

## Burroughs Elementary

106216660061181

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 stylized "V".

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>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.</p>	
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**

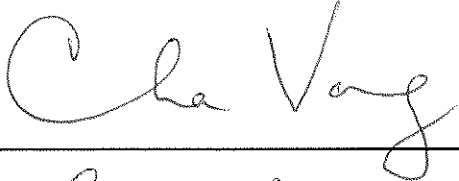
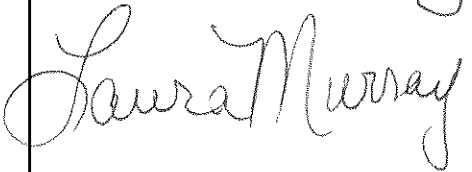
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Cha Vang</b>	X				
2. <b>Chairperson – Laura Murray</b>				X	
3. <b>Melissa Yeveirino</b>		X			
4. <b>Irma Fernandez</b>		X			
5. <b>Lynette Lomeli</b>			X		
6. <b>Carmen Salazar</b>				X	
7. <b>Yolanda Castaneda</b>				X	
8. <b>Laurie Lopez</b>				X	
9. <b>Sara Saenz</b>				X	
10. <b>Irma Herrejon</b>		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**

<b>School Name: Burroughs</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Cha Vang		<b>March 22, 2018</b>
<b>SSC Chairperson</b>	Laura Murray		<b>March 22, 2018</b>

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Burroughs - 0070

**ON-SITE ALLOCATION**

3010	Title I	\$60,775 *
7090	LCFF Supplemental & Concentration	\$238,134
7091	LCFF for English Learners	\$98,298
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$397,207</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,430
Remaining Title I funds are at the discretion of the School Site Council	\$59,345
Total Title I Allocation	\$60,775

## Burroughs Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	16.667	23.667
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.489	40.489
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.932	33.932

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our tiered instructional program contributed to growth in ELA of 21.8 points on the CA School Dashboard. Key factors that contributed to our growth outcomes were:

1. Rigorous good first teaching within Wonders at tier 1 supported by district vision aligned professional learning and AC work around identification of essential standard, grade level CFAs, and CFA calendars.
2. A strategic focus on teacher tier 2 instructional time within the classroom with support of a push-in Teaching Fellow for each grade level
3. Consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention within the reading intervention lab (reading coordinator and teaching fellows) and the RSP lab/SDC classrooms.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our tiered instructional program contributed to growth in Math of 30.2% on the CA School Dashboard. Key factors that contributed to our growth outcomes were:

1. Rigorous good first teaching within Go Math at tier 1 supported by district vision aligned professional learning and AC work around identification of essential standard, grade level CFAs, and CFA calendars.
2. A strategic focus on teacher tier 2 instructional time within the classroom with support of a push-in Teaching Fellow for each grade level

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our tiered instructional program contributed to growth in ELA of 21.8 points on the CA School Dashboard. Key factors that contributed to disproportionality outcomes were:

1. We need a more strategic focus on teacher tier 2 instructional time within the classroom with support of a push-in Teaching Fellow for each grade level with a focus on EL students, SPED students, and foster youths.
2. We need consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention within the reading intervention lab (reading coordinator and teaching fellows) and the RSP lab/SDC classrooms.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

1. We need a more strategic focus on teacher tier 2 instructional time within the classroom with support of a push-in Teaching Fellow for each grade level with a focus on EL students, SPED students, and foster youths
2. We need consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention within the reading intervention lab (reading coordinator and teaching fellows) and the RSP lab/SDC classrooms.

#### EL Reclassification Rate (All grade levels)

3. Consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention within the reading intervention lab (reading coordinator and teaching fellows) and the RSP lab/SDC classrooms.

4. Additional math intervention support for struggling students within the individualized computer integrated math program Sokikom.

