

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Burbank Elementary School

50711676052641
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

October 27, 2020

Local Board Approval Date

November 9, 2020

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:

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Section 1 School Mission Statement and Description

School Mission Statement:

Everyone will grow in a safe and supportive environment, while developing a life-long desire to learn.

School Description:

Burbank School attendance area is located in southwest Modesto encompassing housing areas north of Paradise Road, south of California Ave and west past Carpenter Road. The school was originally built in 1939. The buildings are well-kept by a caring custodial staff. Nine new classrooms have recently been housed, seven in permanent buildings and two in portables. Burbank's new cafeteria was opened on the first day of the 2018-19 school year. The new building contains a much expanded cafeteria and kitchen, along with five offices/mini-classroom and a staff lounge. Over the summer 2020 Burbank is now a single point of entry with a larger office and connecting the nurses office to the main office. There are approximately 542 students enrolled TK-6 with two Head Start and two State Preschool classes on campus as well. Students living in our attendance area are mainly Hispanic, White, and Asian. The income level of 95% of Burbank families falls into the Socioeconomically Disadvantaged range.

There is a teaching staff of 20 General Education Teachers, 1 Resource Teacher and 1 Speech and Language Pathologist. In the classroom, TK-6 teachers teach English Language Arts with Wonders, a McGraw Hill Language Arts program. For math, TK-6, teachers use SWUN. The school population includes 45% English Language Learners. English Language Development, ELD, instruction is presented using the Wonders ELD curriculum and is supplemented.

We have 26 Collaboration Days throughout the year where teachers are provided time for 60 minutes to focus on planning instruction, examining instructional practice, data analysis, and plans for re-teaching if needed. Teachers meet together for whole staff collaboration and time for individual grade level PLCs to discuss the cycle of Inquiry. The collaborations are planned and facilitated in coordination and advisement of the site Leadership team and site administration. The site leadership team focuses on student achievement including instructional practice while leading discussions on a variety of topics that are student focused with a school-wide view. In addition, the site leadership team prioritizes and helps in the implementation of collaboration and staff meetings.

Academic interventions take place during the school day and tutoring through the RISE program is offered. Academic interventions target students who are most in need based on assessment scores (see Section 5 - School Goals) and student progress is monitored through these same assessments throughout the school year. Instruction for academic intervention is presented using adopted curriculum and supplemental materials.

Behavioral interventions have been implemented at the site using the our PBIS Procedures with support from the Positive Behavioral Intervention and Support Committee. The program is supported school-wide by teachers and staff. We will be implementing a SEL program School Wide using Second Step. Students are instructed on character traits and recognized for exhibiting BARK PROUD traits. BARK PROUD has the following meaning: B is for bold, A for accepting of all, R is for responsible in all situations, and K is for kindness, P is for Perseverance, R is for Respectful, O is for Organized, U is for Up-stander, and D is for Determined. Students who are seen conducting themselves in such a manner are given a BARK BUCKS that may collected and used to purchase incentives in the Bulldog Store. In addition to the school-wide efforts, Burbank has the services of the Center for Human Services through the SAS program for crisis intervention and individual and small group student needs, as well as, mentors through Sierra Vista. We also have a BCM (Behavioral Case Manager) and a FSS (Family Support Specialist) to support our students and family needs especially in regards to attendance`.

Students have the opportunity to participate in ASES Program, our after-school program offering. The program provides a safe environment to students after school hours in which they may participate in a variety of activities that include homework time, enrichment activities, physical fitness, and field trips on occasion. The director is in communication with school administration through a collaborative effort for the benefit of all students.

In April 2016, Burbank chartered a PTA. This group continues to be active. An active PTA has not been at the site in over 20 years. Parents are beginning to engage more in school, attending ELPP, SSC, and Second Cup/Parent Cafe meetings. Currently, there are approximately 50 parents that are regularly involved in the various activities offered. The school site leadership team continues looking at various ways to further involve the parents. These will include parent workshops and informational presentations based on needs voiced by parent committee representatives.

Modesto City Elementary: K-8

Migrant Education /Title Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons that are housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student data base to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

COVID-19 Impact:

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning or Modesto Virtual Academy (MVA). MVA students remain as students of their home campus and are included in the student population addressed in the SPSAs. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening date for In-Person is unknown as of the development of the SPSAs. For more details on the impact of COVID -19, please see the following district level plans: MCS Operations Written Report, MCS Learning Continuity Plan and the MCS School Re-Opening Plans.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

☒ Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Section 3 Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the 2019-20 SPSA Annual Review and Update

Burbank Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Burbank Elementary School's 2019-2020 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during the February 2020 SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2020-21 SPSA and Update

Using input from all stakeholders: SSC , ELAC, School Leadership team and site teachers reviewed the evaluation of the 2019-2020 SPSA and then discussed how to move forward for the 2020-2021 SPSA. This process included in providing all stakeholders with the prior SPSA. This process occurred during SSC, ELAC, Title 1, Site Leadership and staff meetings in September and October 2020.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Data suggests that a focus on Language and foundational skills were starting to show improvement, however due to the Shelter in Place Order/COVID, we were unable to measure the actual effectiveness of the strategies and activities. Burbank had school wide intervention (WIN) that targeted language and foundational skills TK-6th grade. We saw growth in the many of the students throughout the year. The students who were getting targeted support and were still struggling we met and had MTSS conferences to strategize to better support the students in their growth in ELA concepts and skills. What I Need (WIN) data was collected and used in conjunction with DIBELS Progress Monitoring, fluency and Wonders Assessments to look at student growth and needs for individual students. MTSS conferences and PLC teams were able to determine next steps of tiered interventions. We also worked closely with district coaches and PD for teachers and Paraprofessionals was ongoing during the 19-20 school year and focused on training parents and building the home school connection to support student learning. Teacher were given PD throughout the year for a school wide goal in writing and they worked through the cycle of inquiry in PLC teams to gather data and track student growth and needs. We had a District Intervention Facilitator (DIF) who helped support our site in ELA. TK, K, 1st and 3rd classroom teachers who used Amplify DIBELS to progress monitor monitored throughout the 19-20 school year. We made a strategic focus on English Language Development and foundational skills and utilized Language for Learning in primary grades. In Kindergarten there was improvement in our EL's with a 24% increase from 18/19 to 19/20. In Kindergarten school wide there was a small increase as well. Kindergarten also showed growth from BOY to MOY. We also saw an increase in BOY to MOY in 1st grade DIBELS as well. Second grade showed huge growth from Unit 2 to Unit 3 Wonders Assessment. Second grade had a 31% increase in at/above students from Unit 2 to Unit 3 Wonders Assessment. English learners in 2nd grade increase by 21% from Unit 2 to Unit 3 Wonders Assessment at/above. Our strategic focus on foundational skills and language had a positive effect on our scores from BOY to MOY in 19/20.

