

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Burbank Elementary School

50711676052641
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 24, 2023

Local Board Approval Date

June 20, 2023

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:

Contact Person: Radhika Dinesh
Position: Principal
Telephone Number: (209) 574-1962
Address: 1135 Paradise Road
E-mail address: dinesh.r@monet.k12.ca.us

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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 and playgrounds are well-kept by a caring custodial staff. Burbank's cafeteria contains an expanded cafeteria and kitchen, along with five offices/mini-classroom and a staff lounge. During the summer of 2020, Burbank installed a new single point of entry with a larger office and connected the nurse's office to the main office. There are approximately 550 students enrolled in 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 22 General Education Teachers, 1 Resource Teacher, and 1 Speech and Language Pathologist. TK-6 teachers teach English Language Arts in the classroom 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 also have a Prep Provider teacher 4 days a week and 2 Computer Literacy Teachers (1 who is 5 days a week and 1 who is 1 day a week). We also will have an MTSS Instructional Coach who will support our students and staff. The MTSS coach will also have a team of 5 paraprofessionals to support intervention. This time during the day will be called PAWS. This stands for Positive Actions With Support.

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 have time for individual grade-level PLCs to discuss the Cycle of Inquiry. The collaborations are planned and facilitated in coordination and advisement with 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 through the RISE program that is offered before and after school. Academic interventions target students who are most in need based on DIBELS assessment scores (see Section 4 - School Goals) and student progress is monitored through these same assessments throughout the school year. Instruction for academic intervention is presented using the adopted curriculum and supplemental materials.

Behavioral interventions have been implemented at the site using 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 an 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 is for accepting of all, R is for responsible in all situations, 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 PBIS points that may be collected and used to purchase incentives on the online PBIS 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 an FSS (Family Support Specialist) to support our students and family needs especially in regards to attendance.

Students have the opportunity to participate in the ASES Program, our after-school program. 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. ASES also hosts family paint nights, to encourage family and community involvement, hosted by the school principal. The director is in communication with the school administration through a collaborative effort for the benefit of all students.

Parents are more involved with the school, attending ELAC, SSC, "Pastries with Parents" with our Center for Human Services providers and BARK PROUD Parent Building Blocks Workshops/meetings, with teachers and administrators now that we have been able to have them in person. The school site leadership team continues looking at various ways to further involve the parents. The parent workshops will include strategies on basic reading skills, basic math facts, and strategies for English language learners. We will continue to have parent nights for literacy and math.

We are part of Modesto City Schools Elementary district.

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 database 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 which 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.

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
- ☒ Comprehensive Support and Improvement

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.

The instructional core implemented at all grade levels, gives student accessibility to rigorous content. The board-adopted curriculum is rigorous and is necessary to meet the state assessment requirements. However, the 2022-2023 school year has been the first year where all classrooms were fully staffed and the instructional core was the focus. Although many professional development sessions were available to teachers, only a few of the teachers on our campus took advantage of the opportunities. Burbank Elementary is identified as a CSI school due to the ELA, math and science scores on CAASPP and CAST. Attendance has always been an area of focus also. To address the CSI status of Burbank Elementary, AVID will be implemented. In addition, small group instruction for reading and math will be an area of focus. The schedule of the small group instruction as well as the delivery of that curriculum will be analyzed through a critical lens.

Resource Inequities

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

An after school intervention developed and implemented by the expanded learning program at the district level, was not optimally effective. First of all, the class sizes for the intervention groups were too large so many of the students did not get full access to the curriculum or the lessons. The students chosen to participate in the program scored far below grade level on their DIBELS. The students in this group are so far below that they often cannot access the material presented. Therefore, they are the ones who are typically disruptive in class. Many of the students who were bored or didn't understand the material, were the ones who were disruptive and after three referrals were removed from the program. Other children started strong with the program and then parents were hesitant to bring them and therefore, the additional instruction for them stopped.

Another inequity is with our MTSS model. The MTSS small group instruction is delivered by teachers and paraprofessionals. The teachers as well as the paraprofessionals have large groups during this time and it was difficult to address all of the students' needs.

Section 3 Educational Partners 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 2022-23 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 2022-2023 SPSA which included the analysis of quantitative and qualitative data to determine the effectiveness within each goal, activities to continue, discontinue and to revise. This occurred during February and March 2022 SSC, ELAC, Site Leadership and staff meetings.

Input: From the leadership team - When we are focused on the students in the "red" group, how are we to address those that are on grade level or above grade level?