**EL Reclassification Rate (All grade levels)**

Our tiered instructional program contributed to growth in EL Redesignation Rate from 16.6% to 23.6%. Key factors that contributed to our growth outcomes were:

1. Rigorous good first teaching at tier 1 supported by district EL vision aligned professional learning and AC work around identification of essential standard, grade level CFAs, CFA calendars, and proven EL teaching strategies/supports.

2. A strategic focus on teacher tier 2 instructional time within the classroom with support of a push-in Teaching Fellow for each grade level

3. Consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention within the reading intervention lab (reading coordinator and teaching fellows) and the RSP lab/SDC classrooms.

4. Additional support from Imagine Learning for struggling EL students and Long Term EL students.

1. We need a more strategic focus on teacher tier 2 instructional time within the classroom with support of a push-in Teaching Fellow for each grade level with a focus on EL students, SPED students and foster youths.

2. We need consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention within the reading intervention lab (reading coordinator and teaching fellows) and the RSP lab/SDC classrooms.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC recommended that the plan remain very similar that of last year with a tiered system of support for ELA, Math, and EL instruction. SSC suggested continuing of support with the addition of another Resource Counseling Assistant and with an addition individualized computer integrated program to support early reading/literacy such as Iread.

**2** ELAC:

ELAC recommended continue of similar supports with a focus on social/emotional/behavioral supports.

**3** Staff:

Staff recommended the continuation of exiting supports for ELA, Math, Writing, and EL instruction with addition of expository text for tier 3 support (such as Scholastic New/ Time for Kids)

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Our tiered instructional program contributed to growth in ELA, Math, and EL Redesignation Rate. Key factors that contributed to our growth outcomes that we will continue to implement are:

1. Rigorous good first teaching at tier 1 supported by district vision aligned professional learning and AC work around identification of essential standard, grade level CFAs, and CFA calendars. Computer Lab technology, materials/supplies, Resource Lab Assistant, and technology integrated intervention programs such as Imagine Learning, AR, and Sokikom will be continued next year to support continued student growth

2. A strategic focus on teacher tier 2 instructional time within the classroom with support of a push-in Teaching Fellow for each grade level will be continued.

3. Consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention within the reading intervention lab (reading coordinator and teaching fellows) and the RSP lab/SDC



classrooms will be continued

## Action 1

**Title:** Tiered system of instructional support of ELA and Math Prof.

### Action Details:

1. Burroughs will continue to implement a tiered instructional program to support student achievement growth in ELA, Math, Writing, and EL Redesignation. Key elements that will be implemented are: Rigorous good first teaching at tier 1 supported by district vision aligned professional learning and AC work around identification of essential standard, grade level CFAs, and CFA calendars. There will be a strategic focus on teacher tier 2 instructional time within the classroom with support of a push-in Teaching Fellow for each grade level. There will be consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention within the reading intervention lab (reading coordinator and teaching fellows) and the RSP lab/SDC classrooms.

#### Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

The following Test Results will be analyzed quarterly:

ELA/Math 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)

#### Owner(s):

Classroom Teachers, Reading Coordinator, Teaching Fellows, ACTeams, and Administrators

#### 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)

Monitor progress of site 6-8 week plans

Monitoring at the end of each DRP, district CFA (interim), KAIG, and Sunnyside Writing prompt Quarterly monitoring

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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 (tier 2 instruction).

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.

Differentiated reading instruction will be provided at Tier 1 and 2 in the classroom as needed.

Teaching Fellows will provide push-in support for teachers during small group differentiated instruction time.

#### Specify enhanced services for EL students:

Enhanced services:

\*Classroom support through "Small group instructional time" in Wonders and Personal Math Trainer in Go-Math, Imagine Learning, and computer integrated programs such as Sokikom and Iread

\*SSTprocess

\*Pull out reading intervention program services

\*Afterschool Program Services

\*CWAsupport (Girl Power and Boys to Men student groups)

\*Quiet room

\*Social emotional support from the Bronco Connection room and 2 Resource Counseling Assistants

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 tier 3 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/ELA intervention during lunch recess (Personal Math Trainer and/or a similar program such as SokiKom or I-read)

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 receive after school additional support in reading, math and homework through the Extended Library Learning Plan (Bronco Time).