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

Based on the Title 1 end of year budget there were differences due to the school closure in March 2020 because of COVID Shelter in Place Orders throughout the state of California. and due to the spending freezing March goals were only partially implemented.

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

The following changes will be implemented to support the progress to meet the ELA goal: We will the DIBELS/Amplify program at Burbank to have a school wide program and data that is easily tracked for Early Literacy and foundational skills.

We will also focus on language development and use Language for learning programs to support students multiple grade levels as students who are EL in upper grades have a more difficult time with being reclassified

and data shows a continued need for language development throughout the school. We also opened the 2020-2021 school year in Distance Learning and this was not discussed in February 2020 when we did our initial needs assessment in planning. Distance Learning considerations will be addressed in the 2020-2021 SPSA.

Strategies/Activities that will continue: We will continue to move forward with the hiring process of the 2 instructional paraprofessionals to provide support to students who are continuing to struggle with foundational skills and language. We will continue to implement mCLASS DIBELS 8 progress monitoring, RISE, After school intervention and professional development for district adopted intervention programs. We will continue to offer additional PD with Lesson Design and Response to Intervention based on data collected in PLC teams that follows the cycle of inquiry model.

The metric data stayed static from 2018-2019 and goals were rolled over from 2019-2020 SPSA.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 60-69% of English Learners students are in need of support / intervention in the area of: Phonics

To address this the school can:
implement targeted intervention groups based on student need.

ELA PD

Based on PLC input we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:
continue to provide time and professional development to support staff in the cycle of inquiry.

Additionally we analyzed specific data to indicate the following need(s):

English Language Development (formative data from teachers) and Writing grades from report cards.

Discuss the areas of strength and need based on data analysis:

There is no ELA SBAC data for 2019-2020 due to the school closure.

Based on the 2018-2019 school year data. Students showed improvement on the ELA CAASPP. There was improvement in Kindergarten and 1st with DIBELS scores. Also 2nd grade Unit Wonders Assessments improved 30% from Unit 2 to 3. However, all other grades made minimal progress or stayed stagnant throughout the year. There was minimal decrease in 3rd grade Beginning of year and MOY DIBELS scores. Overall there were only 11 students who meet reclassification criteria for the 19-20 school year. During the first month of school of the 2020-2021 school year we reclassified 7 more students. This is a total of 18 students for the 19-20 school year. Although this was an increase this indicates that there still needs to be a strategic focus on English Language Development and foundational skills. During 2020-2021, there will be

ongoing progress monitoring of our English Learners as well as students with disabilities to ensure academic readiness.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 2, Strategic Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall 2021 CA Dashboard

	2018-19 Final Data / District Preliminary Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual -71	Goal -56
English Learners (EL)	Actual -114	Goal -99
Students with Disabilities (SWD)	Actual -139	Goal -124
Other Student Groups	Actual -72	Goal -57

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					
Schoolwide (SW)	Professional Development				
	a. PD for fluency for sounds, word reading, phrases and passages.	a. teacher attendance for PD	Teacher hourly rate/substitute	Title 1 Professional Development	1529.00
	b. Continued collaboration will be focused on the 4 PLC questions learning teaching cycle of inquiry in order to implement MCS Instructional Norms and Great First Teaching (GIFT), GRR (No TI Funding needed)	b. teacher attendance for PD	Curriculum Development Rate	Title 1 Certificated	1500.00
	c. Provide ongoing PD for teachers in curriculum development training/coaching with the goal of unpacking standards, learning progressions, success criteria and CFA's focusing on concept and development.	c. teacher attendance for PD	PD Participant Rate	Title 1 Professional Development	1000.00
	d. Provide ongoing PD for teachers to meet in teams to analyze student ELA achievement data and site walkthrough data indicates needs.	d. teacher attendance, site walkthrough data, administrator walkthorough data			
	e. Provide PD for "Data Talks" with administration. Release time for academic conferences Response to Intervention MTSS Conferences	e. teacher attendance			
		f. teacher attendance			
		g. in classroom support			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>continuation PD.</p> <p>f. Provide further PD for teachers to increase their knowledge and understanding of instructional supports provided in the ELA Curriculum.</p> <p>g. Administration/Coaches will model lessons for teachers in order to increase student mastery of grade level foundational skills.</p> <p>h. District ELA coaches will work collaboratively with implementation of ELA Curriculum in their classrooms with phonics and reading fluency.</p> <p>i. In order to increase student achievement in foundational reading skills, teachers in grades K, 1, 3 will progress monitor on target skills per grade level.</p> <p>j. In order to increase student engagement during classroom instruction technology integrations will be utilized through the use of spotlight clickers. Use of PPT slides in TK-2 grade to support ELA Foundational skills.</p> <p>k. Incorporate grade level SMART goals</p>	<p>h. teacher participation and schedule</p> <p>i. DEIBELS 8 mClass progress monitoring</p> <p>j. teacher observation of student engagement during classroom instruction.</p> <p>k. DIBELS 8 Progress Monitoring, ongoing Benchmark scores, CFU's and CFA data. ELA Wonders Assessments, MCS assessments</p> <p>l. increase classroom use of effective instructional routines with the use of ELA curriculum.</p> <p>m. Grades TK, K, 1, 3 - DIBELS will be used every 6-8 weeks and during each trimester conducted by the classroom teacher and support of the instructional paraprofessional. TK-6 Grades Assessments</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>during teacher collaboration to target essential standards.</p> <p>l. Provide teachers the opportunity to visit other classrooms focused on instructional routines utilizing the district adopted curriculum.</p> <p>m. Provide ongoing PD with district approved DI Intervention for teachers and Paraprofessionals to increase student achievement in foundational skills.</p>	<p>associated with DI intervention programs. Instructional supplies will be monitored through progress monitoring and fluency data.</p>			
	<p>Interventions</p> <p>n. Use of DIBELS to focus on early literacy skills growth. Use of progress monitoring and differentiation lessons based on student growth and need.</p> <p>o. School Wide interventions targeted to increase phonemic awareness, fluency, and vocabulary. Progress monitoring to ensure appropriate placement.</p> <p>p. Provide after school remediation RISE for</p>	<p>n. DIBELS TK, K, 1, 3 assessments throughout the year,</p> <p>o. Interventions including: Phonics for Reading, Corrective Reading, Reading Mastery, Rewards, Progress monitoring will be analyzed every 6-8 weeks of programs utilized. Fluency Assessments, Grades 2, 4, 5, 6 based on CFA's and SMART goals.</p> <p>p. pre and post test results reported by</p>	<p>Substitutes to support MTSS Conferences</p>	<p>Title 1 Certificated</p>	<p>600.00</p>