Involvement Process for the 2023-24 SPSA and Update

Using input from all stakeholders: SSC , ELAC, School Leadership team and site teachers reviewed the evaluation of the 2023-2024 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included in providing all stakeholders with the prior SPSA. This process occurred during SSC, ELAC, and site leadership meetings during April and May of 2023.

Input: From the leadership team: They would like to have more professional development opportunities for teachers. Also, the team is interested in more district coaches coming in to do professional development sessions with the teachers.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Based on data analysis using DIBELS, IBA and progress monitoring, the SPSA plan was partially implemented. Based on ongoing data analysis throughout the 2022-23 school year, there were some strategies used effectively and some used ineffectively or without fidelity. Prior to COVID school closures SPSA plan called for additional, training for School Wide intervention using the MTSS model. We had a MTSS plan in place that began in Summer School 2021 and all other teachers were trained and ready to participate TK-6 by the start of 2022. To optimize the effectiveness of the PAWS time, all teacher trained in DIBELS 8 to support the consistency with the site when analyzing data. DIBELS is used to increase opportunities for progress monitoring and teaching to the data retrieved from the monitoring. Burbank showed a decrease in the number of students in the "well below" category with their composite scores. Phonemic Awareness (PSF) a significant measurement for kindergarten improved by 46% from the beginning of the year to the end of the year. This "well below" grade level data will be used to create the rosters for summer school, but it is also open to families that would like their students to join the summer session. We are also using this information to plan for the 23-24 school year. In December, with the progress monitoring incentive, teachers were able to use this data to drive their instruction whole class as well as pre-teach/re-teach lessons, to close gaps that students may have had. With this data we look at Mastery tests for our Positive Actions with Supports (PAWS) time to ensure students are making growth in the skills necessary to close the gaps for reading fluency and accuracy. Administrators, teachers, MTSS coach, CIPD ELA Coaches met to discuss individual classroom, lesson design and progress monitoring. We also identified students that needed further language development and began supporting these students in the classroom during Designated ELD. Teachers were trained in CRR and LETRS.

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

In recognizing the need for teachers to be encouraged to continue the momentum for student achievement, substitutes were provided for teachers to do a data dive with ELA coaches and have lesson demonstrations. Some strategies were not implemented with fidelity and not tracked, as there was no set timelines for progress monitoring. We also needed to address concerns of attendance and behavioral concerns to ensure safety of all students on campus, which impacted some strategies not being fully implemented or only partially planned. The progress monitoring incentive helped get all of the teachers on board, but the follow up after getting the data needs to be the focus for next year. We will continue to implement our strategies that were partially or not implemented in then 2023-2024 school year.

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 goals of the ELA 2023-2024 SPSA will continue with a focus on fidelity and full implementation. The 2022-2023 School year will provide base line data using DIBELS /Wonders Benchmarks and IBAs as a metrics moving forward. We will also use our data from our MTSS program, Positive Actions With Supports

(PAWS) to provide data on student growth and outcomes to prepare for the 2023-2024 school year. We have increased time for teachers in the 2023-2024 to not only progress monitor, but also have time to discuss the results in additional PLC time. We will use data to support unfinished learning in our PAWS time as well as tiered supports in the classrooms with activities to support student growth. We will also continue to support English Language acquisition to improve reclassification rates as well as monitoring our EL students, and RFEP/IFEP students. The data continues to show a need for language development throughout the school. We will continue to provide training to paraprofessionals that support our PAWS (MTSS) program as well as other staff through the GRR coaching model. We will continue to work on moving over on the PLC rubric when working through the inquiry model to support student achievement. Any changes and updates to the SPSA for the 2023-2024 school year will support student growth and achievement.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 70-89% of All students are in need of support / intervention in the area of: Reading Comprehension

To address this the school can:

Implement targeted intervention groups based on student needs. Use PLCs and CRR to target reading comprehension in all grade levels.

ELA PD

Based on PLC input we identified the following area of need in professional development PLC release time

To address this the school can:

Provide substitutes for release time to conduct data dives and to enhance the PLC process through the Reeves year long professional development.

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

English Language Development (formative data from teachers as well as Summative), Written grades from report cards, foundational literacy development (formative and summative data from teachers) and grades on report cards. We will focus on calibrating grading equity using standardized rubrics to provide clear feedback on areas of need and growth for the grade level standards.