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.

Renaissance License, iReady, equipment lease (copy), jumpstart license

Support will be provided by:

Teaching Fellows

AR

Computer Lab Assistant

Resource Lab Assistant

Extra classified time

Go-Math Personal Trainer/Sokikom/ELA computer integrated programs such as Iread

Materials/Supplies

Technology

Equipment Maintenance/Graphics

After School Program

#### Explain the actions for Parent Involvement (required by Title I):

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 and SSC meetings will be scheduled on a regular basis to support the academic program

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 are 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)

#### Describe Professional Learning related to this action:

\*Building Effective AC Teams and increasing relationship capacity will be site focuses 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 CFA data and support grade-level AC work) Common planning by grade level teams to ensure a guaranteed and viable curriculum aligned to the 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 develop and monitor our 6-8 Week plans to ensure student learning based on AC/PL work around CFA data and instructional sequences

By the start of each quarter, all AC teams will engage in the 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.

Burroughs AC teams will be provided with AC planning days to identify essential standards & learning target and develop CFAs in ELA and Math

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 align with identified essential standards.

Supplemental contracts provided to teachers for the above actions

## Action 2

**Title:** Effective AC teams to support ELA/Math

### Action Details:

1. 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.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

The following Test Results will be analyzed quarterly to measure the effectiveness of AC teams

AC Ratings (Learning by Doing)

ELA/Math 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)

Student/Work Artifacts

#### Owner(s):

AC teams, administrators

#### Timeline:

Monitor and evaluate the site 6-8 Week Plan

Monitor and evaluate AC ratings from Learning by Doing

Monitor and evaluate IPG data

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)

Monitor at the end of each DRP, district CFA (interim), KAIG, and Sunnyside Writing prompt Quarterly monitoring

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

AC effectiveness will result in support for the following direct student services:

All students will participate in good "1 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 3 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.

#### Specify enhanced services for EL students:

Enhanced services:

\*Classroom support through "Small group instructional time" in Wonders and Personal Math Trainer in Go-Math, Imagine Learning, and computer integrated programs such as Sokikom and Iread

\*SST process

\*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 and 2 Resource Counseling Assistants

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/ELA intervention during lunch recess (Personal Math Trainer and/or a similar program such as SokiKom or I-read)

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 monitor 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.

Support will be provided by:

Teaching Fellows

AR

Computer Lab Assistant

Resource Lab Assistant

Extra classified time

Go-Math Personal Trainer/Sokikom/ELA computer integrated programs such as Iread

Materials/Supplies

Technology

Equipment Maintenance/Graphics

After School Program

#### Explain the actions for Parent Involvement (required by Title I):

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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 and SSC meetings will be scheduled on a regular basis to support the academic program

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 are 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)

#### Describe Professional Learning related to this action:

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\*Building Effective AC Teams and increasing relational capacity (building relationships) will be a site focus for the year as well as for the Sunnyside Region.

Provide Professional Learning Opportunities for AC teams, ILT, and grade level teachers as a site and as a region.

\*Utilize the Instructional Leadership Team to build Lead Teacher capacity to create true Accountable Learning Communities (ILT will meet monthly to analyze CFA data and support grade-level AC work) Common planning by grade level teams to ensure a guaranteed and viable curriculum aligned to the Scope & Sequence/ State Standards/IPG.

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 develop and monitor our 6-8 Week plans to ensure student learning based on AC/PL work around CFA data and instructional sequences

By the start of each quarter, all AC teams will engage in the 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.

Burroughs AC teams will be provided with AC planning days to identify essential standards & learning target and develop CFAs in ELA and Math

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 align with identified essential standards.

