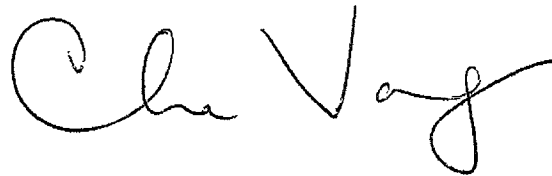


Burroughs Elementary

10621666006118

Principal's Name: Cha Vang

Principal's Signature:

A handwritten signature in black ink that reads "Cha Vang". The signature is written in a cursive style with a large initial "C" and a long, sweeping tail on the "g".

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

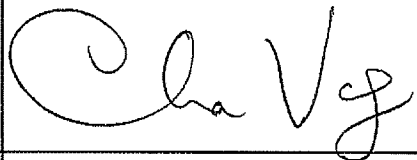
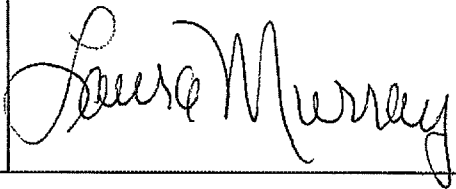
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Cha Vang	X				
2. Chairperson - Laura Murray				X	
3. Melissa Yeverino		X			
4. Irma Fernandez		X			
5. Maria Mata Webb		X			
6. Carmen Salazar				X	
7. Yolanda Castaneda				X	
8. Laurie Lopez				X	
9. Sara Saenz				X	
10. Lynette Lomeli			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Burroughs			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Cha Vang		3/30/17
SSC Chairperson	Laura Murray		3/30/17

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Burroughs - 0070

ON-SITE ALLOCATION

3010	Title I	\$59,766 *
7090	LCFF Supplemental & Concentration	\$209,681
7091	LCFF for English Learners	\$103,632
TOTAL 2017/18 ON-SITE ALLOCATION		\$373,079

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,122
Remaining Title I funds are at the discretion of the School Site Council	\$58,644
Total Title I Allocation	\$59,766

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	40/68	N/A ³	18.08%	23.15%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	46/68	N/A ³	12.50%	15.96%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	27/66	N/A ³	21.24%	27.34%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	62/68	0.00% ⁴	57.42%	66.31%	51.86%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	55/63	N/A ⁶	26.97%	17.65%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	60/63	N/A ⁶	41.57%	29.41%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	36/67	N/A ⁷	N/A ⁷	19.74%	33.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	44/67	N/A ⁸	N/A ⁸	18.06%	28.13%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	15/68	8.99%	22.95%	20.90%	12.86%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	23/68*	23.59%	27.56%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	32/68	35.47%	45.59%	41.06%	38.93%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	19/68	96.13%	95.73%	95.47%	95.50%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	34/69	10.16%	12.59%	15.62%	14.46%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	46/68	N/A ¹⁰	N/A ¹⁰	42.97%	45.61%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	5.19%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	37/68	4.85%	8.16%	6.92%	7.05%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	59/68	0.00%	0.00%	0.23%	0.12%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	41/67	19.98%	47.17%	39.51%	22.72%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	21/68	N/A ¹³	N/A ¹³	73.41%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	57/69	N/A ¹³	N/A ¹³	60.20%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	49/68	N/A ¹³	N/A ¹³	56.12%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	29/68	N/A ¹³	N/A ¹³	71.63%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: ChaVang - 03/15/2017

Save

Burroughs Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	23	33	California Teaching Fellows Foundation
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	16	26	Other - Please specify within action
3169 - 3rd grade students reading at grade level	27	37	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Burroughs will implement a Tiered Instructional Program to support ELA and Math with a focus on the following elements:

1. Students meeting or exceeding grade level standards in both ELA and Math
2. 3rd grade students reading at grade level (Reading by 3rd Grade)
3. Small group differentiated instruction (Differentiated intervention and remediation support for students in grades 4-6)

ELA/Math Tiered Instructional Program Components:

1. Tier I-Rigorous and Great "First Teaching" grounded within the tenets of the Instructional Practice Guide (IPG) will support all students in all classrooms. PK- 3 grade teachers will additionally utilize Early Learning strategies to ensure that developmentally appropriate instructional sequences are developed and delivered. Teachers in grades TK- 3 will also ensure the development and mastery of foundational literacy skills to support the goal of reading by 3rd. Teachers will progress monitor on a daily basis and meet in ACs bi-weekly to plan for small group differentiated instruction (Wonders component) based on student needs with a focus on AC grounding question "What will we do when they haven't learned it?" AC will develop operationalized action plans to support SPSA goals.
2. Tier II- Teachers will be supported by Administrators, the Student Success Team, and the Intervention Coordinator to systematically analyze data, identified struggling students, and develop Tier II interventions to support identified student needs (resources: Assessments such as BAS/Fluency/ DIBELS/ DRP/CFAs/Interim, Classroom Student Data Matrix, SST process, reading intervention lab). Teaching fellows will support the reading intervention lab. Teachers will ensure that students have access to Wonders Small Group Differentiated Instruction. One teaching fellow will support each grade level (schedule that maximized support during small group instructional time will be developed by each grade-level)

3. *Tier III- Teachers will be supported by the site special education team to analyze data and provide appropriate RSP/SDC support for students meeting the SPED eligibility criteria*

All Burroughs AC teams will ensure a high level of student learning through identification of essential standards & learning targets, development of common formative assessments, analysis of student work, and modification of instruction based on formative data/tiered levels of support. Burroughs will support regional Accountable Communities work to build teacher capacity through professional learning opportunities and collaborative work sessions to calibrate writing and essential standards.

Support Resources:

Teaching Fellows

AR

Computer Lab Assistant

Resource Lab Assistant

Extra classified time

Go-Math Personal Trainer/Sokikom

Materials/Supplies

Technology

Equipment Maintenance/Graphics

After School Program

SMART Goals

Tiered Instructional Program Goal: The school will implement a Tiered Instructional Program with an emphasis on:

1. *Rigorous and Differentiated "Great First Teaching"*
2. *Students meeting grade level standards in ELA and Math*
3. *Reading by 3rd grade in grades TK-3*
4. *Small Group Instruction (Differentiated reading intervention support for students scoring below grade level in grades 4-6)*

Teachers will set quarterly reading benchmarks using BAS/Fluency/DIBELS in order to increase the number of student at or above standards in ELA to at least 33% from 23% as measured by CAASPP by June 2018.

The school will implement a Tiered Instructional Program to increase student achievement in Math. By June 2018, the number of students at or exceeding standards in math will increase to at least 26% from 16% as measured by CAASPP.

AC Goals:

- **Goal 1**
 - By June of 2018, AC teams at Burroughs and the Sunnyside Region will increase by at least one indicator on the Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition; Part 1 - page 82 and 83; Part 2 - page 106).
- **Goal 2**
 - By June of 2018, the Sunnyside Region will grow by 6.8% on ELA and 7.7% on Math from Spring 2017 District CFA/Interim data on both Literacy and Math as measured by CFA/Interim II Spring 2018 for ALL students (SQII #6256). Each site will develop their own 10% of Desired Need growth target to be monitored.
- **Goal 3**
 - By June of 2018, IPG data will demonstrate an increase of 10% of identified gaps per quarter in Tenets 1, 2A, 2B, 2C and 3 of the Instructional Practice Guide for Literacy from Quarter 1 baseline data for each Regional school site.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

The following Test Results will be analyzed quarterly

- ELA District Interim Assessments
- DRP/BAS/Fluency/DIBELS in all grades
- Common Writing Assignments
- Teacher-Created Common Assessments: Analyze grade level/teacher created CFAs as identified on the essential standards matrix (monitoring of essential standards, learning targets, and CFAs- every 1-2 weeks as indicated on matrix for each grade level)

Details: Explain the data which will specially monitor progress toward each indicator target

- Goal 1 - Sub Element 1
 - Elementary AC teams will complete the process of identifying essential standards for the year, sorted by quarters, by September 1, 2017 as measured by PAC team artifacts.
 - Secondary AC teams will complete the process of identifying essential standards for the year by , 2017 as measured by PAC team artifacts.
 - We want to move towards identifying high leverage essential standards as a region-wide focus for ALL students at each grade level/content area.
- Goal 1 - Sub Element 2
 - By the start of each quarter, all AC teams will engage in a backwards mapping process and identify Learning Targets for each identified essential standard by using the district tools (scope and sequence, pacing guide, CFA assessment guide) in order to target mastery of the essential standards, as measured by PAC team artifacts.
- Goal 1 - Sub Element 3
 - All AC teams will identify/create CFAs for essential standards and learning targets being addressed during current quarter and monitor student progress towards mastery of identified standards, as measured by PAC team artifacts. This work will include Regional Writing Prompts that aligned with identified essential standards.