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

Based on the 22-23 school year data all grade levels need to improve in English Language Arts standards. Students with disabilities and English Language Learners are two subgroups that need strategic support to improve their academic achievement. Students did not show improvement on the ELA CAASPP. The 2023-2024 CAASPP data will be used as a baseline to see unfinished learning. All grade levels, except third grade decreased the number of students in the red from the beginning of the school year until now. There still needs to be a strategic focus on English Language Development and foundational skills. During 2023-2024, we will continue to progress monitor all students and give teachers time to complete the DIBELS assessments. With the data, teachers can analyze next steps for the students to increase achievement.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Decrease students in the red by 17 % from the BOY to the EOY DIBELS score in each class.

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -83	Goal -57
English Learners (EL)	Actual -38	Goal -21
Students with Disabilities (SWD)	Actual -152.6	Goal -145.6
Other Student Groups Socioeconomically disadvantaged	Actual -105.2	Goal -88.2

	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)	Professional Development for teachers during the school day. Substitutes will be provided for curriculum development training/coaching. Continue to monitor and discuss progress monitoring for PAWS (Intervention as well as DIBELS) Cost Shared with Math Goal	Work with the school leadership team and finalize what professional development the teachers would want. During collaboration meetings, the members of the leadership team will discuss areas that professional development will be provided to teachers.	Substitute Teachers	CSI Funds	7311
			Professional Dev. Participant Rate	Title 1 Professional Development	2447
			Reeves training/coaching	CSI Funds	74483
			Site Leadership Training	CSI Funds	3356
	Supplies for the classroom and the intervention classes to support growth in ELA and ELD	Classroom walkthroughs. Data collected from progress monitoring.	Supplies and Services - Reprographics, books,	Title 1 Supplies and Services	2500
			Supplies for intervention such as books, journals, leveled readers	CSI Funds	3745
	Teachers will put students on the SST list if they have any academic or behavioral concerns.	Data collected from benchmarks and/or referrals on MOSIS	Substitute Teachers	Title 1 Certificated	1225
			Teacher Curr. Dev Hourly	CSI Funds	88

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Support Enrichment opportunities that tie to ELA Standards through Community Experiences with Field Trips to enhance the students knowledge of real world.	Data collected and feedback from the field trips. Each field trip will be tied to the grade level standard.	Transportation	Title 1 Supplies and Services	6000
			Admission	Title 1 Supplies and Services	3000
	Provide students with additional supports and interventions with teachers and paras to increase the number of students in the yellow category on DIBELS	Progress monitoring and mastery tests for Intervention Programs.	Additional Classified hours	CSI Funds	2055
	Incentives for students who reach their reading and math goals.	Weekly and monthly incentives for students who reach their academic goals	Student Incentives	Title 1 Supplies and Services	921
	Research to implement AVID strategies	Progression towards AVID implementation based on timeline	AVID Conference	CSI Funds	12000
	Implementation of AVID	Supplies for students and teachers to implement AVID schoolwide	Indirect costs	CSI Funds	6349
			AVID supplies	CSI Funds	20000
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	Provide teachers and paraprofessionals time to discuss the progress of the EL students. This subgroup needs to increase reclassification rates year over year. Ideally, the students coming to Burbank will reclassify by 3rd grade.	Progress monitor the EL students along with pre and post tests to track growth.	Paraprofessional Support for Intervention	Title 1 Classified	11483
	Instructional Materials and Supplies to support Language Acquisition	Pre and post test results/progress monitoring	Books	CSI Funds	5000
	Additional after school professional development for teachers on Summative ELPAC, integrated ELD and designated ELD instruction	Teacher attendance for after school professional development on ELPAC and sign in sheets	PD Participant Rate	CSI Funds	4079
Students with Disabilities (SWD)					
			PD Curr. Rate	CSI Funds	8000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide teachers with release time during the school day to discuss data related to subgroup. <hr/>	Substitutes for half days to complete data dives. <hr/>			
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Other Student Groups	<hr/>	<hr/>	<hr/>		
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Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Based on data analysis using SWUN Benchmarks and CAASPP, the SPSA plan was implemented. Based on ongoing data analysis throughout the 2022-23 school year, there were some strategies used effectively and some used ineffectively or without fidelity. In the 2022-2023 school year, Burbank was teaching the curriculum with fidelity. However, discussions are to be had surrounding the question, "what happens when I have done everything and yet, students are not understanding the material?" All teachers have completed three years with the same SWUN coach. They all completed data dives, SBAC training, and training on ELD strategies throughout the 22-23 school year. Burbank showed a drop in scores from Benchmark one to Benchmark two. The plan for next year will be to increase the time spent on fundamentals and BTBF. More parent meetings with math as the focus, will help families learn how to support their students at home. After analyzing data with our coaches, we will have a strategic plan in place to move the scores forward. With the additional support on fundamentals, the effectiveness of the SPSA will be noticeable.