### Action 3

**Title:** Effective English Learner Instructional Support

#### Action Details:

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1. 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 ELPAC 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. Burroughs will provide

a comprehensive program to serve English Learners in all stages of language acquisition and academic development in all classroom settings (EO/Dual Immersion/Bilingual classrooms). The school will implement school-wide literacy strategies across all classes with a focus on ELA, history and science. Supports will also be implemented at Tier 2 to intervene when students struggle as well as to deepen and extend learning. Burroughs will continue our partnership with English Learner Services, to create positive and culturally responsive learning environments to promote bi-literacy in both English and Spanish in grades Preschool, TK, and Kindergarten Dual Immersion classes. Burroughs will also continue to support student language develop in bilingual classes in grades 1-4. The Imagine Learning extended day program will support Long Term EL students at tier 3. Bilingual students not making sufficient progress will be supported by the Spanish Imagine Learning program as well as the pull-out reading intervention program.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

The following Test Results will be analyzed quarterly.

ELPAC assessment data

EL Progress Monitoring Forms

ELA/Math 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)

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 ELPAC 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 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 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

Owner(s):

Classroom teachers, AC teams, reading intervention coordinator, and administrators

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 ELPAC, Re-designation cycle, DRP, district CFA (interim), KAIG, and Sunnyside Writing prompt

Quarterly monitoring

Specify enhanced services for EL students:

EL students will participate in ELPAC chats and 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 EL chats 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.

Students who meet the identification criteria will additionally receive instruction through Imagine Learning

Long-Term ELs will be invited to attend after school Imagine Learning sessions

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 ELPA 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 after school 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.

Support Resources:

2 Part-time HSLs

EL Support Material Imagine Learning Teaching Fellows

ELPAC Assessors

Teacher Supplemental Contracts

Sub Release BIA and HSL extra time for translating

Babysitting Contracts Parent engagement/workshop materials (including refreshments/food)

#### Explain the 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. Parents 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. Parents 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

#### Describe Professional Learning related to this action:

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. ACELDT 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



# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials/Supplies (No incentives or food)	2,322.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation	55,850.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra time/contracts for teachers	9,576.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Renaissance Quote #1865295 Site Licenses	10,453.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iRead quote for Site Licenses	14,909.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Jumpstart Academy Math Site Licenses	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material/Supplies	14,861.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	8,377.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Equipment Lease	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows	61,150.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	1.0000		55,850.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		11,203.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release for teacher planning See all GOAL 1	8,201.00
G1A3	LCFF: EL	Instruction	Ins Aide-Ext			IA/BIA extra time	5,210.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Imagine Learning : Imagine Learning Site Licenses	3,780.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Material/Supplies	22,799.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology	22,799.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified extra support-babysitting, translating, etc Also supports G1A1, G1A2, G2A1, G3A1, G4A1	5,210.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,646.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		15,854.00

**\$368,550.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	36.716	43.716

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Our student engagement rate increased due to the following key factors:</p> <p>Supplemental contracts were provided to certificated and classified staff to provide engagement activities for students such as drama, Zumba, art club, sports, Peacemakers club, Good news club, Boys to Men, Girl Power, etc. Additionally grade level teachers provided field trip learning opportunities for students and visits to college campuses.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Certain subgroups such as students with special needs, African American students, and Foster Youth students did not have the same opportunities to participate in various engagement activities outside of the classroom.</p>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <p>SSC recommended that the plan remain very similar that of last year with additional opportunities for student engagement such as Peach Blossom Club and Kindness Club. SSC suggested continuing of support with the addition of another Resource Counseling Assistant to support student engagement.</p>	<p><b>2</b> ELAC:</p> <p>ELAC recommended continuation of existing supports with a focus on additional field trips, music, and activities that engage students.</p>	<p><b>3</b> Staff:</p> <p>Staff recommended the continuation of exiting supports for student engagement.</p>
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**Action 1**

**Title:** Engage students in arts, activities, and athletics

Action Details:

Burroughs will ensure that all students engage in arts, activities, and athletics. Burroughs will work to implement a comprehensive program to increase the number of student participating in after school, during school, and extra-curricular activities. The Burroughs After School Program will also provide funding and support for after school arts, activities, and athletics to additionally engage students.