Explain the Targeted Actions for Parent Involvement (required by Title I):

A cohesive parent program will be developed to support student achievement in ELA and Math:

Structures/Processes/Actions to ensure effective Home-School Communication in Support of the Instructional Program:

- Parents will be supported to access the ATLAS parent portal and Edutext to ensure that parents are actively engaged with the school in monitoring student progress (SSC/ELAC meetings, Coffee Chats, Parent Meetings/workshops)
- ELAC/SSC meetings will be scheduled on a regular basis to support the academic program

Owner(s):

Coordinator
Teaching Fellows
Teachers
AC Teams
Administration

Owner(s):

*Grade level Accountable Communities
*Teachers
*Site Administrators
*Principal Accountable Community Team
*Sunnyside Regional Team

Timeline:

Monitor and evaluate progress at the end of each teaching cycle as identified on grade level essential standards matrix (monitoring of essential standards/learning targets/CFAs)
Monitoring at the end of each DRP, district CFA (interim), KAIG, and Sunnyside Writing prompt
Quarterly monitoring
Semester monitoring

Timeline:

*Quarterly
*After each district interim
*After each DRP assessment window

Describe Related Professional Learning:

Burroughs will focus on relationships and building the capacity of AC Teams.

Actions to Build Effective AC Teams:

- *Building Effective AC Teams will be a site focus for the year as well as for the Sunnyside Region.
- *Utilize the Instructional Leadership Team to build Lead Teacher capacity to create true Accountable Learning Communities (ILT will meet monthly to analyze data and support grade –level AC work)
 - Common planning by grade level teams to ensure a guaranteed and viable curriculum aligned to the

- *Monthly coffee chats will be scheduled to support effective home-school communication regarding the academic program (ELA/Math)*
- *Monthly parent newsletters will be sent home to support the school's academic vision and promote parent/community support of the academic program*
- *A parent connection board will be provided to ensure that parents/the community is aware of high impact academic actions/activities occurring on campus*
- *Parent workshops will be provided to support the instructional program (collaborate with Parent University and the after school program)*

Scope & Sequence/ State Standards/IPG.

- *Dual focus: ELA/ELD & Math (Action Plan will be developed by each grade level to address the IPG and SPSA Goals).*
- *Common Assessments and Common Writing Assignments will be developed by site AC teams and supported by regional ILTs*
- *Data-driven decision making (common assessment data, student artifact data, and student writing).*
- *Good first teaching plan, intervention plan, and advanced/ acceleration plan will be developed by AC Teams (based on the data) to address gaps and extend the learning.*
- *Utilize the Tenants of the Theory of Change (Logistics and Operations, Curriculum & Instruction, Professional Learning, Supervision & Evaluation)*
- *Use the ELA and Math Instructional Practice Guide to support instructional planning, delivery, and student learning*
- *Provide Staff Development in the area of Effective AC's utilizing "Learning by Doing"*
- *Provide time for AC's to develop common planning & common assessments.*
- *Provide ILT time and support to work with the Sunnyside Regional ILT to support integrated writing*
- *Utilize district resources to build capacity with using Illuminate to create common assessments and for data analysis.*
- *Continue to participate in the Early Learning Academy to ensure that developmentally appropriate and rigorous instructional sequences/activities are implemented in the early learning grades*
- *Goal 1 - Sub Element 1*
- *Elementary AC teams will complete the process of identifying essential standards for the year, sorted by quarters, by September 1, 2017 as measured by PAC team artifacts.*
- *We want to move towards identifying high leverage essential standards as a region-wide focus for ALL students at each grade level/content area.*
- *Goal 1 - Sub Element 2*
- *o By the start of each quarter, all AC teams will engage in a backwards mapping process and identify Learning Targets for each identified essential standard by using the district tools (scope and sequence, pacing guide, CFA assessment guide) in order to target mastery of the essential standards, as measured by PAC team artifacts.*
- *o Burroughs AC teams will be provided with 2 days of planning to identify essential standards & learning target and develop CFAs in ELA and Math*
- *Goal 1 - Sub Element 3*
- *o All AC teams will identify/create CFAs for essential standards and learning targets being addressed during current quarter and monitor student progress towards mastery of identified standards, as measured by PAC team artifacts. This work will include Regional Writing Prompts that aligned with identified essential standards.(2 days of planning)*