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

With the math strategies suggested by the SWUN coach, the teachers were able to complete the math walls, and place emphasis on the academic language in the classroom. With the concentration on the fidelity of the delivery of information, the scores for on the benchmark assessments did not improve significantly from volume 1 to volume 2. The delivery of the structured guided practice was effectively done as seen with observations. However, the outcome of the scores did not indicate students were understanding the material. The bridge between the delivery of good first instruction to gradually releasing responsibility has levels absent so students are not making the connections necessary to retain the information. Coupled with the materials in class and the math lessons being delivered with fidelity, the 2023-2024 school year will include foundational skills practice sessions before and after school. The parent building blocks will also have math sessions and workshops to support students at their grade levels.

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 goals of the Math 2023-2024 SPSA will continue with a focus on fidelity and full implementation. The 2022-2023 School year will provide baseline data using SWUN Benchmarks as a metrics moving forward. We will also use our data from our PLC common formative assessments, to provide data on student growth and outcomes to prepare for the 2023-2024 school year. We have increased some funds to shift to staff trainings to support these areas. We will use data to support unfinished learning in our tiered supports in the classrooms with activities to support student growth. We will continue to provide training to staff through the GRR coaching model. We will continue to work on moving over on the PLC rubric when working through the inquiry model to support student achievement. Any changes and updates to the SPSA for the 2023-2024 school year will support student growth and achievement.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark we identified that 70-89% of All students are in need of support / intervention in the area of: Basic Math Facts

To address this the school can:

Provide extra support materials and time for teachers to work with their students on basic math facts.

Provide before and after school sessions to work on math fluency and basic math facts. Teachers will be compensated their hourly wage.

MATH PD

Based on Assessment Data we identified the following area of need in professional development CIPD Support

To address this the school can:

Provide math training and planning time in addition to the SWUN coach time that teacher have had for three years.

Provide Math workshops for parents and students

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. Additionally, student engagement and checking for understanding tools will be expected in math lessons, and reaching consensus with all students at the closure of a lesson. The math lessons will all include the extra student practice. Although it is extra practice, these are the questions the benchmarks are based on.

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

All teachers made great strides in implementing strategies and math practices that they gained from coaching opportunities with MCS math coach and SWUN coach. They will continue with year 4 of the coaching model from SWUN with co-teaching experiences as well as data dives.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Increase distance from standard by 15 points or maintain green/blue status Fall 2022 CA dashboard.

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -102.9	Goal -87.9
English Learners (EL)	Actual -105.9	Goal -90.9
Students with Disabilities (SWD)	Actual -152.6	Goal -137.6
Other Student Groups	Actual	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)	TK-6th grade teachers will be given the opportunity to participate in extra grade level collaboration time to discuss areas of need for students. In addition, during the school day, teachers will be provided time, with a substitute provided, to collaborate on the units and to create common formative assessments. Funded Under ELA Goal	Informal walk throughs during the math block. Observe students and how much they are participating. With the specific planning, teachers will create common formative assessments based on district benchmark. They will do backwards planning with the end goal in mind.	Additional funds for substitute	CSI Funds	4000
	Targeted math intervention for English Language Learner students before and after school tutoring. Funded Under ELA Goal Funded Under ELA Goal	Pre- and Post Assessments			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	VP monitors students with an SST and will provide teachers with extra strategies to move students forward.	Data collected from the math benchmarks, BTBF and final checks will be discussed during the SST meeting			
	Purchase supplies and instructional materials to support staff in providing GIFT.	Classroom walkthroughs and feedback given to teachers. Materials purchased for teachers who need to enhance providing GIFT.	Instructional supplies for math	Title 1 Supplies and Services	2000
	Site Leadership team requested additional professional development to enhance curricular expertise.	Join professional development sessions	Professional Development Opportunities	Title 1 Professional Development	14469
English Learners (EL)					
	English learner students' math benchmark assessments and constructed responses will be monitored by teachers and discussed in the PLC meetings to see if any changes need to be made to the instruction.	The teachers will progress monitor English Language Learners using interim assessment tools and common formative assessments to test for math achievement and make instructional decisions regarding math intervention.	Participant Rate	Title 1 Professional Development	5000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide additional time for teachers to specifically collaborate related to Math. Language Learner strategies such as composition of sentence frames and intentional planning to help our English Learners.	The Burbank leadership team will have release time to discuss math units of study specifically geared for English language learners.	Subs for Academic Conferencing	Title 1 Certificated	4528
Students with Disabilities (SWD)	Provide ongoing training to special education teachers related to instructional strategies for students with various disabilities.	The principal will conduct walk throughs and data will be used to progress monitor the use and effectiveness of math intervention program.			
		Assessment data will be used to assist with lesson development and reteaching.	Subs for Sped Teachers to discuss progress	CSI Funds	2025