Reasoning for using this action:  Strong Evidence  Moderate Evidence  Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

School Climate Team will review and monitor engagement data monthly and quarterly to support staff in planning with an added focus on SPED, African American, and Foster Youth groups.

Data monitored by teachers and the school climate team will include the SEL ratings as well as ATLAS engagement data

\*School Climate Team will review all SEL and engagement data along with school climate surveys and report to staff bimonthly

\*School Climate Team will work with RP counselor, the two resource counseling assistants, and administrators to support implementation of strategies in the student connection room in support of students struggling with behavior and/or social emotional issues

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

\* Teachers will implement Restorative Practice strategies to support school climate and student engagement

\*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 to engage students at multiple levels of need)

\*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 provide 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

Support Resources:

Resource Lab Assistant Assistant

2 Resource Counseling Assistants ( 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 (intramural sports coordinator)

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

ASP funds will provide additional support

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Owner(s):

SCTeam

RPCounselor

All Staff

Teachers

Administrators

CWA

Social Emotional Support

Classified Aide

Students

Parents

Timeline:

Teachers will monitor daily/on-going with weekly class meetings in all classrooms to surface and address student needs around student engagement

RP counselor will work with school climate team and teachers to develop and implement strategies that support student connections

SC team will monitor data bi-weekly and report out to staff during PL sessions/Staff meetings/AC meetings

ACs will monitor monthly within the context of addressing the 4 AC grounding questions

Specify enhanced services for EL students:

\*EL students will be encouraged to participate in arts, activities, and athletics

Students will participate in engagement activities such as Cheer, Peach Blossom Club, Art Club, Intermural sports (supervised by intermural sports coordinator), Sports Student Recognition Rallies (twice per yr school wide), Awards Assemblies, AR reading recognition parties, CFA/SBAC Celebrations.

Burroughs will provide an inclusive school climate, focused on building relationships, including All students, and promoting positive student to student and student to staff connection.

Peacemakers and Kindness Club will improve climate and culture at Burroughs.

Strategically implemented strategies will engage all students at all academic levels, all ethnic groups and all socioeconomic groups such as SPED students, African American students, Foster Youth, and EL student.

Two Resource Counseling Assistants will engage and support the social emotional and behavioral development of all students to close the disproportionality gap.

All staff will engage in data collection to ensure student participation and progress.

Through school-wide weekly class meetings, a variety of topics will be discussed to ensure that students feel safe, included, and connected at school.

Through Restorative Practices strategies such as Mind Yeti, staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).

Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students on positive engagement activities to support social emotional and behavioral development.

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

\*Students will be referred to the student connection room by teachers and administrators for student engagement and social emotional/behavioral needs/strategies.

RP counselor will train and support the two resource counseling assistant to support students

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

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

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

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

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

#### Explain the actions for Parent Involvement (required by Title I):

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

\*HSLs will coordinate parent participation/volunteer program

\*RP Counselor will provide Restorative Practices workshops

\*CWA will provide parent workshops

\*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

#### Describe Professional Learning related to this action:

Teachers will be provided with release time and supplemental contracts to support student engagement.

Professional learning will be provided to teachers and support staff on climate/culture and social emotional strategies/initiatives with an add focus on SPED, African American, and Foster Youths.