Structures/Processes/Actions to support AC capacity building, data analysis, instructional delivery, and student learning:

- *Teachers and ACs will identify grade level essential standards, learning targets, and CFAs for both ELA and Math*
- *Teachers and ACs will engage in professional learning that integrates the theories of Visible Learning, the*

- theories of Learning by Doing, and data analysis to plan for rigorous instructional sequences that integrates best practices as outlined in the Instructional Practice Guided (IPG) and the tenets of the Theory of Change*
- *Teachers will participate in AC meetings regularly to engage in data analysis and instructional planning with the support of resources such as theories found in Learning by Doing, the IPG, and AC agendas. AC will develop operationalized action plans to address student needs and the SPSA goals*
 - *Teachers and ACs will ensure that best practices found in the Instructional Practice Guide (IPG) are evident in classroom on a daily basis*
 - *Classroom visits and observations will support rigorous instructional sequences using the IPG*
 - *Teachers will use classroom student data matrix to analyze data and plan for systematic support of student learning at each Tier*
 - *Administrators will attend AC meetings and visit classrooms to provide feedback in support of the 4 Tenets and the IPG to improve student learning*
 - *Deconstruction of grade level ELA/Math content standards, Integrated Writing Protocols, and analysis of text complexity rubrics for classroom teachers*
 - *Implementation of school wide structures and strategies e.g. annotating, productive talk, Text Dependent Questioning, Integrated Writing Strategies, Write Tools Strategies, Mathematical Practices, 5 E's lesson, etc.*
 - *6 Teaching Fellows will support differentiated classroom instruction(ELA and Math) in each grade level within the classroom in grades 1-6*
 - *TK/K teachers will have 2 full time BIA to support differentiated instruction and overall classroom instruction*
 - *Classroom teachers will use BAS/Fluency/DIBELS or a researched- based reading assessment tool to specifically identify students' reading levels to plan for instruction*
 - *6 Teaching Fellows will be supervised by the Intervention Coordinator to provide pull-out reading intervention support in the reading lab in grades 1-6 (TK/K will designed reading intervention utilizing the 2 full time BIAs)*
 - *Students will be identified for Reading Intervention support using the DIBELS assessment*
 - *Students in grades 1-6 meeting the criteria requirement for pull-out reading intervention will received reading daily reading intervention support in the intervention lab for 45 minutes daily from the intervention team to include 6 Teaching Fellows and the Intervention Coordinator*
 - *Accelerated Reader Program or comparable technology integrated reading programs will be provided to support all students (incentivized reading program protocols will be followed)*
 - *Funds will be provided to support math intervention using the Personal Math Trainer and/or a computer integrated intervention program such as SokiKom*
 - *Additional classified time will be provided to support math intervention during lunch recess (teachers will refer students to computerized individualized math intervention during lunch recess with parental authorization*
 - *One Computer lab assistant will be provided to support the computer lab, technology-integrated programs, and classrooms*
 - *One part-time Resource lab assistant will be provided to support instructional activities*
 - *Materials/Supplies/Graphics/Equipment Maintenance/Lease/Technology Equipment will be provided as needed to enhance and maintain instructional programs*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Actions/Resources to support the Instructional Program:

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Enhanced services:

*Classroom support through "Small group instructional time" in Wonders and Personal Math Trainer in Go-Math