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	students performing below grade level in order to increase ELA proficiency. q. MTSS task force to support targeted students not meeting grade level standards (MTSS Conferences)	intervention teacher q. teacher data and MTSS meeting summaries			
	Recognition for Student Growth r. Recognition for growth academically during Distance Learning and BRick and Mortar (phone calls, postcards, awards, reward incentives, digital shout-outs, etc)	r. student work, cfu's, cfa's, benchmark and data to support student growth.	Postage	Title 1 Supplies and Services	100.00
	Supports for Distance Learning including supplemental materials s. Use of instructional supplies including headphones/microphones and spotlights for teachers to hear and present more effectively.. t. Additional time for interventions for at risk students u. Additional monitors for teachers to have additional screens as needed to monitor and present students during DL. v. Use of Amplify for TK-	s. Daily classroom walkthroughs will be conducted for the purpose of monitoring effective use of technology and equipment t. Monitored by administration to ensure student work completion and walkthrough. u. Monitored by administration to ensure student work completion and walkthrough. v. Use of student	Technology: spotlight clicker	Title 1 Supplies and Services	400.00
			Technology: headphones/microphones	Title 1 Supplies and Services	1500.00
			Technology: Such as Monitors / chrome books	Title 1 Supplies and Services	5,950.00
			Amplify Applications	Title 1 Supplies and Services	10500.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	6 grade. Purchase site licence for 4th-6th grade to increase student growth in ELA foundational skills.	growth data to monitor data.			
	Parent Literacy	w. Meeting Agendas, Flyers and Sign-in Sheets			
	w Support families in developing a deeper understanding the Common Core State Standards and Smarter Balanced Assessments by providing multiple training. This will include training on effective literacy strategies to support early literacy.		Childcare	Title 1 Classified	100.00
			Clerical/Translation	Title 1 Classified	500.00
English Learners (EL)	x. Provide students with additional supports and interventions with para support in order to reduce the size of intervention groups focused on developing English proficiency and foundational reading skills to increase the number of reclassified students.	x. Dis-aggregate the EL subgroups to monitor progress through: Regular intervals for progress monitoring embedded in the program will be used to determine student progress. Pre and post test results as reported by intervention staff.			
		y. Pre and post test results	Teacher Hourly rate for academic intervention	Title 1 Certificated	1,000.00
	y. Instructional Materials and Supplies to support Language Acquisition		Instructional Materials and Supplies	Title 1 Supplies and Services	500.00
	z. PD for teachers on Designated and Integrated ELD, focused on understanding the California ELD standards, ELD	z. teacher attendance, reclassification data	PD Participant Rate	Title 1 Professional Development	1000.00
		aa. teacher attendance	Substitutes for PD	Title 1 Certificated	100.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	instructional strategies.				
	aa. PD for teachers on the implementation of written sentence frames to support language acquisition.				
	3. Provide parent training and meetings with additional translation and supports to:	3. Agenda Parent Sign-In Sheets			
	a. deepen their understanding of how they can best support their students to be reclassified. Support materials will be sent home to assist in this regard.	4. Schedules, agendas and Sign-In Sheets			
	b. Convey effective strategies, within the home to support academic achievement, as measured by English Learner Proficiency Assessment for California (ELPAC)		3&4. Translations/Clerical	Title 1 Classified	50.00
	4. Translations for parents including parent-teacher conferences will be provided to increase communication, support, and engagement in ELA grade level		3 Food and Supplies	Title 1 Parent Involvement	250.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	foundational skills.				
Students with Disabilities (SWD)	ab. Provide teachers with the opportunities for release time for peer observation focused on scaffolding and vocabulary development.	ab. Increase classroom use of effective instructional routines within the curriculum	Substitutes for release for observations	Title 1 Certificated	250.00
		ac.	Teacher Release hourly Rate Substitute	Title 1 Certificated	320.00
	ac. Release time for academic conferences Response to Intervention (MTSS Conferences)		classified hourly rate	Title 1 Classified	300.00
		ad. Agendas and Sign-In Sheets, meeting notes, classified para and teacher participation.	PD Participation Rate	Title 1 Professional Development	1200.00
	ad. Provide training for Resource teacher and instructional paraprofessional focused on intervention for student academic growth				
Other Student Groups Socio-Economic Disadvantage	ae. Support for at risks students identified as not able to fully access distance learning.	ae. Assessments for Instructional Effectiveness.	Supplemental Materials	Title 1 Supplies and Services	500.00
	af. Students attend on		Extra Duty	Title 1 Classified	100.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
ed (SED)	campus support during distance learning.	af. Assessments data to determine student growth.	Incentives	Title 1 Supplies and Services	50.00
	ag. Student incentives for reaching student personal goals in reading and writing.	ag. academic incentives dispersed to students for meeting their goals in reading and/or writing fluency/benchmark assessments.			
	Parent Training in ELA Grade Level Foundational Skills will promote parents as partners in education through on-site workshops, providing make-and-take products to use at home to increase student achievement and promote parent communication.	Agendas, Parent Workshops, Sign-Ins, and Workshop Notes will be submitted to administration to monitor productivity.			
			2. Translator	Title 1 Classified	50.00
			2. Child Care for Parent Meetings	Title 1 Classified	50.00
			2. Refreshments for Parent Meetings	Title 1 Parent Involvement	250.00
			2. Materials and Supplies for parents Training	Title 1 Parent Involvement	250.00
			2. Parent Communication Materials	Title 1 Parent Involvement	100.00