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Teachers will progress monitor students using district benchmark assessments to ensure math achievement or progress.				
	Teachers being evaluated will construct goals aimed at increasing math achievement for Students with Disabilities.	Teachers being evaluated will use the benchmark data for math to see if students are progressing based on their goals. In February, teachers will compare their goal to student achievement.			
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 2022-2023 school year, Burbank attempted to implement strategies/activities to increase attendance and decrease chronic absenteeism. Implementation of strategies increased our attendance overall and decreased our chronic absence rate in the 2022-2023 school year. The monthly "Party with the Principal" events were a great incentive for students to come to school every day and on time. With the gradual increase in the time counted towards the reward, students were able to experience after one week in August, two weeks in September and then monthly beginning in October. There were about 100 students on average with perfect attendance for an entire month. To address the chronic absenteeism, SART meetings were held in a timely manner and letters were mailed out. The SART meetings will be held every week and/or every two weeks. Families attended SART meetings and were able to speak to why their student was not at school. Our attendance liaison and school principal made several home visits to see why students were not attending school regularly.

Activities such as STEM/STEAM activities and indoor fun from Tuesday through Friday, encouraged many students to come to school early. In addition, announcements were recorded with students every morning. Students who were frequently tardy were chosen to participate to encourage them to arrive to school early. A new School Support Manager was assigned to the front gate to welcome students and families. This assisted those students who were often hesitant to attend school. The additional incentives with PBIS and with perfect attendance rewards help increase Burbank's attendance by 3.10%. The percent is at 90.47%.

In the upcoming 23/24 school year, Burbank administrators will work closely with our SRC to selectively approve independent studies based on attendance and academic performance. Students were approved for independent studies strictly based on the number of requests. However, students who are struggling in an area need to be in school in order to make improvements. The importance of attendance will be emphasized in the monthly parent meetings and the attendance policy will be sent home with the monthly Bulldog Bulletin.

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

Even though several activities were implemented before school and during the day to attract students to school, the absent rate did not improve drastically. The improvement was seen, but not in all grade levels. In addition, students were at school and on time when they were in the country. Several students were approved for independent studies and most of them completed the work. What was discovered is that the direct instruction from the teacher can't be replaced with a worksheet.

The strategies to encourage students to come to school were fun, but the students who were chronically late or absent, were still absent. Parents who were allowing students to miss school with excuses, continued to

do so. The goals for absenteeism will be two fold. We will continue to implement STEM/STEAM activities as well as Wacky Wednesday and Fun Friday.

Adding to the budget expenditures this year will be workshops for parents on absenteeism and the effects of not being in school. The home/school connection will be developed from the beginning of the school year so parents feel connected to the school and therefore will bring their kids to school on time. Most of the time, it isn't the parents fault that the students aren't at school.

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.

In addition to the positive reinforcement for good attendance, Burbank will have the FSS and two SAS providers to contact families when students fall into the chronic absent category. The parents will also be a part of the process for getting students at school and on time.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

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

To address this the school can:

The school will continue to monitor student attendance closely and will increase the attendance rate while decreasing the chronic absence rate.

ATTENDANCE PD

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

To address this the school can:

The SAS, FSS, and BCM will get involved in the attendance situation early in the school year. Instead of waiting until after winter break, we will get the behavior specialists involved in why students are absent or late.

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

In addition to the incentives at school for students, administrators will encourage families to attend the parent building blocks. The meetings will emphasize the importance of attendance.