*SST process

- *All students will participate in good “1st Teaching” literacy instruction provided by classroom teachers focused on multiple components of complex text*
 - *Students in all grades will participate in a balanced instructional reading program with opportunities for independent reading, instructional reading, and challenged reading.*
 - *All students will participate in small group differentiated instruction within the classroom*
 - *Students in grades TK-3 will have opportunities to engaged in integrated reading and writing through complex text to learn and consolidate critical foundational reading skills (Reading by 3rd Grade- differentiated reading instruction will be provided at Tier 1 in the classroom as needed. Teaching Fellows will provided push-in support for teachers during small group differentiated instruction time. One Teaching Fellow will be assigned to each grade level*
 - *Students in grades 4-6 will engage with complex text and have opportunities for remediation of reading skills through differentiated instruction with the teacher and pull-out reading intervention support from the reading lab (5-6 teaching fellows will support the reading lab). Internal reading mastery/corrective reading assessments will be used to monitor student progress as well as DIBELS and DIBELS next.*
 - *Technology equipment and supplemental materials will be used to enhance learning and monitor progress. One full time computer lab assistant will be provided to support technology integrated instruction and assessment.*
 - *Equipment maintenance and graphics will support instruction.*
 - *Material and supplies will be provided to support students. Students receiving reading intervention support will engage in learning through intervention curriculum such as Reading Mastery, Corrective Reading, and other research-based reading intervention curriculum on an as needed basis (reading lab/teaching fellows)*
 - *Students will participate in use of technology-integrated programs to support reading, writing, listening, speaking, and math*
 - *Identified students will be referred by teachers to math intervention during lunch recess (Personal Math Trainer and/or a similar program such as SokiKom)*
 - *Extra time (classified) will be provided to support math intervention during lunch recess for identified students (Go-Math Personal Trainer/Sokikom)*
 - *Students will participate in the AR program to promote independent reading at home at students' reading level with set reading goals that foster ongoing reading level progress. Students will take the AR Star test at the beginning, middle, and end of year to monitoring progress towards reading goals. Student reading progress will also be evident in common assessments results, interim data, and SBAC data.*
 - *Students will be provided with an opportunity to apply for and participate in the After School Program. The program will support homework, enrichment, and academics (technology integrated math and reading programs will be provided to all students in the after school program).*
 - *One part-time resource lab assistant will be provided to support teachers/instruction and students.*
- *Pull out reading intervention program services
 - *Afterschool Program Services
 - *CWA support (Girl Power and Boys to Men student groups)
 - *Quiet room
 - *Social emotional support from the Bronco Connection room

Burroughs Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst I	1.0000			\$ 51,405.00
1	1	Sup & Conc	Instructional Library, Media & Technology	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.4375			\$ 10,049.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub release for teacher planning and AC work	\$ 10,460.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for teacher planning and AC work	\$ 8,882.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies to support Actions 1, 3, 4	\$ 5,429.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials, supplies, and technology to support actions 1, 3, 4- can open 4400 line for specific technology needs	\$ 27,218.00
1	1	Sup & Conc	Instruction	Office Equipment Lease				Equipment lease	\$ 1,500.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$ 1,500.00
1	1	Sup & Conc	Instruction	Books & Other Reference			*Other*	AR (Renaissance Learning) to support reading	\$ 9,000.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintenance	\$ 7,000.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows to support tiered instructional program	\$ 106,900.00
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			*Other*	Technology integrated math intervention program	\$ 15,000.00
								Total	\$ 254,343.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	21	31	Imagine Learning

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

English Language Learners will be supported to acquire academic language to ensure adequate progress for re-designation with a goal of moving at least one performance band as measured by CELDT and District Interim Assessments through the implementation of the ELA/ELD framework in tandem with rigorous ELA/ELA standards- based instruction during designated and integrated ELD time to ensure student learning

Support Resources:

2 Part-time HSLs

EL Support Material

Imagine Learning

Teaching Fellows

CELDT Assessors

Teacher Supplemental Contracts

Sub Release

BIA and HSL extra time for translating

Babysitting Contracts

Parent engagement/workshop materials (including refreshments/food)

SMART Goals

English Language Learners will be supported to acquire academic language to ensure adequate progress for re-designation with a goal of moving at least one performance band as measured by CELDT and District Interim Assessments. Teachers will use the ELD framework/EL standards and common assessment/assignments to support instructional sequences that promote language development in all areas to ensure that, by June 2017, there is an EL redesignation rate increase of 63% from the current rate increase of 50%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

The following Data Results will be analyzed to plan for differentiated instructional support for English Learners:

- *CELDT
- *BAS/Fluency/DIBELS
- *Common Writing Assignments
- *Teacher-Created Common ELD Assessments

