

**Burroughs Elementary**

10621666006118

Principal's Name: Miguel Naranjo

Principal's Signature:

A handwritten signature in black ink, appearing to read "Miguel Naranjo", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 School 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 and Family 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 School 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. Principal - Miguel Naranjo	X				
2. Chairperson - Guadalupe Santillán				X	
3. Guadalupe Romo				X	
4. Maria Medina				X	
5. Elodia Pérez				X	
6. Carmen Salazar				X	
7. Irma Fernandez		X			
8. Melissa Yeverino		X			
9. Annie Gonzales			X		
10. Vanthavy Van		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 Elementary School</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 School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Miguel Naranjo	Miguel Naranjo	05/22/2020
<b>SSC Chairperson</b>	Guadalupe Santillán	Guadalupe Santillán	05/22/2020

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Burroughs - 0070

**ON-SITE ALLOCATION**

3010	Title I	\$78,122 *
7090	LCFF Supplemental & Concentration	\$247,505
7091	LCFF for English Learners	\$107,823
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$433,450</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,211
Remaining Title I funds are at the discretion of the School Site Council	\$75,911
Total Title I Allocation	\$78,122

## Burroughs Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	40.796 %	39.726 %	2018-2019	46.726 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.507 %	34.169 %	2018-2019	41.169 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

**Our tiered instructional program contributed to a significant (6 point) growth resulting in an overall 40% of students meeting or exceeding standards in ELA according to the 2019 CAASPP results. As a result we were able to meet our growth target in ELA. Key factors that contributed to our growth outcomes were:**

1. Rigorous good first teaching within Wonders at Tier 1 supported by professional learning and Professional Learning Communities work around identification of essential standard, grade level Common Formative Assessments and the use of Interim Assessment Blocks with 3rd through 6th grade students.

**Implementation:** We were able to fully implement the use of our Guaranteed and Viable Curriculum (Wonders) in ELA. We also continued to focus on our Essential Standards, and Common Formative Assessments. In addition, we were able to implement, Wonders online resources, Go Math online resources and Interim Assessment Blocks.

**Expected Outcomes:** We expected to see increases in academic achievement for most of our students in ELA because we had an average gain of 7.25 points in ELA based on the 2019 FUSD Interim 2 results. We expected to carry these positive results into our CAASPP and into next school year.

2. Teachers provided students with additional support during Tier 2 instructional time (within the classroom) with support of a push-in Teaching Fellows for each grade level.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

All subgroups showed growth according to the 2019 ELA CAASPP results.

English Learners' achievement increased from 13.27 % meeting/exceeding to 15.33%.

Hispanic students' achievement increased from 33.16% meeting/exceeding to 38.69%.

Economically Disadvantaged students' increased from 33.72% meeting/exceeding to 40.18%.

Students with Disabilities achievement increased from 11.63% meeting/exceeding to 13.55%.

Although most subgroups had increases in achievement, our African American subgroup had a decrease from 36.8% to 33.3% meeting/exceeding. We feel this decline was due to not having sufficient intervention support during the instructional day.

Although most grade levels had an increase in achievement, our 3rd-grade students had a decrease in achievement from 42.2% to 35% meeting/exceeding. We feel this decline was due to not having a structured writing program.

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

**Implementation:** We created a Tier 2 expectation and were able to assign Teaching Fellows to every classroom however we fell short in several areas. We did not establish a schoolwide understanding of who our Tier 2 students were and how we were going to support them. We also failed to establish a system to monitor our students.

**Expected Outcomes:** We expected our Tier 1 and Tier 2 students to show significant growth academically.

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

**Our tiered instructional program contributed to a significant amount of growth (5.7 points) resulting in an overall performance level of 34.2% of students meeting or exceeding standards in math according to the 2019 CAASPP results. Key factors that contributed to our growth outcomes were:**

1. Rigorous good first teaching within Go Math at Tier 1 supported by professional learning and AC work around identification of essential standard, grade level CFAs, and CFA calendars.

**Implementation:** We were able to fully implement the use of our Guaranteed and Viable Curriculum (Go Math) in math. We also continued to focus on our Essential Standards, and Common Formative Assessments. In addition, we also implemented online Common Formative Assessments using Illuminate in 1st - 6th grade, Personal Math Trainer online resources, and Interim Assessment Blocks.

**Expected Outcomes:** We expected students to show significant growth in math achievement based on Tier 1 focused instruction.

2. Teachers provided students with additional support during Tier 2 instructional time (within the classroom) with support of a push-in Teaching Fellow for each grade level.

**Implementation:** We created a Tier 2 expectation and were able to assign Teaching Fellows to every classroom however we fell short in several areas. We did not establish a schoolwide understanding of who our Tier 2 students were and how we were going to support them. We also failed to establish a system to monitor our students. Finally, we didn't establish how our Teaching Fellows should support our students during the Tier 2 instructional block.

**Expected Outcomes:** We expected our students who received Tier 2 support to show significant academic growth in math.

Almost all subgroups showed growth according to the 2019 Math CAASPP results.

English Learners' achievement increased from 15.25 % meeting/exceeding to 15.91%.

Hispanic students' achievement increased from 28.49% meeting/exceeding to 33.79%.

Economically Disadvantaged students' increased from 28.6% meeting/exceeding to 36.04%.

Students with Disabilities achievement increased from 11.63% meeting/exceeding to 10.35%.

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Although most grade levels had an increase in achievement, our 3rd-grade students had a decrease in achievement from 50% to 39% meeting/exceeding. We feel this decline was due to not having an effective Tier 2 and Tier 3 math intervention in place.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The major differences between our written and implemented actions are listed below.

