For most schools, this will serve as the baseline moving forward.

As indicated in the first table, 3rd-5th Grade Math CAASPP results were at 10% met or exceeded for this assessment. For most schools, this will serve as the baseline moving forward.

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The major difference from the previous year is the intentional planning and collaboration with the district-funded Reading Support Teachers (RST) as part of the Literacy Acceleration Program. Additionally, there is a part-time allocation of an English Language Intervention Resource Teacher that will be supporting Burbank's ELs. Considering the data indicating a need for EL intervention, the ELIRT will provide support through data monitoring,

professional learning, and co-teaching/modeling for other teachers, especially within the area of ELA. These staff resources will allow for more differentiated support for our ELs in particular, as well as teacher support.

For Math, we will also be continuing with our professional development in conjunction with other school sites in the practice of the 3 Reads Protocol. Additionally, the use of Levered Math as a way to create a guided math group will be implemented in 3rd - 5th grade. These resources will allow for more differentiated support for our ELs, in particular, as well as teacher resources & support.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

<u>ELA</u>

San Diego Unified School District has launched a Literacy Acceleration Plan (2021) to support our TK-2 students as growing readers and our educators as teachers of reading. Part of this plan is ongoing professional learning for all our educators to learn and refine the pertinent skills of teaching our young learners the beauty and complexity of literacy, specifically in the area of Guided Reading. As one of the LAP schools, there will be monthly literacy instruction, PLCs, lesson design/study, and assessment institutes for classroom teachers and Ed Specialists. The district will provide multiple release days and professional learning opportunities throughout the year. Additionally, embedded PLC times will be provided for teachers to look at data and work around literacy-focused topics.

With a focus on literacy (Reading Comprehension) as our instructional focus, Burbank will also focus on Annotation/Close Reading as part of the fundamentals of Benchmark Advance/Adelante. This will be an interdisciplinary and school-wide initiative that will be monitored.

Part of the support to ensure student academic success:

- Professional development around annotation/close reading
- During school embedded PLC with all grade levels and education specialists
- Monthly professional learning by district or site

<u>Math</u>

Due to the need identified in math, we have ensured the following structures and systems:

- Central Office support with 3 Read Protocol in conjunction with other school sites
- Use of Levered Math includes professional learning for 3rd -5th grade and focused on guided math groups through the use of diagnostic and live creation of groups.

     - There will also be a provision of a pilot program for UTK-2nd of Levered Math

*Identified Need - English Language Arts

An analysis of the student groups for 3rd - 5th Grade CAASPP & FAST aReading indicates a need for growth in ELA. Below the baselines and goals are presented in a table.

Grade	2022 Spring FAST Reading (Baseline)	FAST Reading Goal	2022 CAASPP ELA (Baseline)	CAASPP ELA Goal
3rd	41.1%	55%	20%	35%
4th	29.3%	45%	21%	36%
5th	23.4%	35%	19%	34%
3rd - 5th	31.3%	46%	20%	35%

An analysis of the student groups for UTK - 2nd Grade F&P indicates a need for growth in ELA. Below the baselines and goals are presented in a table.

Grade	2022 Spring F&P Reading (Baseline)	F&P Reading Goal
UTK	15%	30%
Kinder	22.7%	37%
1st	16.7%	31%
2nd	26%	41%
UTK-2nd	20.8%	36%

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards.	20%	35%	CAASPP ELA	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade-level standards	21%	36%	CAASPP ELA	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	19%	34%	CAASPP ELA	Annually
June 2023	3-5	Increase the percentage of students meeting and exceeding grade-level standards	20%	35%	CAASPP ELA	Annually
June 2023	UTK	Increase the percentage of students meeting and exceeding grade-level standards	15%	30%	Fountas and Pinnell	Trimester

June 2023	Kinder	Increase the percentage of students meeting & exceeding grade-level standards	22.7%	37%	Fountas and Pinnell	Trimester
June 2023	1st	Increase the percentage of students meeting & exceeding grade-level standards	16.7%	31%	Fountas and Pinnell	Trimester
June 2023	2nd	Increase the percentage of students meeting & exceeding grade-level standards	26%	41%	Fountas and Pinnell	Trimester
June 2023	UTK - 2nd	Increase the percentage of students meeting & exceeding grade-level standards	20.8%	36%	Fountas and Pinnell	Trimester

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade-level standards	22%	40%	CAASPP ELA	Annual
June 2023	4	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade-level standards	0%	35%	CAASPP ELA	Annual
June 2023	5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade-level standards	0%	35%	CAASPP ELA	Annual
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade-level standards	7%	35%	CAASPP ELA	Annually
June 2023	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	22%	40%	CAASPP ELA	Annually

June 2023	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	0%	25%	CAASPP ELA	Annually
June 2023	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	7%	25%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	9%	30%	CAASPP ELA	Annually
June 2023	3	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	4%	30%	CAASPP ELA	Annually
June 2023	4	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	0%	30%	CAASPP ELA	Annually
June 2023	5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	0%	30%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	1%	30%	CAASPP ELA	Annually
June 2023	TK - 2	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade-level standards	18.9%	40%	Fountas and Pinnell	Trimester

| June 2023 | TK - 2 | Students with Disabilities | Increase the percentage of students meeting and exceeding grade-level standards | 10.8% | 40% | Fountas and Pinnell | Trimester |
| June 2023 | TK - 2 | English Learner | Increase the percentage of students meeting and exceeding grade-level standards | 12.6% | 40% | Fountas and Pinnell | Trimester |

*Identified Need - Math

An analysis of the student groups for 3rd - 5th Grade CAASPP Math indicates a need for growth in Math. Below the baselines and goals are presented in a table.

Grade	2019 CAASPP Math (Baseline)	2022 CAASPP Math (Baseline)	CAASPP Math Goal
3rd	36%	19%	35%
4th	18%	5%	35%
5th	9%	4%	35%
3rd - 5th	21%	10%	35%

An analysis of the student groups for 3rd-5th Grade using the 2022 Spring DEMI Math assessment indicated that Burbank students scored 42.1% Proficient/Strong in Knowledge, 42% Proficient/Strong in Application, and 33.1% Proficient/Strong in Communication.

Grade	Knowledge	Application	Communication
3rd	44.4%	40.4%	20%
4th	34.6%	34.6%	36.5%
5th	45.7%	52.2%	43.5%
3rd-5th	42.1%	42%	33.1%

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 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 met or exceeded grade-level standards at 20% (Math). When this group of students moved to 5th grade in the

2018-19 school year, their performance that 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 among socioeconomically disadvantaged students. 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 we analyze our most recent data from 2022 CAASPP, after 2 years of not having had formal state testing/assessment, there is a noticeable discrepancy/decrease in achievement in 3rd-5th from 21% (2019) to 10% (2022). Staffing shortages, the COVID-19 pandemic, and the lack of in-person instruction preventing group activity, and assessment environments created barriers to math achievement.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards.	19%	24-29%	CAASPP Math	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade-level standards.	5%	10-15%	CAASPP Math	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards.	4	10-15%	CAASPP Math	Annually
June 2023	3-5	Increase the percentage of students meeting and exceeding grade-level standards.	10%	15-20%	CAASPP Math	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade-level standards.	18%	35%	CAASPP Math	Annually

June 2023	4	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade-level standards.	5%	35%	CAASPP Math	Annually
June 2023	5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade-level standards.	5%	35%	CAASPP Math	Annually
June 2023	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards.	0%	30%	CAASPP Math	Annually
June 2023	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards.	0%	30%	CAASPP Math	Annually
June 2023	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards.	0%	30%	CAASPP Math	Annually
June 2023	3	English Learner	Increase the percentage of students meeting and exceeding grade-level standards.	7%	35%	CAASPP Math	Annually
June 2023	4	English Learner	Increase the percentage of students meeting and exceeding grade-level standards.	0%	35%	CAASPP Math	Annually
June 2023	5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards.	0%	35%	CAASPP Math	Annually

June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade-level standards.	10%	35%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards.	0%	30%	CAASPP Math	Annually
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards.	3%	35%	CAASPP Math	Annually

*Identified Need - English Learners
English Learner students make up approximately 50% of the overall student population. According to the 2022 CAASPP data, English Learner students are performing at 3% met or exceeded in Math and at 1% met or exceeded in ELA. According to the K-5 Summative ELPAC data, 7 students are performing at Level 4 (well developed), 45 students performing at Level 3 (moderately developed), 67 students performing at Level 2 (somewhat developed), and 44 students performing at Level 1 (minimally developed).

*Goal 4 - English Learners

By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	UTK - 2nd	English Learner	Eligible students will reclassify	75%	100%	Summative ELPAC	Annually
June 2023	3-5	English Learner	Eligible students will reclassify	75%	100%	Summative ELPAC	Annually

*Identified Need - Graduation/Promotion Rate
The school's overall data based on 2019 CAASPP indicates that 29% of Burbank's 3rd-5th Grade students met or exceeded standards in ELA. Compared to 2022 CAASPP ELA data, there is a decrease of 9% with only 20% of students in 3rd-5th grade at met or exceeding standards in ELA. Similarly, 2019 CAASPP Math data indicated 3rd-5th grade students were at 21% met or exceeded, compared to 10% met or exceeded on 2022 CAASPP Math data. Based on the data, a lack of proper support due to staff shortages, and the COVID-19 pandemic learning interruptions, Burbank will continue to focus on improving student achievement and closing the achievement gap specifically with the English learner student population as well as those students with disabilities. The data also indicates that there is an achievement gap between students who are socioeconomically disadvantaged and Latino/Hispanic. Over 90% of Burbank's student population is considered Latino/Hispanic & socioeconomically disadvantaged, as such, this group is addressed in the goal for all students.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students reading at or above grade level as measured by students' local assessments	20%	40%	CAASPP ELA	Trimester
June 2023	3	Increase the percentage of students reading at or above grade level as measured by students' local assessments	41.1%	55%	FAST aReading	Trimester
June 2023	3	Increase the percentage of students reading at or above grade level as measured by students' local assessments	19%	35%	CAASPP Math	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Increase the percentage of students reading at or above grade level as measured by students' local assessments	4%	40%	CAASPP ELA	Annually
June 2023	3	Hispanic or Latino	Increase the percentage of students reading at or above grade level as measured by students' local assessments	22%	40%	CAASPP ELA	Annually
June 2023	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by students' local assessments	22%	30%	CAASPP ELA	Annually

Resource Teacher - ELA

*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
Resource Teacher: Funding has been allocated to hire a 1.0 Resource Teacher. The resource teacher will serve the role of our literacy support teacher working directly with students to accelerate learning in literacy and support learning loss (tier 2 instruction). The resource teacher will work primarily with 3rd - 5th-grade students since the district resource teacher will work with TK - 2nd-grade students in the same capacity. In addition, the resource teacher will function as our ELPAC coordinator, and MakerSpace teacher, and also serve as a co-teacher model for teachers.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F003922	Inschool Resource Tchr -	1.00000	$98,916.00	$142,490.73	0039-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource teacher to support teachers in all areas of academics, Makerspace, testing coordinators, and co-teacher.