All staff will engage in Restorative Practices professional learning

School Climate team will receive professional learning to support grade level teams

Resource Counseling Assistants will receive specialized training to provide a social emotional center to support

student engagement

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	92.857	99.857
Exposure to Careers - 4th Grade	98.305	100
Exposure to Careers - 6th Grade	100	100

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 3rd Grade**

As a school we organized a college rally (each classroom adopted a college after a class study of various college options) and a college/career day for all students. Grade levels also promoted the development of character and competencies for workplace success by have class speakers and field trip to local business/college campuses.

**Exposure to Careers - 4th Grade**

As a school we organized a college rally (each classroom adopted a college after a class study of various college options) and a college/career day for all students. Grade levels also promoted the development of character and competencies for workplace success by have class speakers and field trip to local business/college campuses.

**Exposure to Careers - 6th Grade**

As a school we organized a college rally (each classroom adopted a college after a class study of various college options) and a college/career day for all students. Grade levels also promoted the development of character and competencies for workplace success by have class speakers and field trip to local business/college campuses.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 3rd Grade**

Although all students participated in the school wide activities, not all students had the same level of access to classroom activities/field trips as certain teachers devoted more time to the development of character and competencies for workplace success

**Exposure to Careers - 4th Grade**

Although all students participated in the school wide activities, not all students had the same level of access to classroom activities/field trips as certain teachers devoted more time to the development of character and competencies for workplace success

**Exposure to Careers - 6th Grade**

Although all students participated in the school wide activities, not all students had the same level of access to classroom activities/field trips as certain teachers devoted more time to the development of character and competencies for workplace success

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC recommended that the plan remain very similar that of last year

**2** ELAC:

ELAC recommended continue of similar supports.

**3** Staff:

Staff recommended that the plan remain very similar that of last year

(college/career day)with additional opportunities for students to engage in the development of character and competencies for workplace success such as providing more mentors and career speakers/presentations.

with additional opportunities for students to engage in the development of character and competencies for workplace success.

## Action 1

**Title:** Provide a variety of college/career opportunities

### Action Details:

1. Burroughs will expose students to a variety of college/career opportunities through field trips, Visits to College Campuses, Career Day, College Rallys, and career speakers/presentations. To close the disproportionality gap for student with Special Needs, African American students, and Foster Youth student, Resource Counseling Assistants and Staff will facilitate mentoring relationship/opportunities such as clubs to promote behaviors conducive to college and career readiness.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

\*School Climate Team will review and monitor college/career engagement data quarterly to support staff in planning with an added focus on SPED, African American, and Foster Youth groups.

\*Data monitored by teachers and the school climate team will include the SEL ratings as well as ATLAS engagement data around college/career readiness

\*School Climate Team will review all SEL and college/career engagement data along with school climate surveys and report to staff quarterly

\*Teachers will rate all students on SEL and monitor college/career engagement data progress with the support of their AC team and the School Climate Team

\*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 provide 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

#### Owner(s):

Teachers, AC teams. SC team, and administrators

#### Timeline:

Teachers will monitor daily/on-going with weekly class meetings in all classrooms to surface and address student needs around student engagement

RP counselor will work with school climate team and teachers to develop and implement strategies that support student connections

SC team will monitor data bi-weekly and report out to staff during PL sessions/Staff meetings/AC meetings

ACs will monitor monthly within the context of addressing the 4 AC grounding questions



**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

Students will participate in visits to College Campuses, Career Day, College Rallies, and career speakers/presentations.

To close the disproportionality gap for student with Special Needs, African American students, and Foster Youth student, Resource Counseling Assistants and Staff will facilitate mentoring relationship/opportunities such as clubs to promote behaviors conducive to college and career readiness.

Strategically implemented strategies will engage all students at all academic levels, all ethnic groups and all socioeconomic groups such as SPED students, African American students, Foster Youth, and EL student.

Two Resource Counseling Assistants will engage and support the social emotional and behavioral development of all students to close the disproportionality gap.

All staff will engage in data collection to ensure student participation and progress.

Through school-wide weekly class meetings, a variety of topics will be discussed to ensure that students feel safe, included, and connected at school.