Explain the Targeted Actions for Parent Involvement (required by Title I):

- 2 part-time HSLs will be provided to support home-school communication around EL, ELD instructional programs, and student progress
- CELDT scores will be provided to all parents with an explanation of its meaning
- Parent conferences will be scheduled to discuss academic progress regarding ELLs
- CELDT chats will be held with students and communicated to parents with the support of 2 Home School Liaisons
- Parent will be informed of the Re-designation process and given strategies to promote language at home
- ELAC and SSC Meetings are held no less than 4x per year
- Parent Involvement activities will support English Learner strategies conducive to student language practice at home
- CELDT scores will be provided to all parents with an explanation of its meaning
- Parent conferences will be scheduled to discuss academic progress regarding ELs
- CELDT chats will be held with students and communicated to parents with the support of 2 Home School Liaisons
- Extra time for translating will be provided for BIAs and HSLs to communicate with parents regarding student needs/progress
- Parent workshop materials will be provided (including refreshments/food)
- Babysitting contracts will be provided to support parent engagement and learning
- Parent will be informed of the Re-designation process and given strategies to promote language at home
- ELAC and SSC Meetings are held no less than 4x per year
- Parent Involvement activities/Parent workshops will support English Learner strategies conducive to student language practice at home

Parents will be supported to access the ATLAS parent portal and Edutext to ensure that parents are actively engaged with the school in monitoring student progress

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Under the Tenets of the Theory of Change, ACs will engage in professional learning and analyze student data to plan lessons for Designated and Integrated ELD instruction using the ELD Framework/EL Standards to ensure rigorous instructional sequences that support student learning
- Materials/supplies/technology will be provided to support instruction
- CELDT assessors will be provide to assess student performance on CELDT
- Provide staff development for grade teams/ILT around ELD integrated complex text, talk, and task (e.g. collaborative grouping with academic talk, talk moves, linguistic analysis for cloze reading, daily writing practice to process and grow language development)
- ACs will create lessons aligned with ELD and state standards that include all aspects of classroom

Owner(s):

Classroom Teachers
Administrators

Timeline:

Monitor student progress after CELDT, BAS/Fluency/DIBELS/CFS in addition to quarterly monitoring

Describe Related Professional Learning:

Actions to develop High Expectations in every Classroom for EL students

1. Provide time for AC common planning and data analysis
2. Implementation of ELA/ ELD Framework strategies and processes such as “RIRA, language frames, student discourse structures, language analysis, Tier 2 vocabulary development process, summarizing, text construction-deconstruction, etc
3. A CELDT Camp will be provided at the beginning of the year and CELDT Assessors will administer the CELDT Assessment.
4. Provide supplemental materials and supplies to support classroom instruction (chart paper, white boards and markers, journals, etc. .).
5. Utilize Imagine Learning as an after school ELD learning tool for EL Students

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students will participate in CELDT chats and CELDT prep in August, September and October
- EL students will receive Designated and Integrated EL instruction
- EL students will receive specific strategic lessons on literacy including reading, writing, speaking, listening and critical thinking skills
- Students will participate in CELDT chat and EL Re-designation goal setting with classroom teachers/administrators
- Teachers will create and administer lessons which address enduring literacy skills across all content areas. Students will be grouped for EL instruction to allow for appropriate interventions including EL strategies, and accelerations of groups of students.

foundations as well as integrating maximum opportunities for students to participate in complex text, talk and tasks

- Teachers will be provided with time (AC time, teacher supplemental contracts, and sub release time) to analyze the new adopted Language Art program, the ELD framework/standards and ELD focus areas to plan for differentiated ELD instruction.
- Push-in teaching fellows will support instruction.
- AC/PL time will be available to use for developing best teaching practices for implementing ELD standards using the ELD framework and content standards
- Each quarter ACs will analyze student data around the anchor and recursive standards for the quarter and plan for future lessons to address learning gaps. Teachers will also deconstruct subsequent quarterly standards and plan for lessons that support ELD.
- Teachers will conduct CELDT chats and EL Re-designation goal setting with EL students to plan for progress
- Teachers will be provided training to support Imagine Learning
- Imagine Learning opportunities may be provided afterschool for select groups of students such as Long Term ELs
- Support from Teaching Fellows will be provided to support ELD/ELA/ Math differentiated support in the classroom.
- 2 part time HSLs will be provided to support parent-teacher communication (student needs and student progress)
- BIA/HSL/classified extra time will be provided to support home-school communication such as parent/ teacher conferences, parent/teacher meetings, etc.
- Babysitting contracts and parent engagement materials such as refreshments/food/materials will be provided to support parent workshops that engage parents with topics such as EL re-designation/instruction.