PLC Professional Learning - ELA

*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 90% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Professional Learning Communities and Professional Development: As part of our literacy acceleration plan to support our UTK-2nd students as growing readers, Burbank educators will be a part of ongoing professional learning in order to learn and refine the pertinent skills of teaching young learners the beauty and complexity of literacy. Site teachers will participate in PLC on a monthly schedule. Currently, PLCs will be covered by the resident visiting teacher and a visiting teacher to cover for all teachers including education specialists.

Additionally, teachers will be able to meet after their contracted hours to work on pieces affecting culture & climate through work on Leader in Me, follow through with Math supports, and ELA instructional focus/practices as provided by literacy resource teacher as covered by Classroom Hourly monies.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039BD	Prof&Curriclm DevHrlyClsrmTchr		$4,855.00	$6,010.99	0039-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	[no data]		PLC & Professional development // coverage for teachers for collaboration

*Additional Supports for this Strategy/Activity

In 2021-2022, San Diego Unified School District has launched a literacy acceleration plan to support our UTK-2 students as growing readers and our educators as teachers of reading. Part of this plan is ongoing professional learning for all our educators to learn and refine the pertinent skills of teaching our young learners the beauty and complexity of literacy. Burbank Elementary will continue with its work with LAP this year which will include literacy instruction and assessment institutes, classroom teachers and Ed Specialists from focus schools will work in grade-level teams to craft comprehensive plans for student achievement, and meet during their PLCs to continue the work for student achievement.

Additionally, the district provided focus schools with a reading support teacher to provide guided reading with TK - 2nd-grade students, a reading consultant, and materials for our literacy program.

Levered Math - Software License

*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

Software License: Funding has been allocated and used to purchase licenses for software and/or online math resources, specifically for Levered Math, which provides teachers support with real-time creation of guided math groups for meeting math standard proficiencies.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003965	Software License		$5,000.00	$5,000.00	0039-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Software licenses for Levered Math Guided Groups

Instructional Supplies - ELA

*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 90% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Supplies: Burbank will allocate funds to purchase **additional supplemental 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 quality professional development. Supplies include non-typical materials such as manipulative or content-specific materials, etc.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003966	Supplies		$513.80	$513.80	0039-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies include non-typical materials such as manipulative or content-specific materials

Resource Teacher - Math

*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 90% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Resource Teacher: The Resource Teacher (RT) will continue to support and collaborate with classroom teachers to impact teacher effectiveness and **have direct service to students**. RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 2 instruction). RT will continue to support teachers with a 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.
Our resource teacher will also run our MakerSpace lab, inviting students to use their math skills with hands-on projects.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003967	PullOut/Push in Hrly		$11,299.00	$13,989.30	0039-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Additional academic & instructional support

Instructional Supplies - Math

*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 90% of Burbank's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Instructional supplies: Funds to purchase additional supplemental 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 quality professional development. Supplies include non-typical instructional materials such as math manipulatives or content-specific materials, etc.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039BG	Supplies		$2,000.00	$2,000.00	0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies include non-typical instructional materials such as math manipulatives or content-specific materials

Resource Teacher - English Learners

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description
Resource Teacher: Funding has been allocated to hire a 1.0 Resource Teacher. The resource teacher will serve the role of our literacy support teacher working directly with students to accelerate learning in literacy and support learning loss (tier 2 instruction) - the person will have **direct services to students**. The resource teacher will work primarily with 3rd - 5th-grade students since the district resource teacher will work with TK - 2nd-grade students in the same capacity. In addition, the resource teacher will function as our ELPAC coordinator and MakerSpace teacher.

ELPAC Assessment

*Students to be served by this Strategy/Activity
All students at the school will benefit from this strategy/activity, specifically English Learner students.

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003915	Retired NonClsrm Tchr Hrly		$1,527.00	$1,890.59	0039-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC support & assessment
N0039BE	Retired NonClsrm Tchr Hrly		$5,000.00	$6,190.50	0039-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC Assessment

PLC Professional Learning - English Learners

*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
Professional Learning Communities and Professional Development: As part of our literacy acceleration plan to support our UTK-2nd students as growing readers, Burbank educators will be a part of ongoing professional learning in order to learn and refine the pertinent skills of teaching young learners the beauty and complexity of literacy. Site teachers will participate in PLC on a monthly schedule. Currently, PLCs will be covered by the resident visiting teacher and a visiting teacher to cover for all teachers including education specialists. During these sessions, data from the target group of English learners and dually identified students (EL and SPED) will be analyzed and intervention steps will be taken to address their achievement. Additionally, teachers will be able to meet after their contracted hours to work on pieces affecting culture & climate through work on Leader in Me, follow through with Math supports, and ELA instructional focus/practices as provided by literacy resource teacher as covered by Classroom Hourly monies.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039BH	Classroom Teacher Hrly		$9,000.00	$11,142.90	0039-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC support for teachers for ELs

Instructional Supplies - English Learners

*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
Instructional Supplies: Funds to purchase **additional supplemental 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 quality professional development. Supplies include non-typical instructional materials such as manipulatives or content-specific materials.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0039BF	Supplies		$2,500.00	$2,500.00	0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies include non-typical instructional materials such as manipulatives or content-specific materials.

PLC Professional Learning - Students w/ Disabilities

*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 Learning Communities and Professional Development: As part of our literacy acceleration plan to support our UTK-2nd students as growing readers, Burbank educators will be a part of ongoing professional learning in order to learn and refine the pertinent skills of teaching young learners the beauty and complexity of literacy. During the PLCs, data from the students with disabilities will be analyzed and the next steps will be decided & embedded into lesson planning & design for increased academic achievement. Additionally, site teachers will participate in available professional learning on a monthly schedule after their contracted hours. This funding will be to provide opportunities for classroom teachers to have time to collaborate, plan, and implement effective strategies for our students with disabilities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00399H	Classroom Teacher Hrly		$2,549.30	$3,156.29	0039-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support for Students with Disabilities – PLC

Instructional Supplies - Students w/ Disabilities

*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
Instructional Supplies: Fund/purchase **additional supplemental 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 quality professional development. Supplies include other non-typical materials and manipulatives.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00393Q	Supplies		$2,071.26	$2,071.26	0039-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies include other non-typical materials and manipulatives.

Resource Teacher - Students w/ Disabilities

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

School Counselor

*Students to be served by this Strategy/Activity
All students, including black youth, will benefit from this strategy/activity

*Strategy/Activity - Description
School Counselor: Hire a counselor to 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 work with families 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 PBIS team and/or other subcommittees as needed to support the positive school culture.

PLC Professional Learning - SEL

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Professional Learning Communities and Professional Development: Professional development for all classroom teachers and Educational Specialists on how to promote positive social-emotional health for our students. Burbank will begin Year 0 with the implementation of the Leader in Me Social Emotional Program in all UTK - 5th-grade classes. Professional development topics include the following: Classroom Management Skills (including online learning platforms), Social-Emotional Support, Restorative Practices (including informing parents), and Positive Behavior Interventions.

Software - Levered Math

*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 grade levels: 3rd and 5th-grade students.

*Strategy/Activity - Description

Software Licensing: Funding has been allocated to purchase licenses and fees for software and/or online guided math resources, such as Levered Math and grade-level appropriate instructional materials that enhance necessary skills for effective math instruction.

ESL Assistant

*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

ESL Assistant will provide push-in support with the instructional focus on annotation/close reading & guided reading for ELs. Will also provide pull-out support as required.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F003923	ESL Asst - NEW POSN, SBB2537409	0.40000	$11,879.60	$16,305.71	0039-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ESL Assistant will provide push-in support with the instructional focus on annotation/close reading & guided reading for ELs.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

In order for parents to be involved, parents often request childcare support and convenient times during and after school hours. By providing child care as well as convenience of time, parents can receive training that can directly support their children at home.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

With fewer restrictions on having parents on-campus and/or in-person, childcare or involvement of children in training will be a major change. Additionally, the provision of varied times before and after school will allow for a bigger audience and widespread opportunities to share information with families and communities.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

With fewer restrictions from our COVID-19 time frames,
- We will provide childcare through the allocated money for paraeducators
- We will continue to provide refreshments
- 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 of 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.	

*Identified Need

According to the 2021-2022 California School Parent Survey (CSPS), the average parent involvement rate was 49% (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 promptly responds to my phone calls, messages, or emails=63%
-School encourages me to be an active partner with the school in educating my child=52%
-School actively seeks the input of parents before making important decisions=44%
-Parents feel welcome to participate at this school=35%

Based on the California Dashboard, there are also inequities in the area of chronic absenteeism (in the red). The school community has begun to systemically coordinate a Multi-Tiered System of Support (MTSS) approach through incipient stages in PBIS. Specifically, the counselor, principal, elementary school assistant, and attendance clerk, have developed an Attendance Intervention Plan that has tiered interventions for increasing attendance and decreasing chronic absenteeism. Additionally, Burbank is working closely with the Family Services Assistant to facilitate any SARB and SART protocols and do tier 3 interventions. With an increase in consistent school-home communication, the goal is to increase parent engagement and strengthen home-school relationships with families. There will be mental health services on-site (5 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 Leader in Me on a school-wide approach to cultivate a positive school culture for all educational partners. Additionally, the counselor and PE teacher will be focusing on small group SEL intervention using sports and health as a way to increase mental health and ensure school-wide behavioral expectations.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parent participation from all parent groups.	49%	80%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	48.5%	80%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School promptly responds to my phone calls, messages, or emails as measured by CA Parent Survey.	63%	90%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increasing 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.	52%	90%	Other - Describe in Objective
June 2023	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.	44%	90%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4:Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	35%	90%	Other - Describe in Objective

In-Person Meetings

*Families to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Allocate funds for In-service supplies for when it is safe to hold in-person parent meetings and workshops. In-service supplies include light refreshments for parent involvement meetings.