Through Restorative Practices strategies such as Mind Yeti, staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).

Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students on positive engagement activities to support social emotional and behavioral development.

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

\*Students will be referred to the student connection room by teachers and administrators for student engagement and social emotional/behavioral needs/strategies.

RP counselor will train and support the two resource counseling assistant to support students

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

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

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

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

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

Support Resources:

Resource Lab Assistant Assistant

2 Resource Counseling Assistants ( Bronco Student Connection Room)

Supplemental Contracts

**Specify enhanced services for EL students:**

EL students will be encouraged to participate in college/career readiness activities

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

\*EL students will practice Restorative Practices strategies with staff

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

Student Incentives/Food Services

Extra time and training for classified staff/NTAs (intramural sports coordinator)

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

ASP funds will provide additional support

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

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

\*HSLs will coordinate parent participation/volunteer program

\*RP Counselor will provide Restorative Practices workshops

\*CWA will provide parent workshops

Describe Professional Learning related to this action:

Teachers will be provided with release time and supplemental contracts to support student engagement.

Professional learning will be provided to teachers and support staff on climate/culture and social emotional strategies/initiatives with an add focus on SPED, African American, and Foster Youths.

All staff will engage in Restorative Practices professional learning

School Climate team will receive professional learning to support grade level teams

Resource Counseling Assistants will receive specialized training to provide a social emotional center to support student engagement

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	14.788	12.788
Suspensions Per 100	12.15	11.15

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

School wide perfect attendance awards and student incentives supported attendance rates. Teachers, administrators, HSLs, and CWA worked closely with parents to support attendance. CWA also engaged students in Boys to Men and Girl Power. Principal and CWA meet with key parents bi-monthly SART meetings. CWA and HSL provided parent workshops such as "Abriendo Puertas"

**Suspensions Per 100**

School wide discipline programs and incentives have supported positive student behavior. Character counts awards and behavior incentives along with Restorative Practices strategies are key factors. Student returning from suspension are engaged by the Restorative Practice Counselor in Re-Entry circles. Discipline assemblies are conducted every quarter and teachers actively engage students in weekly class meetings to support positive behavior and behavior modification.

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

Despite the overall decrease in chronic absenteeism, there is a disproportionality for the African American subgroup. The Burroughs chronic absenteeism rate is 15% while the chronic absenteeism rate for the African American subgroup is 25%

**Suspensions Per 100**

Although there is a decrease in suspensions for the school, the suspension rate for Special Education students and African American students are doubled that of the school.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC suggested continuing of support with the addition of another Resource Counseling Assistant to engage students in activities conducive to staying in school on target to graduate.

**2** ELAC:

ELAC recommended continuing of similar supports with a focus on social/emotional/behavioral supports.

**3** Staff:

Staff recommended additional engagement of students in activities conducive to staying in school on target to graduate.

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

Programs/Materials/PL to support all students with a special focus on SPED, African American, ELs, and Foster Youths.

**Action 1**

**Title:** All students will stay in school on target to graduate

**Action Details:**

Burroughs will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Restorative Practices strategies to address behaviors at level 1, 2, and 3, which directly relate to discipline referrals, suspension rates, and attendance rates.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

\*School Climate Team will review and monitor attendance and discipline data quarterly to support staff in planning with an added focus on SPED, African American, and Foster Youth groups.

\*Data monitored by teachers and the school climate team will include the SEL ratings as well as ATLAS attendance and discipline data

\*School Climate Team will review all SEL, attendance, and discipline data along with school climate surveys and report to staff quarterly

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

\*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

**Owner(s):**

Teachers, AC teams. SC team, and administrators

**Timeline:**

Teachers will monitor daily/on-going with weekly class meetings in all classrooms to surface and address student needs around student engagement

RP counselor will work with school climate team and teachers to develop and implement strategies that support student connections

SC team will monitor data bi-weekly and report out to staff during PL sessions/Staff meetings/AC meetings

ACs will monitor monthly within the context of addressing the 4 AC grounding questions

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Burroughs will lessen distractions for all learners, and enhance campus safety for all students by providing a security assistant and increasing NTA supervision supports.