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Data suggests that a focus on Language and foundational skills were starting to show improvement, however due to the Shelter in Place Order/COVID, we were unable to measure the actual effectiveness of the strategies and activities.

Teachers must continue to work collaboratively to identify essential standards and backwards mapping. District coaches supported classroom teachers with effective lesson design, pacing of the math curriculum, and training on math strategies to engage students and check for understanding effectively. TK-6th grade had full day trainings with coaches to work on differentiation as well as GIFT on math standards. Data suggests that a focus on Language and foundational skills were starting to show improvement, however due to the Shelter in Place Order/COVID, we were unable to measure the actual effectiveness of the strategies and activities. Parent trainings and Math night was greatly participated by parents, students and staff. The data collected was limited due to the school closure because of COVID 19/Shelter in Place state order. This indicates that there needs to be a continued strategic focus on mathematical practices and foundational skills.

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

Based on the Title 1 end of year budget 2019-2020, there were some differences due to the schools closure in March 2020 due to COVID/Shelter in place orders throughout the state. Burbank implemented most of the outlined strategies and activities during the 19/20 school year but not all strategies/activities were implemented.

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

The following changes will be implemented to achieve the above math goal: data conversations, additional staff development focused on standard alignment and lesson design. All teaching staff will have monthly training for SWUN curriculum. We opened in Distance Learning, that was not taken into consideration since we met in February 2020. We will continue to offer additional PD with Lesson Design and Response to Intervention based on data collected in PLC teams during the 2020-2021 school year with GIFT, differentiation, and additional funds will be allocated for student engagement, MTSS conferences to focus and address struggling learners.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Participation in distance learning* we identified that 70-89% of All students are in need of support / intervention in the area of: Support with distance learning*

To address this the school can:
provide additional technology and supplies as needed for student engagement and participation.

MATH PD

Based on PLC Input we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:
Staff will work with our SWUN coach and District Math coaches to provide PD and supports on data analysis. Provide time to meet with administration for data analysis support.

Additionally we analyzed specific data to indicate the following need(s):

Many students have Learning gaps because of lack of access to math curriculum from previous years and the school closure. Also, student engagement and CFU tools will be expected in math lessons, especially through distance learning.

Discuss the areas of strength and need based on data analysis:

There is no MATH SBAC data for the 2019-2020 school year due to the COVID School Closures. The goal from 2019-2020 will be rolled over for this school year.
Re-designated and Asian Students showed improvement on the Math CAASPP. There was a significant decrease in Students with Disabilities and a slight decrease in all other subgroups on the math CAASPP. In 2nd and 6th grades for EOY math fluency benchmarks there was a decrease in percentages from 17/18 to 18/19 students who scored proficient and advanced.

Subject: Math

LEA/LCAP: LCAP Goal 2, Strategic Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status Fall 2021 CA Dashboard

	2018-19 Final Data / District Preliminary Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual -83	Goal -68
English Learners (EL)	Actual -116	Goal -101
Students with Disabilities (SWD)	Actual -157	Goal -142
Other Student Groups	Actual -83	Goal -68