Coffee w/ the Principal

*Families to be served by this Strategy/Activity

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

*Strategy/Activity - Description
Hold monthly Coffee with the Principal/ELAC and parent workshops on various topics.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003928	Other Support Prsnl PARAS Hrly		$1,470.00	$2,014.05	0039-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide additional help for childcare during coffee with the principal & other parent meetings.

School Counselor

*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.

Inservice Supplies

*Families to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Provide supplies necessary for increasing parental involvement.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003986	Inservice supplies		$500.00	$500.00	0039-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Inservice supplies for parental involvement such as light snacks and refreshments, copy papers.

Postage Mail

*Families to be served by this Strategy/Activity

Families will be provided with hard copies of materials, brochures, etc., and will be delivered through regular mail.

*Strategy/Activity - Description

Postage will be used to deliver materials to families using regular mail.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003924	Postage Expense		$229.95	$229.95	0039-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Mail materials to parents/families

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 176,806
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 308,500

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)	$ 66,840
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 66,840

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)	$ 64,854
[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): $ 64,854

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 308,500

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Burbank Elementary	09800 LCFF Intervention Support	ESL Asst	2101 Classroom PARAS	Classroom PARAS	0.4	$11,879.60
Burbank Elementary			3000 Benefits		0	$4,426.11
Burbank Elementary		**ESL Asst Total**			**0.4**	**$16,305.71**
Burbank Elementary		School Counselor	1210 Counselor	Counselor	0.2	$17,908.60
Burbank Elementary			3000 Benefits		0	$8,259.65
Burbank Elementary		**School Counselor Total**			**0.2**	**$26,168.25**
Burbank Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$11,549.30
Burbank Elementary			1986 Retired NonClsrm Tchr Hrly	Retired NonClsrm Tchr Hrly	0	$6,527.00
Burbank Elementary			3000 Benefits		0	$4,303.98
Burbank Elementary		**(blank) Total**			**0**	**$22,380.28**
Burbank Elementary	**09800 LCFF Intervention Support Total**				**0.6**	**$64,854.24**
Burbank Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	1	$98,916.00
Burbank Elementary			3000 Benefits		0	$43,574.73
Burbank Elementary		**Inschool Resource Tchr Total**			**1**	**$142,490.73**
Burbank Elementary		(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	0	$11,299.00
Burbank Elementary			1170 Prof&Curriclm DevHrlyClsrmTchr	Prof&Curriclm DevHrlyClsrmTchr	0	$4,855.00
Burbank Elementary			3000 Benefits		0	$3,846.29
Burbank Elementary			4301 Supplies	Supplies	0	$6,571.26
Burbank Elementary			5841 Software License	Software License	0	$5,000.00
Burbank Elementary		**(blank) Total**			**0**	**$31,571.55**
Burbank Elementary	**30100 Title I Basic Program Total**				**1**	**$174,062.28**
Burbank Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	$1,470.00
Burbank Elementary			3000 Benefits		0	$544.05
Burbank Elementary			4304 Inservice supplies	Inservice supplies	0	$500.00
Burbank Elementary			5920 Postage Expense	Postage Expense	0	$229.95
Burbank Elementary		**(blank) Total**			**0**	**$2,744.00**
Burbank Elementary	**30103 Title I Parent Involvement Total**				**0**	**$2,744.00**
Burbank Elementary	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210 Counselor	Counselor	0.4	$35,817.20
Burbank Elementary			3000 Benefits		0	$16,519.33
Burbank Elementary		**School Counselor Total**			**0.4**	**$52,336.53**
Burbank Elementary		(blank)	1170 Prof&Curriclm DevHrlyClsrmTchr	Prof&Curriclm DevHrlyClsrmTchr	0	$11,299.00
Burbank Elementary			3000 Benefits		0	$2,690.30
Burbank Elementary			4301 Supplies	Supplies	0	$513.80
Burbank Elementary		**(blank) Total**			**0**	**$14,503.10**
Burbank Elementary	**30106 Title I Supplmnt Prog Imprvmnt Total**				**0.4**	**$66,839.63**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Burbank Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, **Burbank Elementary School** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

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, a Title I school, will develop a written Title I parent & family engagement policy with input from parents. This includes:

- Review of and provision of input on the Title I Parent & Family Engagement Policy by the School Site Council members
- Review of and provision of input on Title I Parent & Family Engagement Policy by parents and families of the school in both the English & Spanish language

Burbank Elementary, a Title I school, will distribute the policy to parents and families of students. This includes:
- Sending the Title I Parent & Family Engagement Policy home with students
- Emailing the Title I Parent & Family Engagement Policy to parents and families via our school messenger system
- Posting the Title I Parent & Family Engagement Policy on the school's website
- Sending PDF versions of Title I Parent & Family Engagement Policy via ClassDojo and other social media outlets

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how **Burbank Elementary School** school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Burbank Elementary, a Title I school, will hold the annual meeting and include the following:

- Announcement of the annual meeting using the various communication outlets available to the school, including email, ClassDojo posts, social media, hardcopy invitations, etc.a

Burbank Elementary, a Title I school, Provide various meeting times to accommodate the parents' availability during school hours and after school

- **Morning Meetings**
  - Annual Title 1 meeting
  - 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 Cafecitos with Principal
  - Burbank Bear Assemblies (weekly)
  - End of Trimester Awards Assemblies
  - Individual classroom activities as planned by individual classes/teachers
- **Evening meetings**
  - Annual Title 1 meeting
  - Back To School Night occurs in September, 2022
  - Winter Parent/Teacher Conferences planned for November
  - Spring Parent/Teacher Conferences are planned for March
  - Tentative Spring Open House planned for May, 2023
  - Learning Contract conferences (on-going)
  - Parents have access to teachers each school day before and after school.

- Provide language accommodations to ensure clarity of communication occurs (using Spanish & English languages to communicate)
- Provide snacks, child care, and transportation, as required, in order to accommodate the attendance of parents and families
- Indicate the accommodations above using our communication outlets (email, ClassDojo, etc.)

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

> **Burbank Elementary**, a Title I school, will hold the annual meeting and subsequent meetings to provide organized, ongoing, and timely communication of planning, review, and improvement of the school's Title I program at various times during the year during the meetings opportunities noted in Section 2.1 Section B of this document.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

> **Burbank Elementary**, a Title I school, will hold the annual meeting and include the following:
>
> - Announcement of the annual meeting using the various communication outlets available to the school, including email, ClassDojo posts, social media, hardcopy invitations, etc. sent in advance to allow for parents and families to plan
>
> - These announcements will accommodate language needs for parents & families (inclusion of Spanish and English communication).

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

> **Burbank Elementary**, a Title I school, will explain curriculum, forms of academic assessment, and student achievement levels by doing the following:
>
> - Holding various opportunities for parents to meet to review curriculum, assessment, and student achievement
>
> - During these meetings, provide opportunities for parents and families to ask questions, provide feedback, and solicit feedback for areas for school improvement.
>
> - During these meetings, provide explanations of our current ELA, Math, Science, and Social Studies curriculum. Additionally, provide information and progress on the school's initiative with instructional focus, strategic scaffolds for students requiring additional support, teacher and staff professional learning, and academic steps towards the school's goals based on student need and data collected.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Burbank Elementary, a Title I school, will provide opportunities for suggestions, participation, and feedback regarding decision making involving their children's education by doing the following:

- During parent and family meetings, provide opportunities for feedback, surveying, and holding time to reflect on the school's educational decisions

- Following up on the various comments, suggestions, recommendations, and responding to feedback from parents regarding instructional decisions made by the school's various groups (Instructional Leadership Team, School Leadership Team, etc.)

- During parent and family meetings, provide a review of the previous meeting concerns, questions, or follow up pieces.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Burbank Elementary, a Title I school, will provide opportunities for suggestions, participation, and feedback regarding decision making involving their children's education when not satisfied with the schoolwide program by doing the following:

- During parent & family meetings, provide explanations of the schoolwide programs to ensure clarity of programs, goals, purposes and anticipated outcomes

- During parent and family meetings, provide opportunities for feedback, surveying, and holding time to reflect on the school's educational decisions

- Following up on the various comments, suggestions, recommendations, and responding to feedback from parents regarding instructional decisions made by the school's various groups (Instructional Leadership Team, School Leadership Team, etc.)

- During parent and family meetings, provide a review of the previous meeting concerns, questions, or follow up pieces.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic

4

achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a)   The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Burbank Elementary, a Title I school, will explain, as appropriate, the understanding of state academic standards, state and local academic assessments, and the monitoring of student progress for students' achievement by doing the following:

▪   Holding various opportunities for parents to meet to review in a differentiated manner, the requirements of state standards, state and local assessment measurements, and updates on the progress of students using school/student data by grade level and schoolwide.

▪   During these meetings, provide opportunities for parents and families to ask questions, provide feedback, and solicit feedback for areas for school improvement.

▪   During these meetings, provide explanations of our current ELA, Math, Science, and Social Studies curriculum. Additionally, provide information and progress on the school's initiative with instructional focus, strategic scaffolds for students requiring additional support, teacher and staff professional learning, and academic steps towards the school's goals based on student need and data collected.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Burbank Elementary, a Title I school, will provide materials and training to support parents work with their children to ensure achievement by doing the following:

▪   Holding various opportunities to have trainings on how to understand and interact with their children to ensure academic achievement

▪   Provide opportunities to ask questions and get clarity on the schoolwide programs that require more provision of materials and trainings (such as, STEAM initiatives, Dual Language Immersion program fundamentals, etc.)

▪   Holding various opportunities for parents to meet to review in a differentiated manner, the requirements of state standards, state and local assessment measurements, and updates on the progress of students using school/student data by grade level and schoolwide.

▪ Provide opportunities for parents and families to request particular trainings and new learning opportunities pertinent to their needs in order to support student achievement in English & Spanish (and any other language, as required).

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Burbank Elementary, a Title I school, will provide school staff with training/opportunities to value & use the contributions of parents by doing the following:

▪ Ensuring the participation of parents and families in our School Leadership Team

▪ Reporting the feedback provided by different parent & family groups to the school staff

▪ Create opportunities for collaboration through events, groups, workshops, and other collaborative interactions so that staff have an opportunity to connect with the community and families.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Burbank Elementary, a Title I school, will coordinate & integrate parent involvement programs and activities by doing the following:

▪ Ensuring to connect with resources provided by the district and outside agencies that are partnered with the school and/or district

▪ Connect parents with counselor and district staff with helping with attendance, resources for physical & mental wellness

▪ Creating workshops for parents on how to support in the areas of academics (reading, mathematics, and science)

▪ Reporting the feedback provided by different parent & family groups to the school staff

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Burbank Elementary, a Title I school, will ensure information related to school & parent programs meetings and other activities is sent to parents and families by doing the following:

● Announcement of the various meetings, programs, and activities using the various communication outlets available to the school, including email, ClassDojo posts, social media, hardcopy invitations, etc. sent in advance to allow for parents and families to plan

● These announcements will accommodate language needs for parents & families (inclusion of Spanish and English communication).