Students with multiple suspensions will be supported through the SST process and Behavior

Support Plans will be implemented to promote appropriate student behavior.

Restorative Practices Re-Entry Circles will help students transition back to the educational setting.

Burroughs will work to improve overall suspension rates as well as decrease the number of suspension rates for students who are disproportionately suspended at greater numbers than other students (SPED, African American, Foster Youths)

Professional Learning Opportunities and funding will be provided to certificated and classified staff to build the capacity and skills needed to meet the needs of diverse student groups such as SPED, African American, and Foster Youth.

To support students becoming career and college ready we will reduce the amount of chronic absenteeism and decrease absence rates.

Positive student incentives such as Bronco student store, tangible rewards, and Perfect Attendance Playtime will be provided to students each quarter for students with perfect attendance.

CWA will work with families to promote perfect attendance and encourage engagement in Boys to Men and Girl Power

Support Resources:

Resource Lab Assistant Assistant

2 Resource Counseling Assistants ( 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 (intramural sports coordinator)

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

ASP funds will provide additional support

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

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

\*HSLs will coordinate parent participation/volunteer program

\*RP Counselor will provide Restorative Practices workshops

\*CWA will provide parent workshops

Specify enhanced services for EL students:

\*EL students will be encouraged to participate in behavior, attendance and engagement activities

\*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

Describe Professional Learning related to this action:

Teachers will be provided with release time and supplemental contracts to support student engagement.

Professional learning will be provided to teachers and support staff on climate/culture and social emotional strategies/initiatives with an add focus on SPED, African American, and Foster Youths.

All staff will engage in Restorative Practices professional learning

School Climate team will receive professional learning to support grade level teams

Resource Counseling Assistants will receive specialized training to provide a social emotional center to support student engagement



## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Classified Extra time, translating, extra support Also supports G1A1, G1A2, G1A3, G2A1, G3A1	2,603.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This position supports both G4A1 and G2A1	13,027.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This position supports G4A1 and G2A1 Position has been filled with Adriana Iriarte	13,027.00

**\$28,657.00**

## 2018-2019 Budget for SPSA/School Site Council

### State/Federal Dept 0070 Burroughs Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials/Supplies (No incentives or food)	2,322.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation	55,850.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra time/contracts for teachers	9,576.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Renaissance Quote #1865295 Site Licenses	10,453.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iRead quote for Site Licenses	14,909.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Jumpstart Academy Math Site Licenses	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Material/Supplies	14,861.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	8,377.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Equipment Lease	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows	61,150.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	1.0000		55,850.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		11,203.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release for teacher planning See all GOAL 1	8,201.00
G1A3	LCFF: EL	Instruction	Ins Aide-Ext			IA/BIA extra time	5,210.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Imagine Learning : Imagine Learning Site Licenses	3,780.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Material/Supplies	22,799.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology	22,799.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified extra support-babysitting, translating, etc Also supports G1A1, G1A2, G2A1, G3A1, G4A1	5,210.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,646.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		15,854.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Classified Extra time, translating, extra support Also supports G1A1, G1A2, G1A3, G2A1, G3A1	2,603.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This position supports both G4A1 and G2A1	13,027.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	This position supports G4A1 and G2A1 Position has been filled with Adriana Iriarte	13,027.00



\$397,207.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$60,775.00
Sup & Conc	7090	\$238,134.00
LCFF: EL	7091	\$98,298.00
<b>Grand Total</b>		<b>\$397,207.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$368,550.00
G4 - All students will stay in school on target to graduate	\$28,657.00
<b>Grand Total</b>	<b>\$397,207.00</b>