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

Although we did increase the attendance rate by 3.10% in the 2022-2023 school year, we recognize the rate is still considered low. Our goal is to be above 98% on a consistent basis in the 2023-2024 school year. We will continue to monitor our attendance rates, tardy, and chronic absenteeism rates.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance rate by 0.5% or to 98%. Decrease chronic absenteeism by rate 1%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 90.47%	Goal 98.47%	Actual 33.72%	Goal 32.72%
English Learners (EL)	Actual 91.43%	Goal 99.43%	Actual 26.95%	Goal 25.95%
Students with Disabilities (SWD)	Actual 88.13%	Goal 96.13%	Actual 53.33%	Goal 52.33%
Other Student Groups	Actual %	Goal %	Actual %	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)	Daily, weekly and monthly activities to recognize students with perfect attendance. The activities are structured by yard duties during recess and lunch. Administrators will organize activities in the PBIS room funded with PBIS goal.	Daily, Weekly, Monthly Attendance reports (trends) will be monitored to recognize improvement and excellence. Students who are tardy and absent will be monitored on days we have activities.	Student supplies for attendance	Title 1 Supplies and Services	3000
	Student incentives will be provided to recognize students with perfect attendance. The celebrations will be weekly at first and then monthly. Finally, students will be recognized for perfect attendance for the entire school year.	Monitor & Track attendance using MODD & PowerSchool	Student Recognition and Incentives	CSI Funds	2500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>The Vice Principal and SRC will monitor attendance on a daily basis. Classes with perfect attendance will be announced. Monitor and track chronically absent students and hold meetings with parents accordingly.</p> <p>The CHS providers will be consulted if necessary to help with the chronic absenteeism.</p>	<p>MODD< MOSIS & PowerSchool attendance Reports MCS Dashboard, & PowerSchool</p>			
	<p>Social and Emotional Support will be provided for students with attendance difficulties through Student Assistant Specialist along with the Vice Principal.</p>	<p>Subgroups attendance will be monitored for patterns</p>	<p>Consultant Contract SAS Student Assistant Specialist</p>	<p>Title 1 Supplies and Services</p>	<p>50,200</p>
English Learners (EL)					

	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)					
	Increase Parent Communication with parents of students with Disabilities on Attendance Funded under Parent Involvement	MODD Dashboard Monitoring for attendance	Administrator Presentation cost	Title 1 Parent Involvement	842
	Collaborative Meetings with program Manager, case manager, support providers and families to set attendance goals for SWD.	Monitoring IEP goals and attendance.			
Other Student Groups					

	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: 2022-23

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 2022-2023 school year, there were only three total suspensions the entire school year, none of them were students with disabilities. We did have an increase in referrals and incidents as the administrators and teachers were documenting incidents. The weekly PBIS goals and challenges showed an increase in proper behavior as students looked forward the PBIS points. The students were exhibiting the character trait of the month and were recognized at the BARK proud awards every month. The Vice Principal continually updated the PBIS store to include items the students wanted and therefore the students continued to collect points to shop at the store. In addition to the PBIS points given with coupons, teachers were on board to give points on our PBIS rewards app. The students were given lanyards with qr codes to make it easier for staff to scan and give students points. In addition to the challenges and points given, the daily announcements included a mission statement and the bark proud pledge and included all of the characteristics that students should exhibit.

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

We supported staff, parents, students through announcements, lanyards, points, and meetings. The students responded well to the positive reinforcement. The budget for student incentives is increased for the 2023-2024 school year to include more rewards schoolwide.

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 schoolwide character building will be reinforced through weekly challenges, monthly meetings and daily announcements. In addition, Second Step will be used to teach coping skills and encourage positive reactions to situations. The restorative practices will continue and the PBIS room will be utilized for not only rewards, but also social skills groups throughout the week.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents 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:

PBIS points and skills will be reinforced. The restorative practices will be conducted each time and the restorative circles will include not only the students, but also the families.

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 on SEL and Full Implementation School-Wide

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

In review of the accident reports on the campus, it is discovered that the process needed to be streamlined. The yard duties and front office staff will be able to follow up with the students, nurse and families. With the new system, the parents will be contacted in a timely manner.