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Burbank Elementary, a Title I school, will ensure information related to school & parent programs meetings and other activities is sent to parents and families by doing the following:

● These announcements will accommodate language needs for parents & families (inclusion of Spanish and English communication).

● If other languages other than English or Spanish are required, the school will provide translation services to accommodate parent & family needs

● As available, for in-person meetings, the school will provide ADA accommodations to ensure inclusivity of persons with disabilities

● As available, for virtual meetings, the school will provide translation services and connectivity support to ensure their inclusion in meetings

● As available, provide home visitation to ensure inclusion and accessibility for parents and families

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, **Burbank Elementary School**, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of

the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Burbank Elementary, a Title I school, will ensure information related to school & parent programs meetings and other activities is sent to parents and families by doing the following:

● Announcement of the various meetings, programs, and activities using the various communication outlets available to the school, including email, ClassDojo posts, social media, hardcopy invitations, etc. sent in advance to allow for parents and families to plan

● These announcements will accommodate language needs for parents & families (inclusion of Spanish and English communication).

● If other languages other than English or Spanish are required, the school will provide translation services to accommodate parent & family needs

● As available, for in-person meetings, the school will provide ADA accommodations to ensure inclusivity of persons with disabilities

● As available, for virtual meetings, the school will provide translation services and connectivity support to ensure their inclusion in meetings

● Provide reports and information allowable by federal, state, and local school district policies to parents & families

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact (2022-2023)
BURBANK ELEMENTARY SCHOOL

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- Quarterly Standards-Based Report Card Report
- Extended Day Notification Letters
- Parent Notification of child's ELPAC score (Spring, 2022)
- Learning Contract conferences (as needed)
- Monthly Cafecitos with the Principal with a focus on student achievement
- ELAC meetings
- School Site Council meetings
- IEP/SST meetings

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- Back To School Night occurred in September 2022
- Winter Parent/Teacher Conferences planned for November 2022
- Spring Parent/Teacher Conferences are planned for March 2023

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- Quarterly Standards-Based Report Card Report

- Extended Day Notification Letters

- Parent Notification of child's ELPAC score (Spring, 2022)

- Learning Contract conferences (as needed)

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
- Daily Volunteer Opportunities for certified Parent Volunteers
- Monthly Cafecitos with the Principal
- Burbank Bear Assemblies (weekly)
- End of Trimester Awards Assemblies
- Individual classroom activities as planned by individual classes/teachers
- IEP/SST meetings

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
- Parents have access to teachers each school day via email and appointment (virtual options are also available)
- Teachers share telephone extensions and emails with parents in their welcome letters at the onset of the school year and when children newly enroll.
- Daily communication between teachers and parents available via Class Dojo, email, and phone

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes
from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year
Demographic Summary. Additional data for schools can be found in:

• Illuminate
• California Dashboard

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Burbank
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	177	18.1	177	14.1	186	21.5	177	29.4	157	19.7	1.6	-9.7	176	9.7	178	13.5	188	17.6	177	21.5	158	9.5	-0.2	-12.0
Female	86	17.4	75	18.7	90	26.7	89	30.3	73	21.9	4.5	-8.4	85	9.4	79	15.2	92	18.5	89	20.2	73	9.6	0.2	-10.6
Male	91	18.7	102	10.8	96	16.7	88	28.4	84	17.9	-0.8	-10.5	91	9.9	99	12.1	96	16.7	88	22.7	85	9.4	-0.5	-13.3
African American	0	-	1	-	2	-	0	-	2	-	-	-	0	-	1	-	2	-	0	-	2	-	-	-
Asian	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	1	-	1	-	1	-	1	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
Hispanic	173	17.3	171	12.9	175	21.1	168	29.2	147	18.4	1.1	-10.8	172	9.9	172	13.4	176	16.5	168	20.8	148	9.5	-0.4	-11.3
Native American	1	-	1	-	2	-	1	-	0	-	-	-	1	-	1	-	2	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	2	-	1	-	1	-	2	-	3	-	-	-	2	-	1	-	1	-	2	-	3	-	-	-
Multiracial	0	-	2	-	5	-	4	-	2	-	-	-	0	-	2	-	6	-	4	-	2	-	-	-
English Learner	103	7.8	108	5.6	104	12.5	98	12.2	76	5.3	-2.5	-6.9	102	5.9	110	8.2	106	12.3	98	10.2	78	3.8	-2.1	-6.4
English-Speaking	74	32.4	69	27.5	82	32.9	79	50.6	81	33.3	0.9	-17.3	74	14.9	68	22.1	82	24.4	79	35.4	80	15.0	0.1	-20.4
Reclassified†	31	51.6	31	29.0	37	37.8	33	51.5	36	38.9	-12.7	-12.6	31	22.6	31	22.6	37	24.3	33	39.4	36	16.7	-5.9	-22.7
Initially Eng. Speaking	43	18.6	38	26.3	45	28.9	46	50.0	45	28.9	10.3	-21.1	43	9.3	37	21.6	45	24.4	46	32.6	44	13.6	4.3	-19.0
Econ. Disadv.*	163	16.6	165	12.1	178	20.8	170	27.6	150	18.7	2.1	-8.9	162	9.9	165	11.5	178	16.3	170	20.6	149	9.4	-0.5	-11.2
Non-Econ. Disadv.	14	35.7	12	41.7	8	-	7	-	7	-	-	-	14	7.1	13	38.5	10	40.0	7	-	9	-	-	-
Gifted	31	29.0	19	26.3	9	-	4	-	0	-	-	-	31	25.8	19	21.1	9	-	4	-	0	-	-	-
Not Gifted	146	15.8	158	12.7	177	20.3	173	28.3	157	19.7	3.9	-8.6	145	6.2	159	12.6	179	15.6	173	21.4	158	9.5	3.3	-11.9
With Disabilities	25	4.0	30	0.0	31	0.0	25	12.0	26	7.7	3.7	-4.3	25	0.0	28	0.0	31	0.0	25	8.0	26	0.0	0.0	-8.0
WO Disabilities	152	20.4	147	17.0	155	25.8	152	32.2	131	22.1	1.7	-10.1	151	11.3	150	16.0	157	21.0	152	23.7	132	11.4	0.1	-12.3
Homeless	0	-	4	-	6	-	24	25.0	35	22.9	-	-2.1	4	-	4	-	6	-	24	16.7	9	-	-	-
Foster	0	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Military	3	-	1	-	2	-	2	-	0	-	-	-	3	-	1	-	2	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Burbank
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	71	21.1	54	16.7	60	20.0	0	-	51	19.6	-1.5	-	71	15.5	53	28.3	61	19.7	59	37.3	53	18.9	3.4	-18.4
Female	28	21.4	29	27.6	33	21.2	0	-	28	14.3	-7.1	-	28	21.4	31	29.0	34	20.6	27	40.7	28	10.7	-10.7	-30.0
Male	43	20.9	25	4.0	27	18.5	0	-	23	26.1	5.2	-	43	11.6	22	27.3	27	18.5	32	34.4	25	28.0	16.4	-6.4
African American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	69	20.3	52	15.4	58	20.7	0	-	47	17.0	-3.3	-	69	15.9	51	27.5	58	17.2	57	35.1	49	18.4	2.5	-16.7
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	1	-	0	-	1	-	0	-	2	-	-	-	1	-	0	-	1	-	0	-	2	-	-	-
Multiracial	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	2	-	1	-	0	-	-	-
English Learner	49	16.3	40	10.0	38	15.8	0	-	27	3.7	-12.6	-	49	10.2	40	20.0	39	17.9	26	15.4	29	6.9	-3.3	-8.5
English-Speaking	22	31.8	14	35.7	22	27.3	0	-	24	37.5	5.7	-	22	27.3	13	53.8	22	22.7	33	54.5	24	33.3	6.0	-21.2
Reclassified†	5	-	2	-	7	-	0	-	6	-	-	-	5	-	2	-	7	-	15	53.3	6	-	-	-
Initially Eng. Speaking	17	23.5	12	33.3	15	13.3	0	-	18	27.8	4.3	-	17	17.6	11	54.5	15	26.7	18	55.6	18	27.8	10.2	-27.8
Econ. Disadv.*	68	20.6	50	14.0	57	19.3	0	-	48	18.8	-1.8	-	68	16.2	49	24.5	57	17.5	56	35.7	48	18.8	2.6	-16.9
Non-Econ. Disadv.	3	-	4	-	3	-	0	-	3	-	-	-	3	-	4	-	4	-	3	-	5	-	-	-
Gifted	8	-	3	-	9	-	0	-	0	-	-	-	8	-	3	-	9	-	2	-	0	-	-	-
Not Gifted	63	19.0	51	15.7	60	20.0	0	-	51	19.6	0.6	-	63	11.1	50	26.0	61	19.7	57	36.8	53	18.9	7.8	-17.9
With Disabilities	25	4.0	3	-	9	-	0	-	7	-	-	-	10	0.0	1	-	9	-	6	-	7	-	-	-
WO Disabilities	61	24.6	51	17.6	51	23.5	0	-	44	20.5	-4.1	-	61	18.0	52	28.8	52	23.1	53	39.6	46	21.7	3.7	-17.9
Homeless	0	-	4	-	3	-	0	-	13	30.8	-	-	1	-	4	-	3	-	12	25.0	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-