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	a. Weekly collaboration will be focused on the 4 PLC questions learning teaching cycle in order to implement MCS Instructional Norms and Great First Teaching (GIFT)	a. CFA's, CFU's, SWUN Unit and Benchmark Assessments, throughout the year. CAASPP Interim Math Assessments, Grades 3-5 twice a year after the first and second trimesters.	1. Substitute for Data Talks and PD	Title 1 Professional Development	1,000.00
			1. Substitutes Academic/RTI Conferences)	Title 1 Certificated	500.00
			1, 2, 4, Instructional Materials and Supplies	Title 1 Supplies and Services	900.00
	b. TK-6th grade teachers will be given the opportunity to participate in extra grade level collaborations to discuss best math practices, student data analysis, and create lessons with clear success criteria, aimed to increase student achievement data. (Funded under GOAL 1) c. Provide release time for teachers to develop structured lessons conceptual/procedural. (Funded under GOAL 1) d. Release time for teachers to analyze student Math achievement data, develop research based instructional strategies, and lesson design to improve student achievement "Data Talks" with	b. Teacher participation and sign-in sheets will be monitored, as well as, classroom visitations by administration to monitor implementation of strategies. Agendas, Parent Workshop Sign-Ins, and Workshop Notes will be submitted to administration to monitor productivity and participation. Assessments to monitor: K-1st: Grade Level District Assessments 2nd: Benchmark Assessments 3rd-6th: Interim Math Assessments			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	administration. MTSS Confernces. e.Administrator/SWUN and District Coah will model lessons and provide coaching for teachers to increase student meeting or exceeding Math Standards. f. Math coaches will work with grade level teachers on the math collaborative teaching model for math foundational skills. g. Provide teachers with opportunities to visit other classes during math instruction	Academic meeting notes and action plans e. sign in sheets f. g,			
	h. Provide additional time outside of the school day for students in K-6th grade to master essential math grade level standards.	h. Pre and post CFA data to be monitored and based on foundational skills for mathematics	2. Teacher Hourly Rate Academic Intervention	Title 1 Certificated	500.00
	i. Provide student incentives to students who meet goals and demonstrating improvement on benchmark and interim assessments. j. Recognition for growth academically (phone calls, postcards, awards, reward	i. j.	Academic Incentives Postage	Title 1 Supplies and Services Title 1 Supplies and Services	100.00 100.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	incentives, digital shoutouts, etc)				
	k. Parent math meetings to train parents to support their children at home with improving math fluency. Parent math night to increase CCSS.	k. attendance of teachers and parents/families.			
			Parent training support/translation	Title 1 Classified	50.00
			Food	Title 1 Supplies and Services	100.00
			Parent training Materials	Title 1 Supplies and Services	200.00
			Childcare	Title 1 Classified	25.00
English Learners (EL)	l. Provide additional time for teachers to collaborate related to ELL strategies such as differentiated instruction, pre-planned questions, PPTs, Sentence Frames. m. Parent training and workshops to assist in understanding of vocabulary development. n. Provide PD for teachers focused on understanding the researched based ELD instruction strategies and their application within Math instruction.	l. ELL assessment data will be monitored by teachers will use collaborative time to work on unpacking essential standards and data analysis of CFAs, benchmarks and other assessment date. m. Agendas and Sign-In Sheets n. Daily classroom walkthroughs will be conducted for the purpose of monitoring EL support by paraprofessionals.			
			translations	Title 1 Parent Involvement	150.00
			Food and Supplies	Title 1 Parent Involvement	200.00
			Teacher Hourly Rate PD	Title 1 Professional Development	1,442.00
			Instructional Materials and Supplies	Title 1 Supplies and Services	150.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	<p>o. Provide ongoing training for SPED teachers on instructional strategies for students with disabilities.</p> <p>p. Provide professional development TK-6th grade teachers utilizing a variety of scaffolding techniques in math.</p> <p>q. Professional Development and training for Special education teachers and paraprofessionals.</p> <p>r. Teachers will construct SMART goals in the cycle of inquiry to increase the achievement in math for students with disabilities.</p>	<p>o. Goal progress will be monitored and walkthrough data</p> <p>p. Progress on IEP goals will be monitored along with assessment data with developing lesson development and differentiation.</p> <p>q. Attendance of PD</p> <p>r. Progress monitoring students with SMART goal data for math BTBF fluency.</p>	o & p Substitutes	Title 1 Certificated	500.00
			PD Participation Rate	Title 1 Professional Development	210.00
			C& I Hourly rate for PD Classified	Title 1 Classified	200.00
Other Student	s. In order for SED students to access	s. Daily classroom walkthroughs will be			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Groups Socio-economic Disadvantaged	curriculum grade level Math standards and the Standards for Mathematical Practices will be taught throughout day TK-6 throughout Distance Learning and Brick and Mortar. Additional instructional Math resources and equipment will be provided for teachers to increase instructional effectiveness in DL and BAM.	conducted for the purpose of monitoring effective use of resources, technology, manipulative and equipment.	1. Instructional Materials and Supplies	Title 1 Supplies and Services	1,000.00

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2019-2020 school year, Burbank attempted to implement the strategies/activities to increase attendance and decrease chronic absenteeism. As a result, Burbank's attendance rate was increasing and chronic absenteeism was decreasing. However, due to the COVID/Shelter in place order and school closure, we were unable to provide the EOY data to analyze. There was use of the PAL structured lunchtime activities getting students involved on days that were high absences, student and classroom incentives were provided. Social and Emotional support was provided for students with difficulties attending school with (SAS) Student Assistant Specialist support. Classes and individual students were recognized with perfect attendance. Bi-monthly (SART) Student Attendance Review Team meetings focusing on chronically absenteeism with families and staff were held and data tracked. Family Support Specialist worked with high chronic rate families to provide support and assistance. We also instituted TK/K Parent Cafe's to engage parents through networking in order to increase attendance/

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

Based on Title 1 end of the year budget 2019-2020, there were some differences due to school closure in March 2020 because of COVID/Shelter in place order. Not all strategies/activities were able to be implemented, but we were on target to meet our goal.

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

The changes made to the goal will be based on Distance Learning engagement, attendance and participation as this was not discussed in February when we did our needs assessment. All other areas of this goal will stay the same and we will continue to implement the activities/strategies that were effective. Our chronic absenteeism rate is still high. We have a Family Support Specialist that is supporting families with chronic absent students 3 days a week. We are also utilizing our SAS to work with these students. We are working collaboratively with our attendance liaison and having SART meetings and Attendance celebrations. Student incentives and recognition and class incentives will continue and additional incentives will be added. Celebrating students who have perfect and improved attendance will be recognized regularly.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Distance Learning Dashboard Data* we identified that 0-49% of All students are in need of support / intervention in the area of: Accessing Distance Learning*

To address this the school can:
provide incentives for attendance, participation and engagement during synchronous and asynchronous times.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:
SAS, FSS, BCM with support from administration will present attendance data regarding additional support needed for students/families struggling with regular attendance.

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

We were unable to get the EOY data for the 2019-2020 school year due to School closure in March 2020. We will continue to monitor DL Schoology Usage since this was not discussed in the needs assessment completed in February 2020. Overall our Chronic Absenteeism percentage decreased. There was one subgroup that minimally increased. Our overall attendance percentage rate declined by a small percentage in all sub-goups. But stayed almost consistent from the year before.