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

During the 2022-2023 year, the suspension rate decreased by .48%. The suspension was down due to the various interventions in place for students needing extra assistance in coping with situations. The students as well as families, were informed and involved in the situation.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Goal was to decrease suspension rate by .4% and it was met with a decrease of .48%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual .32%%	Goal -.02%
English Learners (EL)	Actual 0%	Goal 0%
Students with Disabilities (SWD)	Actual 0%	Goal 0%
Other Student Groups	Actual %	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)	Organized activities by our yard duties which are announced during morning announcements. Students will be engaged in activities and therefore won't be involved in inappropriate behavior.	Referrals and incidents monitored during lunch time and before school			
	PBIS store to purchase items using points	PBIS store activity	Student Incentives	Title 1 Supplies and Services	3000
	Assemblies to recognize students for good behavior. BARK proud awards where all staff members can nominate a student and not just the teacher.	MODD Discipline Data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Social Emotional Supports will be provided for students with needs (SAS) Funding shared with attendance goal</p> <p>Sierra Vista mentoring program (No Cost to Title 1 Funding)</p> <p>The PBIS room will be used to have social skills groups.</p>	MODD Data referrals, incidents, suspension, attendance	Instructional materials/supplies	Title 1 Supplies and Services	1500
			Consultant Contracts	CSI Funds	5000
	<p>PD for staff and teachers on how to use PBIS rewards. How to incorporate the PBIS strategies in the classroom. PBIS classroom will be the social development room.</p>	MODD Discipline Data and data in MOSIS	PBIS QR codes and supplies for the PBIS room	Title 1 Supplies and Services	2157
English Learners (EL)					
	Monthly Newsletter for families which will include one SEL concept per month.	Sent on Parent Square	Materials from Second Step and materials for Parent Building Blocks		

	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)					
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Academic Equity and Opportunity is an integral part of student success and growth achievement. We continued to provide hybrid opportunities for parents for parent engagement. We were able to engage parents in workshops on ELA, Math and ELD strategies. We focused on learning loss with families during the Parent Building Blocks. The times did not make it accessible for all parents. Therefore, the parent meetings will be in the mornings and additional workshops on ELA and Math will be provided for students and their families. The materials for both ELD, ELA and math were provided to parents by grade level, but the time spent was not enough.

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

In order to include all families, we are having meetings in the mornings after morning drop off and will have an additional session in the evenings. With the dual timings, the parent participation should increase. The time spent in the morning meetings was not enough. Therefore additional hands-on workshops will be set up during the evenings for families to come and learn how to help their child with mathematics at home.

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 with these activities and supports in the SPSA. The focus and plan for Academic Equity, Opportunity & Awareness will be grade level reading for grades TK-6. The Multi Tier Support System MTSS (PAWS) Positive Actions With Supports, specifically target reading difficulties and provides on level and enrichment literacy instruction. The program has imbedded frequent assessment meant to move all student towards proficiency through fluid grouping. In addition, students who are on grade level and above will receive instruction at their literacy needs. School wide resources and strategies will be focused on Reading Fluency for k-6 utilizing ongoing program assessments and DIBELS assessment data.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Grades we identified that 50-59% of All students are in need of support / intervention in the area of: intervention

To address this the school can:

Increase the number of intervention groups.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Analysis of Assessment Data we identified the following area of need in professional development
Access to specific PD

To address this the school can:

Provide professional development in the area of teacher and para lesson design and delivery of both Core and intervention curriculum. A focus on engagement strategies for intervention curriculum is an imperative. A continued focus on engaging students using language and literacy in all content areas using the four domains of listening, speaking, reading and writing. Teachers will Intentionally plan lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.

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

From the data, it is evident that the EL students are not progressing. The levelized instruction for students is not accessible to all of the students because some of them are still not able to keep up with the small group. When assessing them on their mastery tests, the teacher needs to be consistent on all other factors in order for the test to be accurate.

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

The need is for the grades and evaluations of student work is essential. Every teacher, especially when it comes to grading, needs to be as objective as possible. The rubrics for writing should be agreed upon ahead of time. The writing will be discussed in the staff meeting.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Burbank will decrease by 10% the percentage of students scoring at the intensive range (WBB) as measured by the DIBELS 8 BOY to EOY subtests in K-6 grade.

	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)	All students from grades TK-6 will have reading instruction at their level based on their BOY DIBELS scores	Progress Monitoring will take place weekly or bi-weekly. The data will be used to group students according to their level	Substitutes for 1/2 day one day per trimester	CSI Funds	2500
English Learners (EL)	Developing lessons for EL students that are equitable and accessible	EL - Formative assessments	Subs for leadership team to work on CFAs	CSI Funds	3500

	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)	Students have access to curriculum with RSP support and intervention support	Use scaffolds with the district adopted curriculum			
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

A total of nine parent classes were held during the 2022-23 school year. Parents were surveyed during the 2022-2023 school year and they requested classes regarding strategies to assist their children with ELA and Math, Positive Discipline, and social/emotional supports. We focused each meeting on each of these areas. In addition, we provided free books for families to take home. The parents especially liked the math strategies. For the 2023-2024 school year, the parent meetings with strategies will be presented in the mornings and workshops will be held after school, around 5:30. The Pastries with Parents with our CHS will continue in the mornings.