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

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Burbank
Grade 4

Student Group	English Language Arts											Chg From		Mathematics											Chg From	
	2016		2017		2018		2019		2022			2016	2019	2016		2017		2018		2019		2022			2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%	%
Total	57	8.8	63	15.9	60	16.7	0	-	59	20.3	11.5	-		56	5.4	63	12.7	61	19.7	61	18.0	58	5.2		-0.2	-12.8
Female	28	10.7	20	20.0	31	29.0	0	-	25	24.0	13.3	-		27	3.7	20	15.0	32	21.9	32	15.6	25	8.0		4.3	-7.6
Male	29	6.9	43	14.0	29	3.4	0	-	34	17.6	10.7	-		29	6.9	43	11.6	29	17.2	29	20.7	33	3.0		-3.9	-17.7
African American	0	-	1	-	0	-	0	-	0	-	-	-		0	-	1	-	0	-	0	-	0	-		-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-		0	-	0	-	0	-	0	-	0	-		-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-		0	-	1	-	0	-	1	-	0	-		-	-
Hispanic	57	8.8	60	13.3	56	16.1	0	-	58	20.7	11.9	-		56	5.4	60	13.3	57	17.5	57	17.5	57	5.3		-0.1	-12.2
Native American	0	-	0	-	2	-	0	-	0	-	-	-		0	-	0	-	2	-	0	-	0	-		-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-		0	-	0	-	0	-	0	-	0	-		-	-
White	0	-	0	-	0	-	0	-	0	-	-	-		0	-	0	-	0	-	2	-	0	-		-	-
Multiracial	0	-	1	-	2	-	0	-	1	-	-	-		0	-	1	-	2	-	1	-	1	-		-	-
English Learner	39	0.0	33	3.0	41	9.8	0	-	27	3.7	3.7	-		38	2.6	33	3.0	42	11.9	36	13.9	27	3.7		1.1	-10.2
English-Speaking	18	27.8	30	30.0	19	31.6	0	-	32	34.4	6.6	-		18	11.1	30	23.3	19	36.8	25	24.0	31	6.5		-4.6	-17.5
Reclassified†	7	-	16	31.3	7	-	0	-	17	41.2	-	-		7	-	16	31.3	7	-	8	-	17	11.8		-	-
Initially Eng. Speaking	11	9.1	14	28.6	12	25.0	0	-	15	26.7	17.6	-		11	9.1	14	14.3	12	41.7	17	23.5	14	0.0		-9.1	-23.5
Econ. Disadv.*	50	8.0	61	14.8	57	15.8	0	-	56	19.6	11.6	-		49	6.1	61	11.5	57	19.3	59	16.9	55	5.5		-0.6	-11.4
Non-Econ. Disadv.	7	-	2	-	3	-	0	-	3	-	-	-		7	-	2	-	4	-	2	-	3	-		-	-
Gifted	31	29.0	7	-	3	-	0	-	0	-	-	-		8	-	7	-	3	-	4	-	0	-		-	-
Not Gifted	49	10.2	56	14.3	57	14.0	0	-	59	20.3	10.1	-		48	4.2	56	12.5	58	15.5	61	18.0	58	5.2		1.0	-12.8
With Disabilities	25	4.0	11	0.0	9	-	0	-	8	-	-	-		10	0.0	11	0.0	9	-	9	-	8	-		-	-
WO Disabilities	47	10.6	52	19.2	51	19.6	0	-	51	23.5	12.9	-		46	6.5	52	15.4	52	23.1	52	19.2	50	6.0		-0.5	-13.2
Homeless	0	-	1	-	2	-	0	-	15	20.0	-	-		0	-	1	-	2	-	4	-	2	-		-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-		0	-	0	-	0	-	0	-	0	-		-	-
Military	0	-	0	-	0	-	0	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Burbank
Grade 5

Student Group	English Language Arts											Chg From		Mathematics											Chg From	
	2016		2017		2018		2019		2022			2016	2019	2016		2017		2018		2019		2022			2016	2019
	N	%	N	%	N	%	N	%	N	%		%	%	N	%	N	%	N	%	N	%	N	%		%	%
Total	49	24.5	60	10.0	66	27.3	0	-	47	19.1		-5.4	-	49	6.1	62	1.6	66	13.6	57	8.8	47	4.3		-1.8	-4.5
Female	30	20.0	26	7.7	26	30.8	0	-	20	30.0		10.0	-	30	3.3	28	0.0	26	11.5	30	6.7	20	10.0		6.7	3.3
Male	19	31.6	34	11.8	40	25.0	0	-	27	11.1		-20.5	-	19	10.5	34	2.9	40	15.0	27	11.1	27	0.0		-10.5	-11.1
African American	0	-	0	-	2	-	0	-	2	-		-	-	0	-	0	-	2	-	0	-	2	-		-	-
Asian	0	-	0	-	0	-	0	-	1	-		-	-	0	-	0	-	0	-	0	-	1	-		-	-
Filipino	0	-	0	-	1	-	0	-	0	-		-	-	0	-	0	-	1	-	0	-	0	-		-	-
Hispanic	47	23.4	59	10.2	61	26.2	0	-	42	16.7		-6.7	-	47	6.4	61	1.6	61	14.8	54	9.3	42	4.8		-1.6	-4.5
Native American	1	-	0	-	0	-	0	-	0	-		-	-	1	-	0	-	0	-	1	-	0	-		-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
White	1	-	1	-	0	-	0	-	1	-		-	-	1	-	1	-	0	-	0	-	1	-		-	-
Multiracial	0	-	0	-	2	-	0	-	1	-		-	-	0	-	0	-	2	-	2	-	1	-		-	-
English Learner	15	0.0	35	2.9	25	12.0	0	-	22	9.1		9.1	-	15	0.0	37	0.0	25	4.0	36	2.8	22	0.0		0.0	-2.8
English-Speaking	34	35.3	25	20.0	41	36.6	0	-	25	28.0		-7.3	-	34	8.8	25	4.0	41	19.5	21	19.0	25	8.0		-0.8	-11.0
Reclassified†	19	47.4	13	23.1	23	30.4	0	-	13	23.1		-24.3	-	19	15.8	13	7.7	23	26.1	10	30.0	13	7.7		-8.1	-22.3
Initially Eng. Speaking	15	20.0	12	16.7	18	44.4	0	-	12	33.3		13.3	-	15	0.0	12	0.0	18	11.1	11	9.1	12	8.3		8.3	-0.8
Econ. Disadv.*	45	20.0	54	7.4	64	26.6	0	-	46	17.4		-2.6	-	45	4.4	55	0.0	64	12.5	55	9.1	46	4.3		-0.1	-4.8
Non-Econ. Disadv.	4	-	6	-	2	-	0	-	1	-		-	-	4	-	7	-	2	-	2	-	1	-		-	-
Gifted	15	40.0	9	-	6	-	0	-	0	-		-	-	15	20.0	9	-	6	-	2	-	0	-		-	-
Not Gifted	34	17.6	51	7.8	60	26.7	0	-	47	19.1		1.5	-	34	0.0	53	0.0	60	11.7	55	9.1	47	4.3		4.3	-4.8
With Disabilities	5	-	16	0.0	13	0.0	0	-	11	9.1		-	-	5	-	16	0.0	13	0.0	10	0.0	11	0.0		-	0.0
WO Disabilities	44	25.0	44	13.6	53	34.0	0	-	36	22.2		-2.8	-	44	6.8	46	2.2	53	17.0	47	10.6	36	5.6		-1.2	-5.0
Homeless	0	-	3	-	1	-	0	-	7	-		-	-	3	-	3	-	1	-	8	-	4	-		-	-
Foster	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Military	2	-	1	-	0	-	0	-	0	-		-	-	2	-	1	-	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 (San Diego, CA)
San Diego Unified

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Reporting Year: 2019 ⌄

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Orange	None	None	Yellow	Orange
English Learners	Red	Orange	None	None	Yellow	Orange
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Orange	None	None	None	None
Socioeconomically Disadvantaged	Red	Orange	None	None	Yellow	Orange
Students with Disabilities	Red	Red	None	None	Orange	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Orange	None	None	Yellow	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: BURBANK ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

Employ a school counselor: The counselor will continue to support the student's 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 work with families 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

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

Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

						monitoring results, etc.).	
School Counselor –	0.60000	$74,735.86	30106-1210	Improve student achievement	With the effects of the pandemic and the documented need for SEL services as noted in CHKS data, parent requests, and other surveys provided by parents, hiring of the school counselor was able to dimmish the harmful effects of the pandemic, re-integration, and socialization of students into the school, and provision of curriculum that benefited the mental health of students & families.	The ineffective indicator was the reactive nature of the services provided. Although effective, the services to students were based on immediate needs and with minimal long-term planning.	The modification for this year is the increased organization and prioritization of tasks that benefit the mental health of students and families. The strategic flowchart for our SST process, Attendance Intervention Plan, a scope and sequence that focuses both on SEL and College and Career Readiness, and a systemic way to ensure all students receive services with strategic Tier 2 & 3 opportunities as well.

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description
Resource Teacher: Funding has been allocated to hire a 1.0 Resource Teacher. The resource teacher will serve the role of our literacy support teacher working directly with students to accelerate learning in literacy and support learning loss (tier 2 instruction). The resource teacher will work primarily with 3rd - 5th-grade students since the district resource teacher will work with TK - 2nd-grade students in the same capacity. In addition, the resource teacher will function as our ELPAC coordinator and MakerSpace teacher.

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.94000	$126,653.58	30100-1109	Improve student achievement	The RT role has been effective because it has allowed teachers to get professional	His availability has been limited as the role has assumed many support pieces inclusive of	At the beginning of the academic year, there will be meetings in order to clarify his role,

					development opportunities for teachers, students have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and teacher resource support is available.	technology, testing coordinators, and the role aforementioned	and ensure that not too many facets are placed on the role so that effectiveness can be ensured.
PullOut/Push in Hrly	--	--	30100-1159	Improve student achievement	Provision of support for students that have provided opportunities for students to increase academic performance.	The challenge has been establishing a consistent schedule for ensuring the effectiveness of support and being strategic with such support.	Establishing schedules and prioritization of times & strategic placement.

Strategy/Activity 3

*Strategy/Activity - Description

Software Licence: 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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and**	**What is not working (ineffective indicators) and why? Include qualitative (Survey,**	**Modifications based on qualitative and quantitative data.**

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License		$4,494.00	30106-5841	Improve student achievement	The intent was for increased opportunities for student achievement in the areas of ELA through the reading program. The effectiveness is that the software is available to students not that they have full access to 1:1 technology.	It was noticed that monitoring of use and effectiveness was not established.	A focus on math will be placed, and the funds will be diverted to a math program that allows for guided math practice through Levered Math. Our CAASPP scores were about 10% and the need is seen more in math.

Strategy/Activity 4

*Strategy/Activity - Description
Supplies: 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 quality professional development. Supplies include pencils, journals, crayons, chart paper, etc.
*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
Supplies		$7,425.17	30100-4301	Improve student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

Resource Teacher:

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 2 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.