Subject: Attendance**LEA/LCAP:** LCAP Goal 1, Strategic Goal 1 and 3**Goal #3**

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2018-19 Final Data	2020-21 Data Goal Increase	2018-19 Final Data / District Preliminary Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual 95.87%	Goal 96.87%	Actual 9.5%	Goal 8.5%
English Learners (EL)	Actual 96.45%	Goal 96.95%	Actual 6.2%	Goal 7.2%
Students with Disabilities (SWD)	Actual 95.76%	Goal 96.26%	Actual 7.4%	Goal 6.4%
Other Student Groups	Actual 95.81%	Goal 96.31%	Actual 9.4%	Goal 8.4%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	a. Structured Lunchtime Activities will promote student attendance providing students with social support through various playground games. PAL	a. Daily, Weekly, and Monthly Attendance Reports (trends) will be monitored to recognize improvement and excellence.	a. Consultant Contract (Non PD - PALS)	Title 1 Supplies and Services	7,458.00
	Add additional 2 days a week for a total of 4 PAL staff to provide more time with TK-6th grade since recesses are staggered and primary and elementary have recess at the same time.		b. Student Recognition and Incentives	Title 1 Supplies and Services	2,000.00
	<p>b. Student incentives will be provided to recognize attendance (perfect and improvement).</p> <p>This can include parent participation. Parent workshops and meetings to support students with attending school regularly during distance learning and when returning to site.</p> <p>Provide Weekly Classroom Recognition for best attendance in grade level through trophies, banners, school mascot (stuffed animals), and incentives.</p> <p>Recognize daily attendance winners with award coupons donated by local</p>	<p>b Truancy patterns will be monitored to ensure poor student attendance can improve and be remedied. MONITOR: Tardy, Leave Early, Unexcused, Independent Study, and Suspensions and Distance Learning Schoology Usage.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	businesses (business partners).				
	c. Social and emotional support will be provided for students with attendance difficulties through the Student Assistance Specialist increase in days paid for by site (Cost Associated with PBIS Goal)	c. Subgroups' attendance will be monitored and analyzed for patterns.			
	d. Student Attendance Review Team Celebrations with families and students	d. MOSIS Attendance reports and data. Sign in sheets and lists of families invited	d. Student Incentives	Title 1 Supplies and Services	200.00
			postage	Title 1 Supplies and Services	100.00
	f. MTSS Meetings to support students who are not participating, engaging or attending in DL or BAM	f. MODD dashboard			
English Learners (EL)					
	g. Increase parents communication regarding importance of student attendance. Extra clerical for translation.	g. Parent Cafe, parent newsletters, report on attendance monthly, SWAY virtual newsletters	1. Postage	Title 1 Parent Involvement	200.00
			Translation	Title 1 Parent Involvement	100.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	h. Increase parent communication with parents of students with disabilities.	h. Parent Newsletters, Parent Cafe, reports on attendance via TEAMS or site meetings	h. Translations	Title 1 Parent Involvement	200.00
	i. Collaborative meetings with Program Manager, Case Manager and support provides, and families to set attendance goals for students with disabilities for attendance or Schoology Usage through DL	i. Monitoring IEP goals for attendance	i. Substitute for release	Title 1 Certificated	500.00
Other Student Groups Socio-Economically Disadvantaged	j. Institute a Burbank CARE team (teachers, administration, FSS, SAS, BCM, homeless/foster liaison, SRC, MCS attendance liaison) to meet the needs of families and students with chronic absenteeism. (No Cost with Title 1 Funds)	j. Monthly meetings and reports			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We did not meet our goal of decreasing suspension even prior to the school closure, but we did have an increase in positive school culture. Suspensions that occurred in 2019-2020 school year were for more serious offenses with prior interventions tried prior to the home suspensions. An increase in identifying the positive behaviors that were identified had increased from the prior year. We had a school wide language that focused on character traits as well as life skills on the report card. Positive and school-wide systems and procedures were implemented that promoted positive behaviors during the 2018-19 school year and suspension rates decreased in all but one subgroup. It is evident that students with disabilities were being suspended at a higher rate.

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

Based on Title 1 end of year budget March 2020, there were differences due to the school closure in March due to COVID/shelter in place orders throughout the state. Not all strategies/activities were able to be implemented. PBIS meetings were held, but some of the information was not delivered to all staff. This left a disconnect between all staff members; classified and certificated. for full implementation to support all PBIS goal. Parents were included in training of Restorative Practices, additional support for positive discipline in the home will continue to be an area of focus.

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

We will continue to build upon the school wide plan with implementation of BARK PROUD that will explicitly teach life skills and behavioral expectations. We will implement School Wide SEL curriculum Second Step through DL and BA<. Restorative practices will continue to be practiced. Staff will teach expected behaviors throughout the year. Positive incentives and recognition will be rolled out to all staff members regardless of job title. A common language surrounding behavioral expectations and praise will be used throughout each school day. There will continue to be Professional Development and training offered to teachers, staff and parents will be offered focusing on the multi-tiered supports. Practices through DL will continue since we could not discuss this in February 2020.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:
have a PBIS plan that includes incentives and SAS support.

PBIS PD

Based on Referrals we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:
Provide PD for SEL and school wide Planning

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

Overall the suspension rate at Burbank decreased during the 2018-2019 school year. It only slightly increased in one subgroup: Students with Disabilities. Data indicates that further supports need to be embedded for students with disabilities as they are suspended at a higher rate compared to other subgroups.