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

We will couple the parent meetings with our Second Harvest grocery distribution. The turnout on a day with Second Harvest was around 50 parents, and days without Second Harvest was less than 20.

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.

Increased outreach to families utilizing the Parent Ambassador, Burbank Website, flyers, dialers and teacher to parent communication (using technology platforms). Offer workshops during different times in the day to accommodate parent schedules.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student literacy

To address this the school can:

Teachers and Administrators will present professional development sessions with parents that explain what each grade level needs to learn before moving to the next grade. Teachers will be asked to volunteer if they would like to be a part of it. The principal will be the presenter on each of the building blocks day.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on PLC Input we identified the following area of need in professional development PLC release time

To address this the school can:

participate in developing parent curriculum to support literacy, math, sel, and online tools.

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

Parents do not understand the curriculum themselves and therefore need additional support in order to help their children at home. The workshops and parent building blocks will be geared towards parents' learning of the curriculum. They will be able to work with the material and have some samples to take home. The PD for parents will run similar to one that will be presented to teachers. The workshops will surround, reading fluency, reading comprehension, writing and math facts.

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

The parents are very involved and are wanting to help their children learn and grow. They are always excited to learn how to present material that is not always paper and pencil. During the workshops, parents will walk away with materials they can use immediately with their child at home.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase parent involvement in school activities

	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)	Provide workshops and parent meetings to help promote math, reading and writing at home with families.	Parent sign in sheets and Parent surveys	Refreshments for the parent meeting	Title 1 Parent Involvement	501
	Parent Cafe's provided by our CHS Providers to support Social/Emotional needs	Parent sign in sheets/translators	Interpretation	Title 1 Parent Involvement	683
	Provide Childcare during meeting	Sign in sheets	Child Care	Title 1 Parent Involvement	343
	Release time or Curriculum and development rate to develop parent curriculum to support literacy, math, sel, and online tools. Funded under ELA Goal	Parent pre/post survey, student achievement on DIBELS, BTBF and SEL	Teacher Presentation cost/Curriculum Development	Title 1 Parent Involvement	842

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)					
Students with Disabilities (SWD)					
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
Increase small group instruction to address low ELA achievement				Goal 1 - ELA
	Instructional Paraprofessionals - 2 @ 5 hours each	Title 1 Positions	68,016	
Support for implementation for CSI plan				Supports all goals
	Admin Stipend	CSI Funds	12360	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	68016	0.00
Title 1 Professional Development	21916	0.00
Title 1 Parent Involvement	3211	0.00
Title 1 Certificated	5753	0.00
Title 1 Classified	11483	0.00
Title 1 Supplies and Services	74278	0.00
CSI Funds	178351	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 Current Funds Provided to the School Through the Consolidated Application Current Year	\$184,657
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$184,657
Total Federal Funds Provided to the School from the LEA for CSI	\$178,351
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$363,008.00
Grand total budgeted including carryover from Section 11	\$363,008

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

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Burbank Elementary School

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: 2021-2022 & 2022-2023 XParent Community Member	1. Name: Radhika Dinesh Principal
2. Name: Michelle Klebanoff Term: 2021-2022 & 2022-2023 XParent Community Member	2. Name: Blia Yang Term: 2021-2022 & 2022-2023 Teacher
3. Name: Argelia Gonzalez Term: 2021-2022 & 2022-2023 XParent Community Member	3. Name: Cameron Stephens Term: 2021-2022 & 2022-2023 Teacher
4. Name: Yessica Garcia Term: 2021-2022 & 2022-2023 XParent Community Member	4. Name: Vacant Term: Teacher
5. Name: Marina Sanchez Term: 2022-2023 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: James Osmuss Term: 2021-2022 & 2022-2023 Other School Staff

Section 9 Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Yessica Gomez	English Language Advisory Council (ELAC)
Radhika Dinesh	Site Leadership Team (SLT)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in the district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/15/2023 03:00 pm

Attested:

Cameron Stephens	SSC Chairperson
	SSC Vice Chairperson
James Osmuss	SSC Secretary