Our resource teacher will also run our MakerSpace lab, inviting students to use their math skills with hands-on projects.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	30100-1109	Improve student achievement	The RT role has been effective	His availability has been limited as the	At the beginning of the academic year,

					because it has allowed teachers to get professional development opportunities for teachers, students have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and teacher resource support is available.	role has assumed many support pieces inclusive of technology, testing coordinators, and the role aforementioned	there will be meetings in order to clarify his role, and ensure that not too many facets are placed on the role so that effectiveness can be ensured.
PullOut/Push in Hrly	--	--	30100-1159	Improve student achievement	Provision of support for students that have provided opportunities for students to increase academic performance.	The challenge has been establishing a consistent schedule for ensuring the effectiveness of support and being strategic with such support.	Establishing schedules and prioritization of times & strategic placement.

Strategy/Activity 2
*Strategy/Activity - Description
Instructional supplies: 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 quality professional development. Supplies include pencils, journals, math manipulatives, chart paper, etc.
*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Improve student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

Resource Teacher:

Funding has been allocated to hire a 1.0 Resource Teacher. The resource teacher will serve the role of our literacy support teacher working directly with students to accelerate learning in literacy and support learning loss (tier 2 instruction). The resource teacher will work primarily with 3rd - 5th-grade students, since the district resource teacher will work with TK - 2nd-grade students in the same capacity.

In addition, the resource teacher will function as our ELPAC coordinator and MakerSpace teacher.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	30100-1109	Increase student achievement	The RT role has been effective because it has allowed teachers to	His availability has been limited as the role has assumed many support	At the beginning of the academic year, there will be meetings in order

					get professional development opportunities for teachers, students (Els) have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and teacher resource support is available.	pieces inclusive of technology, testing coordinators, and the role aforementioned	to clarify his role, and ensure that not too many facets are placed on the role so that effectiveness can be ensured.
PullOut/Push in Hrly	--	--	30100-1159	Improve student achievement	Provision of support for students that have provided opportunities for students to increase academic performance.	The challenge has been establishing a consistent schedule for ensuring the effectiveness of support and being strategic with such support.	Establishing schedules and prioritization of times & strategic placement.

Strategy/Activity 3

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and**	**What is not working (ineffective indicators) and why? Include qualitative (Survey,**	**Modifications based on qualitative and quantitative data.**

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Other Support Prsnl PARAS Hrly		$1,330.90	30103-2281	Increase student achievement	The intent was to provide additional support related to COVID protocols, as well as provide coverage for childcare during parent meetings and workshops	This was ineffective as most workshops and meetings for parents were held online/virtually.	The modification was to provide additional support in the classroom directly with students to support teacher lessons, groups, and differentiation.

Strategy/Activity 4

*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
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License	--	--	30106-5841	Increase student achievement	The intent was for increased opportunities for student achievement in the areas of ELA through the reading program. The effectiveness is that the software is available to students not that they have full access to 1:1 technology.	It was noticed that monitoring of use and effectiveness was not established.	A focus on math will be placed, and the funds will be diverted to a math program that allows for guided math practice through Levered Math. Our CAASPP scores were about 10% and the need is seen more in math.

Strategy/Activity 6

*Strategy/Activity - Description
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, crayons, chart paper, etc.
*Proposed Expenditures for this Strategy/Activity

<u>Directions:</u>
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
<u>Guiding Questions:</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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Increase student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 2

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Improve student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Strategy/Activity 3

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
PullOut/Push in Hrly		$8,083.57	30100-1159	Improve student achievement	Provision of support for students that have provided opportunities for students to increase academic performance.	The challenge has been establishing a consistent schedule for ensuring the effectiveness of support and being strategic with such support.	Establishing schedules and prioritization of times & strategic placement.
Inschool Resource Tchr -	--	--	30100-1109	Improve student achievement	The RT role has been effective because it has allowed for	His availability has been limited as the role has assumed many support	At the beginning of the academic year, there will be meetings in order

					teachers to get professional development opportunities for teachers, students with disabilities have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and a teacher resource support is available.	pieces inclusive of technology, testing coordinatorship, and the role aforementioned	to clarify his role, ensure that not too many facets are placed on the role so that effectiveness can be ensured.

Goal 7 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description
Allocate funds for Inservice supplies for when it is safe to hold in-person parent meetings and workshops. Inservice supplies include light refreshments for parent involvement meetings.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		$1,000.00	30103-4304	Improve student achievement	Provide materials that facilitated teachers' ability to engage in professional learning	n/a	Will continue to provide materials in order to support teachers' professional development in

							their craft and classroom.

Strategy/Activity 2

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

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
Postage Expense		$77.00	30103-5920	Improve student achievement	Aided in communication efforts with parents/families.	This worked well to get messages, flyers, and information to parents.	Continue to provide so that communication continues with families.

Strategy/Activity 5

*Strategy/Activity - Description
The counselor will provide additional student supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, district 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
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
School Counselor -	--	--	30106-1210	Improve student achievement	With the effects of the pandemic and the documented need for SEL services as noted in	The ineffective indicator was the reactive nature of the services provided. Although	The modification for this year is the increased organization and prioritization of

					CHKS data, parent requests, and other surveys provided by parents, hiring of the school counselor was able to dimmish the harmful effects of the pandemic, re-integration, and socialization of students into the school, and provision of curriculum that benefited the mental health of students & families.	effective, the services to students were based on immediate needs and with minimal long-term planning.	tasks that benefit the mental health of students and families. The strategic flowchart for our SST process, Attendance Intervention Plan, a scope and sequence that focuses both on SEL and College and Career Readiness, and a systemic way to ensure all students receive services with strategic Tier 2 & 3 opportunities as well.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Resource Teacher:

Funding has been allocated to hire a 1.0 Resource Teacher. The resource teacher will serve the role of our literacy support teacher working directly with students to acceletrate learning in literacy and support leaarning loss (tier 2 instruction). The resource teacher will work primarily with 3rd - 5th grade students, since the district resource teacher will work with TK - 2nd grade students in the same capacity. In addition, the resource teacher will function as our ELPAC coordinator and MakerSpace teacher.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	30100-1109	Increase student achievement	The RT role has been effective because it has allowed teachers to	His availability has been limited as the role has assumed many support	At the beginning of the academic year, there will be meetings in order

					get professional development opportunities for teachers, students with disabilities have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and teacher resource support is available.	pieces inclusive of technology, testing coordinators, and the role aforementioned	to clarify his role, and ensure that not too many facets are placed on the role so that effectiveness can be ensured.
PullOut/Push in Hrly	--	--	30100-1159	Increase student achievement	Provision of support for students that have provided opportunities for students to increase academic performance.	The challenge has been establishing a consistent schedule for ensuring the effectiveness of support and being strategic with such support.	Establishing schedules and prioritization of times & strategic placement.

Strategy/Activity 2

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

*Proposed Expenditures for this Strategy/Activity
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey,**	**What is not working (ineffective indicators) and why? Include**	**Modifications based on qualitative and quantitative data.**

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License	--	--	30106-5841	Increase student achievement	The intent was for increased opportunities for student achievement in the areas of ELA through the reading program. The effectiveness is that the software is available to students not that they have full access to 1:1 technology.	It was noticed that monitoring of use and effectiveness was not established.	A focus on math will be placed, and the funds will be diverted to a math program that allows for guided math practice through Levered Math. Our CAASPP scores were about 10% and the need is seen more in math.

Strategy/Activity 3

*Strategy/Activity - Description
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Supplies include pencils, journals, chart paper, etc.
*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Increase student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

*Strategy/Activity - Description

Employ a school counselor:

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 work with families 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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor -	--	--	30106-1210	Improve student achievement	With the effects of the pandemic and the documented	The ineffective indicator was the reactive nature of	The modification for this year is the increased

| | | | | | need for SEL services as noted in CHKS data, parent requests, and other surveys provided by parents, hiring of the school counselor was able to dimmish the harmful effects of the pandemic, re-integration, and socialization of students into the school, and provision of curriculum that benefited the mental health of students & families. | the services provided. Although effective, the services to students were based on immediate needs and with minimal long-term planning. | organization and prioritization of tasks that benefit the mental health of students and families. The strategic flowchart for our SST process, Attendance Intervention Plan, a scope and sequence that focuses both on SEL and College and Career Readiness, and a systemic way to ensure all students receive services with strategic Tier 2 & 3 opportunities as well. |

What are my leadership strategies in service of the goals?

Two high-level strategies that I will proceed with implementing as a principal to meet or exceed the SPSA goals are as follows:

Under Organizational Leadership, I noticed the following needs - 1) Develop and maintain transparent systems to organize and maximize resources and operations; and 2) Shift the balance of power towards staff by validating and incorporating teacher experiences and funds of knowledge, supporting inquiry, and critical thinking. As part of these efforts, structures and systems have been made explicit and widely available to ensure everyone knows expectations that have been decided upon as a group (i.e. - instructional focus, SEL curriculum to be used, creation of topic-specific teams, and providing various platforms for teacher input).

School Name: Burbank Elementary
SPSA Evaluation of LCFF Funded Actions/Activities: 09800
School Year: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2

*Strategy/Activity - Description

Professional Development: Professional development for all classroom teachers and Educational Specialists on how to provide positive social-emotional health for our students. Burbank will continue to implement the Sanford Harmony Social Emotional Program in all TK - 5th-grade classes. Professional development topics include the following: Classroom Management Skills (including online learning platforms), Social-Emotional Support, Restorative Practices (including informing parents), and Positive Behavior Interventions.
Originally, we agreed to provide teachers with visiting teachers so they can be released for PD. However, due to a teacher shortage, we will need to switch our PDs to after-school and pay teachers hourly pay.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

						monitoring results, etc.).	
Classroom Teacher Hrly		$7,188.60	09800-1157	Improve student achievement	In order to provide teachers with time and space to plan and collaborate in order to ensure student achievement, teachers were offered to get paid after school if it was related to planning, student monitoring, and collaboration among colleagues. The result was increased intentional planning, a focus on guided reading due to planning, and collaboration with colleagues.	The ineffective indicator was the fact that it was voluntary for teachers, so uniformity of planning and collaboration was not had. Scheduling was also not created, so the effect was not seen on student achievement.	The modifications are that new teams were with specific purposes, expectations, timelines, and functions which, along with a schedule, will provide adequate time, space, and compensation to ensure planning on school-wide SEL, instruction, and community initiatives.
Prof&Curriclm Dev Vist Tchr		$23,962.00	09800-1192	Improve student achievement	Depending on the availability of visiting teachers, classroom teachers were provided with space and time to be able to plan with their grade level team, observe other teachers, and collaborate with our RST and RT on	Ineffective indicators were the lack of visiting teachers to be able to effectively bring teachers together to collaborate. Even when planned to be present, oftentimes the visiting teachers were sent elsewhere, required	With a more stable visiting teacher availability this year, and the hiring of a resident visiting teacher, we will continue with the plan to have visiting teachers come in to cover teachers so that they can engage in PLCs,

					our instructional focus (Guided Reading), PLCs, and data monitoring. When visiting teachers were available, teachers were able to plan effective lessons, collaborate by sharing effective practices, monitor student data, and speak about student needs.	to cover other teachers (due to a lack of subs for illnesses), or were canceled. As such, PLCs with visiting teachers did not happen at all last year. Neither did the PLCs for planning purposes on the teachers' end.	planning, student monitoring, and observing other students/classroom, and teachers.