Subject: Attendance

LEA/LCAP: LCAP Goal 1, Strategic Goal 1 and 3

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2021 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2018-19 Final Data / District Preliminary Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual 0.9%	Goal 0.6%
English Learners (EL)	Actual 0.5%	Goal 0.2%
Students with Disabilities (SWD)	Actual 3.1%	Goal 2.8%
Other Student Groups	Actual 0.9%	Goal 0.6%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	<p>a. Provide organized lunch hour activities on the playground to promote positive student interaction and engagement. (Cost associated with attendance goal)</p> <p>b. Students to participate in school wide BARK PROUD PBIS system to increase recognition of positive behavior.</p> <p>Use of BARK Bucks \$1, \$2, \$3 for students to earn and spend at store.</p> <p>c. Provide student recognition, both outstanding students and students demonstrating improvement at monthly assemblies. Parents will be invited. All staff will participate in recognizing positive student behavior for BARK PROUD.</p> <p>d. Continue with BARK Patrol for younger and older students to work together.</p> <p>e. Daily PPT will be sent to teachers to focus on SEL.</p> <p>f. Continue with Sierra Vista Mentor Program. (No Cost of Title 1</p>	<p>a, b, c, d. Data gathered from PBIS plan rubric, as well as, MOSIS Discipline will be reviewed and analyzed by administration, the PBIS Team, Teachers (at Staff Meetings), and Yard Duty (at Yard Duty Meetings). Implementation of PBIS plan will be monitored and adjusted according to data analysis. Subgroup discipline data will be monitored and analyzed for patterns.</p> <p>b. All staff will receive \$1 Bark Bucks monthly and \$2 Bark Buck every other month.</p> <p>e. Student discipline records will be monitored, as well as, monthly checks with teacher regarding student self-esteem and behavior, as well as, data from mentors/SAS/clinicians on site.</p> <p>f. Students who are identified as Tier 2 Students will be put on a list to receive mentor support.</p>	2. Student Recognition and Incentives	Title 1 Supplies and Services	2,500.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost												
	Funding)																
	<p>g. Social and emotional support will be provided for students with behavioral difficulties (Student Assistance Specialist). This will make for a total of 5 days a week.</p> <p>h. An Additional Student Assistant Specialist to run social skills groups and a Peace Calming Room to be proactive with students who are struggling with appropriate behaviors and focusing on attendance, engagement and Participation in DL and in BAM.</p>	<p>g. Referrals and monitoring behavior after Social Skills groups as well as 1 on 1 sessions and classroom and grade level presentations. Referrals to Social Skills groups.</p> <p>h. Referrals to Calming room and classroom presentations schedule. Need based on MOSIS reports and teacher survey of needs for social emotional learning.</p>	<table><tr><td>3. Consultant Contract (non PD: SAS Additional Day) 1 days</td><td>Title 1 Supplies and Services</td><td>10,700</td></tr><tr><td>8. Consultant Contract (non PD: SAS additional person 2 days a week)</td><td>Title 1 Supplies and Services</td><td>21,400</td></tr><tr><td>3. Consultant Contract (non PD: SAS Additional Day) 1 day 1/2 the year second semester</td><td>Title 1 Supplies and Services</td><td>5,350</td></tr><tr><td colspan="3"></td></tr></table>			3. Consultant Contract (non PD: SAS Additional Day) 1 days	Title 1 Supplies and Services	10,700	8. Consultant Contract (non PD: SAS additional person 2 days a week)	Title 1 Supplies and Services	21,400	3. Consultant Contract (non PD: SAS Additional Day) 1 day 1/2 the year second semester	Title 1 Supplies and Services	5,350			
3. Consultant Contract (non PD: SAS Additional Day) 1 days	Title 1 Supplies and Services	10,700															
8. Consultant Contract (non PD: SAS additional person 2 days a week)	Title 1 Supplies and Services	21,400															
3. Consultant Contract (non PD: SAS Additional Day) 1 day 1/2 the year second semester	Title 1 Supplies and Services	5,350															
	i. Professional Development for staff for PBIS, Social Emotional Learning (SEL) and Trauma Informed Practices.	i. Agendas, discipline data monitored.	<table><tr><td>5. PD Participant Rate</td><td>Title 1 Professional Development</td><td>1000.00</td></tr><tr><td>5. Release for PD and planning for SW SEL continuum (substitutes)</td><td>Title 1 Professional Development</td><td>1000.00</td></tr><tr><td colspan="3"></td></tr></table>			5. PD Participant Rate	Title 1 Professional Development	1000.00	5. Release for PD and planning for SW SEL continuum (substitutes)	Title 1 Professional Development	1000.00						
5. PD Participant Rate	Title 1 Professional Development	1000.00															
5. Release for PD and planning for SW SEL continuum (substitutes)	Title 1 Professional Development	1000.00															
	j. Social Emotional	j. Scope and sequence															

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Additional Curriculum: Second Step to supplement base curriculum we have TK-6	of expected behaviors for TK-6th grade. Life skills Rubric and recognition with Character trait awards. Also Report Card Life Skills grades.	6. Social Emotional Learning Materials	Title 1 Supplies and Services	2450
	k. Parent training offered to parents focusing on Restorative Practices, Positive discipline and Social Emotional Learning Curriculum. Provide Childcare, materials and food.	k. Agendas and sign in sheets			
			7. Materials and food	Title 1 Parent Involvement	200.00
			7. Childcare	Title 1 Parent Involvement	25.00
English Learners (EL)	l. Parent training offered to parents focusing on Restorative Practices and Positive discipline. Provide Childcare and translation with connections to outside agencies. m. Monthly newsletters and translation n. Social skills groups for newcomers to United States and focus on appropriate social skills.	l. Agendas and Sign-in m.Monthly newsletters n. Referrals and monitoring behavior after Social Skills groups as well as 1 on 1 sessions and classroom and grade level presentations.			
			1. Materials and Food	Title 1 Parent Involvement	250.00
			1. Childcare	Title 1 Parent Involvement	25.00
			1. Translations	Title 1 Parent Involvement	250.00
			2 & 3 materials and supplies	Title 1 Parent Involvement	200.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	o. Collaboration with parents, Program Manager, teachers and support providers for students with disabilities.	o. Progress on IEP Goals, discipline reports	1. Release time for teachers	Title 1 Certificated	1,000.00
	p. Professional Development and training offered for staff to implement behavioral modifications for students with disabilities.	p. Agendas and sign-in Sheets	2. Participant Rate	Title 1 Professional Development	250.00
	q. Individual Behavioral charts and incentives based on needs for students with disabilities.	q. Referrals in MOSIS	3. Student Recognition and Incentives	Title 1 Supplies and Services	200.00
Other Student Groups Socio-Economically Disadvantaged	r. Parent training and support meetings for students who are Socio-Economically Disadvantaged.	r. Agenda and sign-in	1. Materials and Food	Title 1 Parent Involvement	200.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
			<hr/>		

Section 4 Academic Equity, Opportunity, and Awareness/Graduation Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness/Graduation Rate 4 year Cohort

SPSA Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

N/A

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

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

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS/GRADUATION

Based on Grades we identified that 0-49% of All students are in need of support / intervention in the area of: intervention

To address this the school can:
incorporate more opportunities for intervention during the school day and before and after school.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS/GRADUATION PD

Based on Observations we identified the following area of need in professional development Support with Teaching in Distance Learning*

To address this the school can:
ensure that we provide training and support to families in DL environment and ensure parents have access to technology to receive support.