- Students who meet the identification criteria will additionally receive instruction through Imagine Learning
- Long-Term ELs will be invited to attend afterschool Imagine Learning sessions

Boroughs Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$ 15,691.00
2	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$ 14,200.00
2	2	LCFF: EL	Instruction	Instr Aide-Extra Time Salaries				IA/BIA extra time- supports Action 1, 2, 3	\$ 5,238.00
2	2	LCFF: EL	Parent Participation	Classified Support-Extra Time				Classified extra support- babysitting contracts, translating, etc.	\$ 4,712.00
2	2	Title 1 Basic	Parent Participation	Classified Support-Extra Time				Classified extra support- extra time, translating-Action 2 and 1	\$ 2,932.00
2	2	LCFF: EL	Instruction	Materials & Supplies				Materials, supplies, and technology to support EL learners	\$ 47,791.00
2	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT assessors	\$ 6,000.00
2	2	LCFF: EL	Instruction	Books & Other Reference			Imagine Learning	Imagine Learning to support EL learners	\$ 10,000.00
Total									\$ 106,564.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	14	10	Other - Please specify within action
48 - Attendance rate	96	98	Other - Please specify within action
843 - Out of school suspension rate	5	4	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will create a comprehensive support structure with an emphasis on Restorative Practices to increase student engagement, increase attendance rates, and reduce the percentages of office referrals and out of school suspensions.

Support Resources:

Resource Lab Assistant

Assistant, Resource Counseling (Bronco Student Connection Room)

Supplemental Contracts

Sub Release

Materials/Supplies (such as radios or other communication devices)

Student Incentives/Food Services

Extra time and training for classified staff/NTAs

Goal 2 Funds will support social emotional and behavioral programs/incentives

SMART Goals

Through collaboration of the staff and the school Culture and Climate team a comprehensive support structure will be created with an emphasis on Restorative Practices to increase student engagement, increase attendance rates, and reduce the percentages of office referrals and out of school suspensions. By June 2017, chronic absenteeism rates will decrease to at least 10% from the current 14%, attendance rate will increase to 98% from the current 96%, and suspension rates will decrease to at least 3% from the current 5%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

**School Climate Team will review and monitor discipline data monthly and quarterly to support staff in planning behavioral interventions. Data monitored by teachers and the school climate team will include the SEL ratings as well as ATLAS discipline/referral data*

**School Climate Team will review all SEL, ATLAS behavior, and school climate surveys and report to staff bi-monthly*

**School Climate Team will work with RP counselor and administrators to support the resource counseling assistant to implement strategies in the student connection room in support of students struggling with behavior and/or social emotional*

**Teachers will rate all students on SEL and monitor progress with the support of their AC team and the School Climate Team*

** Teachers will implement Restorative Practice strategies to support school climate and behavior*

**All classrooms will engage in class meetings weekly (to include Restorative Practices Meetings)*

**School climate team will work with staff to develop structures to promote positive student/staff interactions, problem solving, and student mentoring (Resource Lab Assistant will support with this)*

**Materials/supplies such as radios or other communication devices will be provided to promote positive climate and safety*

**Extra time and training will be provided to classified staff/NTAs to support school climate and safety*

**Provide a quiet play room for students during recess (calming/soothing activities provided)*

**Student incentives will be provided for attendance and behavior:*

1. Perfect attendance awards/trophies
2. One bike will be raffled to students with over 95% attendance rate per quarter (partnership with Walmart)
3. CWA will monitor and provided support to students and families
4. Student Store provided every Friday- student use Bronco good behavior tickets
5. Reading incentives will be provided to support reading growth as reflected in data sources

Explain the Targeted Actions for Parent Involvement (required by Title I):