Goal 2 - English Language Arts							
Strategy/Activity 1							
Strategy/Activity - Description							
Resource Teacher: Funding has been allocated to hire a 1.0 Resource Teacher. The resource teacher will serve the role of our literacy support teacher working directly with students to accelerate learning in literacy and support learning loss (tier 2 instruction). The resource teacher will work primarily with 3rd - 5th-grade students since the district resource teacher will work with TK - 2nd-grade students in the same capacity. In addition, the resource teacher will function as our ELPAC coordinator and MakerSpace teacher.							
Proposed Expenditures for this Strategy/Activity							
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
Inschool Resource Tchr -	0.06000	$8,084.27	09800-1109	Support student achievement	The RT role has been effective because it has allowed teachers to get professional	His availability has been limited as the role has assumed many support pieces inclusive of	At the beginning of the academic year, there will be meetings in order to clarify his role,

					development opportunities for teachers, students have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and teacher resource support is available.	technology, testing coordinators, and the role aforementioned	and ensure that not too many facets are placed on the role so that effectiveness can be ensured.

Strategy/Activity 2

*Strategy/Activity - Description

Professional Learning Communities and Professional Development: As part of our literacy acceleration plan to support our TK-5 students as growing readers and our educators as teachers of reading. Part of this plan is ongoing professional learning for all our educators to learn and refine the pertinent skills of teaching our young learners the beauty and complexity of literacy. Site teachers will participate in PLC meetings every 3 weeks during their minimum days.

Originally, we planned on providing visiting teachers to release our classroom teachers for PLC and PD time. However, due to staff shortages, the district has asked us not to use visiting teachers for PLC and PD purposes. Therefore, we will need to revisit this plan and put teachers on an hourly timecard for a time met after school instead.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and**	**Modifications based on qualitative and quantitative data.**

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Improve student achievement	In order to provide teachers with time and space to plan and collaborate in order to ensure student achievement, teachers were offered to get paid after school if it was related to planning, student monitoring, and collaboration among colleagues. The result was increased intentional planning, a focus on guided reading due to planning, and collaboration with colleagues.	The ineffective indicator was the fact that it was voluntary for teachers, so uniformity of planning and collaboration was not had. Scheduling was also not created, so the effect was not seen on student achievement.	The modifications is that new teams were with specific purposes, expectations, timelines, and functions which, along with a schedule, will provide adequate time, space, and compensation to ensure planning on school-wide SEL, instruction, and community initiatives.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Improve student achievement	Depending on the availability of visiting teachers, classroom teachers were provided with space and time to	Ineffective indicators were the lack of visiting teachers to be able to effectively bring teachers together	With a more stable visiting teacher availability this year, and the hiring of a resident visiting teacher, we will

be able to plan with their grade level team, observe other teachers, and collaborate with our RST and RT on our instructional focus (Guided Reading), PLCs, and data monitoring. When visiting teachers were available, teachers were able to plan effective lessons, collaborate by sharing effective practices, monitor student data, and speak about student needs.	to collaborate. Even when planned to be present, oftentimes the visiting teachers were sent elsewhere, required to cover other teachers (due to a lack of subs for illnesses), or were canceled. As such, PLCs with visiting teachers did not happen at all last year. Neither did the PLCs for planning purposes on the teachers' end.	continue with the plan to have visiting teachers come in to cover teachers so that they can engage in PLCs, planning, student monitoring, and observing other students/classroom, and teachers.	

Strategy/Activity 4

*Strategy/Activity - Description
<u>Supplies:</u> 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 quality professional development. Supplies include pencils, journals, crayons, chartpaper, etc.

*Proposed Expenditures for this Strategy/Activity
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative**	**What is not working (ineffective indicators) and**	**Modifications based on**

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Supplies		$18,589.00	09800-4301	Improve student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

Resource Teacher:

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 2 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.

Our resource teacher will also run our MakerSpace lab, inviting students to use their math skills with hands-on projects.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	Improve student achievement	The RT role has been effective	His availability has been limited as the	At the beginning of the academic year,

					because it has allowed teachers to get professional development opportunities for teachers, students have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and teacher resource support is available.	role has assumed many support pieces inclusive of technology, testing coordinators, and the role aforementioned	there will be meetings in order to clarify his role, and ensure that not too many facets are placed on the role so that effectiveness can be ensured.

Strategy/Activity 2

*Strategy/Activity - Description
Instructional supplies:
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 quality professional development. Supplies include pencils, journals, math manipulatives, chart paper, etc.

*Proposed Expenditures for this Strategy/Activity
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Improve student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Strategy/Activity 3

*Strategy/Activity - Description

Professional Learning Communities and Professional Development: Part of our instructional acceleration plan to support our TK-5 students is ongoing professional learning for all our educators to learn and refine the pertinent skills of teaching our learners. Site teachers will participate in PLC meetings and professional development throughout the school year.

Originally, we planned on providing visiting teachers to release our classroom teachers for PLC and PD time. However, due to staff shortages, the district has asked us not to use visiting teachers for PLC and PD purposes. Therefore, we will need to revisit this plan and put teachers on an hourly timecard for a time met after school instead.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Improve student achievement	In order to provide teachers with time and space to plan and collaborate in order to ensure student achievement, teachers were offered to get paid after school if it was related to planning, student monitoring, and collaboration among colleagues. The result was increased planning, a focus on guided reading due to planning, and collaboration with colleagues.	The ineffective indicator was the fact that it was voluntary for teachers, so uniformity of planning and collaboration was not had. Scheduling was also not created, so the effect was not seen on student achievement.	The modifications are that new teams were with specific purposes, expectations, timelines, and functions which, along with a schedule, will provide adequate time, space, and compensation to ensure planning on school-wide SEL, instruction, and community initiatives.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Improve student achievement	Depending on the availability of visiting teachers, classroom teachers were provided with space and time to	Ineffective indicators were the lack of visiting teachers to be able to effectively bring teachers together	With a more stable visiting teacher availability this year, and the hiring of a resident visiting teacher, we will

					be able to plan with their grade level team, observe other teachers, and collaborate with our RST and RT on our instructional focus (Guided Reading), PLCs, and data monitoring. When visiting teachers were available, teachers were able to plan effective lessons, collaborate by sharing effective practices, monitor student data, and speak about student needs.	to collaborate. Even when planned to be present, oftentimes the visiting teachers were sent elsewhere, required to cover other teachers (due to a lack of subs for illnesses), or were canceled. As such, PLCs with visiting teachers did not happen at all last year. Neither did the PLCs for planning purposes on the teachers' end.	continue with the plan to have visiting teachers come in to cover teachers so that they can engage in PLCs, planning, student monitoring, and observing other students/classroom, and teachers.

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

Resource Teacher:

Funding has been allocated to hire a 1.0 Resource Teacher. The resource teacher will serve the role of our literacy support teacher working directly with students to accelerate learning in literacy and support learning loss (tier 2 instruction). The resource teacher will work primarily with 3rd - 5th-grade students, since the district resource teacher will work with TK - 2nd-grade students in the same capacity.

In addition, the resource teacher will function as our ELPAC coordinator and MakerSpace teacher.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	Increase student achievement	The RT role has been effective because it has allowed for	His availability has been limited as the role has assumed many support	At the beginning of the academic year, there will be meetings in order

| | | | | | teachers to get professional development opportunities for teachers, students (ELs) have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and teacher resource support is available. | pieces inclusive of technology, testing coordinators, and the role aforementioned | to clarify his role, and ensure that not too many facets are placed on the role so that effectiveness can be ensured. |

Strategy/Activity 2

*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
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum**	**Modifications based on qualitative and quantitative data.**

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Retired NonClsrm Tchr Hrly		$11,981.00	09800-1986	Increase student achievement	Effective as it allowed for the timely assessment of students by experienced teachers	Availability was sometimes a challenge	Modify to allocate to Resident Visiting Teacher with strategic planning & scheduling.

Strategy/Activity 5

*Strategy/Activity - Description

Professional Learning Communities and Professional Development: Part of our instructional acceleration plan to support our TK-5 students is ongoing professional learning for all our educators to learn and refine the pertinent skills of teaching our learners. Site teachers will participate in PLC meetings and professional development throughout the school year.

Originally, we planned on providing visiting teachers to release our classroom teachers for PLC and PD time. However, due to staff shortages, the district has asked us not to use visiting teachers for PLC and PD purposes. Therefore, we will need to revisit this plan and put teachers on an hourly timecard for a time met after school instead.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Increase student achievement	In order to provide teachers with time and space to plan and collaborate in order to ensure student achievement, teachers were offered to get paid after school if it was related to planning, student monitoring, and collaboration among colleagues. The result was increased intentional planning, a focus on guided reading due to planning, and collaboration with colleagues.	The ineffective indicator was the fact that it was voluntary for teachers, so uniformity of planning and collaboration was not had. Scheduling was also not created, so the effect was not seen on student achievement.	The modifications are that new teams were with specific purposes, expectations, timelines, and functions which, along with a schedule, will provide adequate time, space, and compensation to ensure planning on school-wide SEL, instruction, and community initiatives.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Increase student achievement	Depending on the availability of visiting teachers, classroom teachers were provided with	Ineffective indicators were the lack of visiting teachers to be able to effectively bring	With a more stable visiting teacher availability this year, and the hiring of a resident visiting

| | | | | | space and time to be able to plan with their grade level team, observe other teachers, and collaborate with our RST and RT on our instructional focus (Guided Reading), PLCs, and data monitoring. When visiting teachers were available, teachers were able to plan effective lessons, collaborate by sharing effective practices, monitor student data, and speak about student needs. | teachers together to collaborate. Even when planned to be present, oftentimes the visiting teachers were sent elsewhere, required to cover other teachers (due to a lack of subs for illnesses), or were canceled. As such, PLCs with visiting teachers did not happen at all last year. Neither did the PLCs for planning purposes on the teachers' end. | teacher, we will continue with the plan to have visiting teachers come in to cover teachers so that they can engage in PLCs, planning, student monitoring, and observing other students/classroom, and teachers. |

Strategy/Activity 6

*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 quality professional development. Supplies include pencils, journals, crayons, chartpaper, etc.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include	What is not working (ineffective	Modifications based on

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Supplies	--	--	09800-4301	Increase student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

Professional Learning Communities and Professional Development: Part of our instructional acceleration plan to support our TK-5 students is ongoing professional learning for all our educators to learn and refine the pertinent skills of teaching our learners. Site teachers and Education Specialists will collaborate together in PLC meetings and professional development throughout the school year.