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

Subject: Graduation Rate 4 year cohort

LEA/LCAP: LCAP Goal2, Strategic Goal 1

Goal #5

Graduation Dashboard Data 9-12 Only

	2018-19 Final Data / District Preliminary Data	2019-20 District Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual %	Goal %	Goal %
English Learners (EL)	Actual %	Goal %	Goal %
Students with Disabilities (SWD)	Actual %	Goal %	Goal %
Other Student Groups	Actual %	Goal %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	a. Students will have exposure to culturally diverse books and posters	a. walkthroughd will be used to ensure students are exposed to various cultures as well as schoolwide Schoology read alouds.	posters/books	Title 1 Supplies and Services	500.00
	b. Assemblies wuth focus on diversity and education	b. Informal conversations and feedback will be used to monitor effectiveness	Assembly COsts	Title 1 Supplies and Services	1500.00
	c. Career Fairs/Guest Speakers to expose students to a variety of career opportunities	c. Career fairs/guest speakers with an exposure to different career paths	presenter costs, materials and food	Title 1 Supplies and Services	500.00
English Learners (EL)	d. Book Study opprotunities for staff to participate in	d. agenda and guiding questions			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
			Participant Rate	Title 1 Professional Development	1000.00
Students with Disabilities (SWD)	e. PD on inclusive practices to maximize time students are in the classroom	e. classroom observations of inclusive practices		Title 1 Professional Development	248.00
Other Student Groups	f. Intervention opportunities through DL and BAM for struggling students	f. Pre and post tests in RISE, CFUs in Classes if using VSS			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 6

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Although Parent Involvement and engagement was not an official goal for Burbank during the 2019-2020 school year we believe it is an integral part of student success and growth achievement. We will continue to provide opportunities for Parent engagement and involvement through DL and BAM settings.

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

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

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student in distance learning*

To address this the school can:

provide supports/training and ensure that parents have access to technology and devices

provide training opportunities for parents/guardians to become familiar with apps students are using.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from Student, Parent and Community Support Services we identified the following area of need in professional development PLC release time

To address this the school can:

providing training to staff to support families in Distance learning.

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

Subject: Parent Engagement

LEA/LCAP: LCAP Goal2, Strategic Goal 3

Goal #6

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	a. Parent Cafe for training and networking DL or BAM	a. meeting agendas and sign in sheets			
			Materials and Food	Title 1 Parent Involvement	300.00
	b. Parent nights to support CCSS and DL learning	b. Make and takes for parents tied to CCSS			
			Child care	Title 1 Classified	300.00
	c. Devices for parents to check out for meetings.	c. data will be collected for parent participation throughout year			
			Devices for parents to check out	Title 1 Supplies and Services	5800.00
English Learners (EL)	d. Parent Cafe topics to relate to EL strategies to support them at home.	d. Translation and clerical			
			Materials and food	Title 1 Parent Involvement	300.00
			Clerical for translations	Title 1 Classified	200.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	e. Parent Cafe topics to include SWD and strategies to support learning at home	e. Agenda and sign in			
			Materials and food	Title 1 Parent Involvement	300.00
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
<p>Provide intervention during the school day that will provide prescribed ELA foundational reading skills to increase grade level reading proficiency.</p> <p>Reading intervention training will be provided for staff to identify and address student needs and implement a systematic intervention program with assistance from our DIF.</p> <p>Direct Instruction Curriculum Intervention program materials will be used including, but not limited to: Phonics for Reading, Reading Mastery, Language for Learning, Corrective Reading, Rewards</p> <p>Provide students with additional supports and interventions with para support in order to reduce the size of intervention groups focused on developing English proficiency and foundational reading skills to increase the number of reclassified students.</p>				ELA Goal 1
	Instructional Paraprofessional (5 hr)	Title 1 Positions	26,016	
	Instructional Paraprofessional (5 hr)	Title 1 Positions	26,016	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	52032	0.00
Title 1 Professional Development	10879	0.00
Title 1 Parent Involvement	3750	0.00
Title 1 Certificated	6770	0.00
Title 1 Classified	1925	0.00
Title 1 Supplies and Services	82708	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$158,064
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$158,064.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2020 - 2021 SCHOOL SITE COUNCIL (SSC) MEMBERSHIP Elementary (K-6) SCHOOL: Burbank Elementary School
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Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Jason Yoki Term: 2020-20201 - 2021-2022 XPARENT Community Member	1. Name: Kristen Panou Principal
2. Name: Karen Quinonez Term: 2020-2021 & 2021-2022 Parent XCommunity Member	2. Name: Jennifer Borba Term: 2020-2021 & 2021-2022 Teacher
3. Name: Melody Hilton Term: 2020-2021 & 2021-2022 XPARENT Community Member	3. Name: James Osmuss Term: 2020-2021 & 2021-2022 Teacher
4. Name: Delia Revollero Term: 2020-2021 & 2021-2022 (PARENT) XPARENT Community Member	4. Name: Cameron Stephens Term: 2019-2020 & 2020-2021 Teacher
5. Name: Gloria Gomez Term: 2019-2020 & 2020-2021 (PARENT) XPARENT Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Mayra Cisneros Term: 2019-2020 & 2020-2021 Other School Staff