**Monthly coffee hour to discuss current events and trends on campus*

**HSLs will coordinate parent participation/volunteer program*

**RP Counselor will provide Restorative Practices workshops*

**CWA will provide parent workshops*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Owner(s):

- SC Team
- RP Counselor
- All Staff
- Teachers
- Administrators
- CWA
- Social Emotional Support Classified Aide
- Students
- Parents

Timeline:

1. Teachers will monitor daily/on-going with weekly class meetings in all classrooms to surface and address student needs
 2. RP counselor will work with school climate team and teachers to develop and implement strategies that support student connections, SEL, and behavior
 3. SC team will monitor data bi-weekly and report out to staff during PL sessions/Staff meetings/AC meetings
 4. ACs will monitor monthly within the context of addressing the 4 AC grounding questions
 5. CWA will monitor attendance daily
5. Quarterly monitoring

Describe Related Professional Learning:

Teachers will be provided with release time and supplemental contracts to support the following professional learning/planning as needed

- Professional learning will be provided to teachers and support staff on climate/culture and social emotional initiatives which include strategies for classroom management, redirecting behavior, and building positive relationships
- All staff will engage in Restorative Practices professional learning
- School Climate team will receive professional learning to support grade level teams
- Resource Counseling Assistant will receive specialized training to provide a social emotional center to support behavioral intervention

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

*Students will participate in the quiet room. Quiet room will support SEL, restorative practices, behavior, and attendance.

*One part time resource counseling assistant will be provided to support the quiet room and/or the student connection room.

*Students will be referred to the student connection room by teachers and administrators for social emotional/behavioral needs/strategies. RP counselor will train and support the resource counseling assistant to support students

*Students will participate in the student connection room with resource counseling assistant

*Students will participate in Second Step lessons with classroom teachers

*One resource lab assistant will support SEL lessons through the resource lab

*Students will practice Restorative Practices strategies with staff and material/supplies/technology will be provided as supports

*Teacher and classified Supplemental contracts and sub release time will be provided to support social emotional development and Restorative Practices.

*Materials/supplies/and extra classified time/training will be provided to support social emotional programs and safety (radios, etc)

*Goal 2 funding will be used to provide additional support for students to enhance SEL and student connections.

*Student incentives/food will be provided to support SEL programs, attendance programs, and student behavioral support programs

*EL students will participate in the quiet room

*EL students will participate in the student connection room with resource counseling assistant

*EL students will participate in Second Step lessons with classroom teachers

*EL students will practice Restorative Practices strategies with staff

Burroughs Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375				\$ 12,172.00
									Total	\$ 12,172.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0070 Burroughs Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support Actions 1, 3, 4	5,429.00
1	1	Title 1 Basic	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	1.000		51,405.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Sub release for teacher planning and AC work	10,460.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teacher planning and AC work	8,882.00
1	1	Sup & Conc	Instruction	Bks & Ref			*Other* : AR (Renaissance Learning) to support reading	9,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials, supplies, and technology to support actions 1, 3, 4- can open 4400 line for specific technology needs	27,218.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support tiered instructional program	106,900.00
1	1	Sup & Conc	Instruction	Off Eq Lease			Equipment lease	1,500.00
1	1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	7,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Technology integrated math intervention program	15,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.438		10,049.00
2	2	Title 1 Basic	Parent Participation	Cls Sup-Ext			Classified extra support- extra time, translating-Action 2 and 1	2,932.00
2	2	LCFF: EL	Instruction	Ins Aide-Ext			IA/BIA extra time- supports Action 1, 2, 3	5,238.00
2	2	LCFF: EL	Instruction	Bks & Ref			Imagine Learning : Imagine Learning to support EL learners	10,000.00
2	2	LCFF: EL	Instruction	Mat & Supp			Materials, supplies, and technology to support EL learners	47,791.00
2	2	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT assessors	6,000.00
2	2	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified extra support- babysitting contracts, translating, etc.	4,712.00
2	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		15,691.00
2	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		14,200.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438		12,172.00

\$373,079.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,766.00
Sup & Conc	7090	\$209,681.00
LCFF: EL	7091	\$103,632.00
Grand Total		\$373,079.00

Domain Totals	Budget Totals
Academic	\$254,343.00
SEL / Culture & Climate	\$118,736.00
Grand Total	\$373,079.00