Originally, we planned on providing visiting teachers to release our classroom teachers for PLC and PD time. However, due to staff shortages, the district has asked us not to use visiting teachers for PLC and PD purposes. Therefore, we will need to revisit this plan and put teachers on an hourly timecard for a time met after school instead.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Classroom Teacher Hrly	--	--	09800-1157	Improve student achievement	In order to provide teachers with time and space to plan and collaborate in order to ensure student achievement, teachers were offered to get paid after school if it was related to planning, student monitoring, and collaboration among colleagues. The result was increased intentional planning, a focus on guided reading due to planning, and collaboration with colleagues.	The ineffective indicator was the fact that it was voluntary for teachers, so uniformity of planning and collaboration was not had. Scheduling was also not created, so the effect was not seen on student achievement.	The modifications is that new teams were with specific purposes, expectations, timelines, and functions which, along with a schedule, will provide adequate time, space, and compensation to ensure planning on school-wide SEL, instruction, and community initiatives.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Improve student achievement	Depending on the availability of visiting teachers, classroom teachers were provided with space and time to be able to plan with their grade level team, observe other teachers, and collaborate with our RST and RT on our instructional focus (Guided	Ineffective indicators were the lack of visiting teachers to be able to effectively bring teachers together to collaborate. Even when planned to be present, oftentimes the visiting teachers were sent elsewhere, required to cover other teachers (due to a	With a more stable visiting teacher availability this year, and the hiring of a resident visiting teacher, we will continue with the plan to have visiting teachers come in to cover teachers so that they can engage in PLCs, planning, student monitoring, and

					Reading), PLCs, and data monitoring. When visiting teachers were available, teachers were able to plan effective lessons, collaborate by sharing effective practices, monitor student data, and speak about student needs.	lack of subs for illnesses), or were canceled. As such, PLCs with visiting teachers did not happen at all last year. Neither did the PLCs for planning purposes on the teachers' end.	observing other students/classroom, and teachers.

Strategy/Activity 2

*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
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum**	**Modifications based on qualitative and quantitative data.**

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Improve student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Strategy/Activity 3

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress**	**Modifications based on qualitative and quantitative data.**

						monitoring results, etc.).	
Inschool Resource Tchr -	--	--	09800-1109	Improve student achievement	The RT role has been effective because it has allowed teachers to get professional development opportunities for teachers, students have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and teacher resource support is available.	His availability has been limited as the role has assumed many support pieces inclusive of technology, testing coordinators, and the role aforementioned	At the beginning of the academic year, there will be meetings in order to clarify his role, and ensure that not too many facets are placed on the role so that effectiveness can be ensured.

Goal 7 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Allocate funds for Inservice supplies for when it is safe to hold in-person parent meetings and workshops. Inservice supplies include light refreshments for parent involvement meetings.

*Proposed Expenditures for this Strategy/Activity

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

Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		$928.00	09800-4304	Improve student achievement	Provide materials that facilitated teachers' ability to engage in professional learning	n/a	Will continue to provide materials in order to support teachers' professional development in

							their craft and classroom.
**Strategy/Activity 2**

*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

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Postage Expense		$150.00	09800-5920	Improve student achievement	Aided in communication efforts with parents/families.	This worked well to get messages, flyers, and information to parents.	Continue to provide so that communication continues with families.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description
Resource Teacher: Funding has been allocated to hire a 1.0 Resource Teacher. The resource teacher will serve the role of our literacy support teacher working directly with students to accelerate learning in literacy and support learning loss (tier 2 instruction). The resource teacher will work primarily with 3rd - 5th-grade students, since the district resource teacher will work with TK - 2nd-grade students in the same capacity. In addition, the resource teacher will function as our ELPAC coordinator and MakerSpace teacher.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	--	--	09800-1109	Increase student achievement	The RT role has been effective because it has allowed teachers to	His availability has been limited as the role has assumed many support	At the beginning of the academic year, there will be meetings in order

					get professional development opportunities for teachers, students have been able to get differentiated instruction, STEAM and Makerspace opportunities have been created, and teacher resource support is available.	pieces inclusive of technology, testing coordinators, and the role aforementioned	to clarify his role, and ensure that not too many facets are placed on the role so that effectiveness can be ensured.

Strategy/Activity 3

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

*Proposed Expenditures for this Strategy/Activity
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Increase student achievement	Provide materials that facilitated teachers' ability to teach	n/a	Will continue to provide materials in order to support teachers in their craft and classroom.

Strategy/Activity 4

*Strategy/Activity - Description

Professional Learning Communities and Professional Development:

Part of our instructional acceleration plan to support our TK-5 students is ongoing professional learning for all our educators to learn and refine the pertinent skills of teaching our learners. Site teachers will participate in PLC meetings and professional development throughout the school year.
Originally, we planned on providing visiting teachers to release our classroom teachers for PLC and PD time. However, due to staff shortages, the district has asked us not to use visiting teachers for PLC and PD purposes. Therefore, we will need to revisit this plan and put teachers on an hourly timecard for a time met after school instead.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Improve student achievement	In order to provide teachers with time and space to plan and collaborate in order to ensure student achievement, teachers were offered to get paid after school if it was related to planning, student monitoring, and collaboration among colleagues. The result was increased intentional planning, a focus on guided reading due to planning, and collaboration with colleagues.	The ineffective indicator was the fact that it was voluntary for teachers, so uniformity of planning and collaboration was not had. Scheduling was also not created, so the effect was not seen on student achievement.	The modifications is that new teams were with specific purposes, expectations, timelines, and functions which, along with a schedule, will provide adequate time, space, and compensation to ensure planning on school-wide SEL, instruction, and community initiatives.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Improve student achievement	Depending on the availability of visiting teachers, classroom teachers were provided with space and time to	Ineffective indicators were the lack of visiting teachers to be able to effectively bring teachers together	With a more stable visiting teacher availability this year, and the hiring of a resident visiting teacher, we will

					be able to plan with their grade level team, observe other teachers, and collaborate with our RST and RT on our instructional focus (Guided Reading), PLCs, and data monitoring. When visiting teachers were available, teachers were able to plan effective lessons, collaborate by sharing effective practices, monitor student data, and speak about student needs.	to collaborate. Even when planned to be present, oftentimes the visiting teachers were sent elsewhere, required to cover other teachers (due to a lack of subs for illnesses), or were canceled. As such, PLCs with visiting teachers did not happen at all last year. Neither did the PLCs for planning purposes on the teachers' end.	continue with the plan to have visiting teachers come in to cover teachers so that they can engage in PLCs, planning, student monitoring, and observing other students/classroom, and teachers.

Goal 6 - Supporting Black Youth

Strategy/Activity 2

*Strategy/Activity - Description

Professional Learning Communities and Professional Development:
Professional development for all classroom teachers and Educational Specialists on how to provide positive social-emotional health for our students. Burbank will continue to implement the Sanford Harmony Social Emotional Program in all TK - 5th-grade classes. Professional development topics include the following: Classroom Management Skills (including online learning platforms), Social-Emotional Support, Restorative Practices (including informing parents), and Positive Behavior Interventions.
Originally, we planned on providing visiting teachers to release our classroom teachers for PLC and PD time. However, due to staff shortages, the district has asked us not to use visiting teachers for PLC and PD purposes. Therefore, we will need to revisit this plan and put teachers on an hourly timecard for a time met after school instead.

*Proposed Expenditures for this Strategy/Activity

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

Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Classroom Teacher Hrly	--	--	09800-1157	Improve Student Achievement	In order to provide teachers with time and space to plan and collaborate in order to ensure student achievement, teachers were offered to get paid after school if it was related to planning, student monitoring, and collaboration among colleagues. The result was increased intentional planning, a focus on guided reading due to planning, and collaboration with colleagues.	The ineffective indicator was the fact that it was voluntary for teachers, so uniformity of planning and collaboration was not had. Scheduling was also not created, so the effect was not seen on student achievement.	The modifications is that new teams were with specific purposes, expectations, timelines, and functions which, along with a schedule, will provide adequate time, space, and compensation to ensure planning on school-wide SEL, instruction, and community initiatives.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Improve Student Achievement	Depending on the availability of visiting teachers, classroom teachers were provided with space and time to be able to plan with their grade level team, observe other teachers, and collaborate with our RST and RT on our instructional focus (Guided	Ineffective indicators were the lack of visiting teachers to be able to effectively bring teachers together to collaborate. Even when planned to be present, oftentimes the visiting teachers were sent elsewhere, required to cover other teachers (due to a	With a more stable visiting teacher availability this year, and the hiring of a resident visiting teacher, we will continue with the plan to have visiting teachers come in to cover teachers so that they can engage in PLCs, planning, student monitoring, and

					Reading), PLCs, and data monitoring. When visiting teachers were available, teachers were able to plan effective lessons, collaborate by sharing effective practices, monitor student data, and speak about student needs.	lack of subs for illnesses), or were canceled. As such, PLCs with visiting teachers did not happen at all last year. Neither did the PLCs for planning purposes on the teachers' end.	observing other students/classroom , and teachers.

What are my leadership strategies in service of the goals?

Two high-level strategies that I will proceed with implementing as a principal to meet or exceed the SPSA goals are as follows:

Under Organizational Leadership, I noticed the following needs - 1) Develop and maintain transparent systems to organize and maximize resources and operations; and 2) Shift the balance of power towards staff by validating and incorporating teacher experiences and funds of knowledge, supporting inquiry, and critical thinking. As part of these efforts, structures and systems have been made explicit and widely available to ensure everyone knows expectations that have been decided upon as a group (i.e. - instructional focus, SEL curriculum to be used, creation of topic-specific teams, and providing various platforms for teacher input).