- Added daily use of technology in ELA and math instruction.



- Added Wonders and Go Math PMT as required parts of the instructional day.
- Added Interim Assessment Blocks as required assessments for 3rd through 6th grade.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of our analysis, we added additional support for all students through the use of the iReady online program for math and reading. We have also added a schoolwide effort to align our expectations for writing instruction and assessment through the use of Write Tools. We will measure students' academic growth and achievement through iReady assessments in math & reading and through quarterly writing assessments.

**Step 4:** Stakeholder Involvement. 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 members were presented with student achievement the CAASPP data, iReady assessments as well as additional school level data. Through Needs Assessments, SSC members felt Online programs, Reading Intervention, Technology, and Class supplies were highly effective in increasing student achievement. The SSC recommended that the plan remain very similar that of last year.

**2** ELAC:

ELAC members were presented with student achievement data from the CAASPP, iReady assessments as well as additional school level data. Through Needs Assessments, ELAC members felt Instructional Aids, Reading Intervention, Technology, and Class supplies were highly effective in increasing student achievement. As a result, the ELAC supported continuing to fund these positions and materials.

**3** Staff:

Staff recommended that we continue to focus on online instructional programs, online assessments, systemic writing and ELA intervention. In addition, the staff would like to add math intervention for Tier 3 students.

**Action 1**

**Title:** Tiered System of Instructional Support

**Action Details:**

1. Burroughs will continue to implement a tiered system of instructional support to increase student achievement in ELA, Mathematics and EL Reclassification. Students will receive rigorous good first teaching at Tier 1 using the district adopted GVC. Tier 2 instructional time will occur within the classroom with support of a push-in Teaching Fellows for each grade level. There will also be consistent monitoring of student needs through the SST process to identify and monitor students who need tier 3 intervention.

**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:

1. Common Writing Assignments
2. iReady Diagnostic and Assessments
3. Interim Assessment Blocks (3rd -6th Grade)
4. Common Formative Assessments

**Owner(s):**

- Classroom Teachers
- Teacher on Special Assignment
- Teaching Fellows
- PLC Teams
- Culture and Climate Teams
- Instructional Leadership Team
- Vice Principal
- Principal

**Timeline:**

1. Quarterly
2. Monthly
3. Quarterly
4. Monthly
5. Monthly

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

Teachers will conduct data chats with all students to reflect on academic progress and set individual goals that are appropriate to their levels.

Teachers and students will establish attainable classroom and grade level SMART goals.

All teachers and students will develop a data wall to monitor student performance on iReady after each assessment administration per district testing calendar to ensure students are meeting grade level benchmarks.

Materials and supplies will be purchased in order to support students' academic achievement.

TK-6th grade students will have daily access to technology in order to learn, practice and apply language content in the context of online tasks and assessments. Laptops will be purchased to improve the ratio of laptops to students.

Materials and supplies, such as but not limited to, paper, pencils, notebooks, journals, copier, dryerase pens, etc. will be provided as needed.

Maintenance and technology repairs will be provided to limit interruption during instruction.

An incentive/motivation based program will be implemented in order to reward and celebrate students who have met grade level goals/targets.

Students will have access to daily use of laptops with online programs (such as i-Ready, iXL, MobyMax, Imagine Learning and additional programs) for additional reading and writing practice.

Supplies, materials, and xerox paper provided to teachers to support with classroom instruction.

Copier contract is provided for maintenance. .

Students in Grade 3-6 will receive daily snacks during CAASPP administration.

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.

One six hour computer lab assistant will be provided to support technology integrated instruction and assessment.

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.

One part-time resource lab assistant will be provided to support teachers/instruction and students.

Teachers may receive extra pay contracts to provide tutoring for students.

Teachers may receive sub release time for grade level planning and collaboration.

Scholastic Journal will be provided for students to have access to supplemental informational text.

**Specify enhanced services for EL students:**

**Specify enhanced services for low-performing student groups:**

- Two six-hour District Funded BIAs will support English Learners to access the core curriculum (GVC).
- EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- When analyzing assessments, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs.
- Learning needs will be addressed during integrated and designated ELD.
- EL student progress will be monitored after each assessment period to ensure that students are making adequate progress towards reclassification.
- TSA and Teaching Fellows will provide additional support to EL students not yet reading on grade level.
- Imagine Learning will also be used to provide additional support to EL students.

**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

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)

Funds will be allocated in order to provide parents with a parent-student handbook.

Tier 2 instruction will be provided for students who are not meeting grade level standards.

Tier 3 intervention services will be provided for students reading two levels below grade level.

English Learners who have not been Reclassified will be invited to participate in Imagine Learning sessions after school.

Students will have access to homework assistance and tutoring in our After School Program.

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

Teachers will receive ongoing professional development in Write Tools Writing, English Language Arts, mathematics and distance learning applications.

Teachers will also receive professional learning and continuous practice with deconstructing standards, aligning content to the context of assessed standards, and best practices of designated ELD implementation, comprehensive reading, literacy, writing and ELD strategies in Language Arts.

Teachers will engage in professional reading with the book "Learning by Doing" to implement strategies that will strengthen PLC commitments around student achievement.

Teachers will participate in Grade Level Planning days and PLCs to review results from CFAs, Common Assignments, and other assessments.

Data will be used to plan instruction for corrective instruction and/or extension lessons.

Staff will be provided opportunities to attend professional learning conferences/travel focused on increasing student achievement, deepening knowledge of CCSS, literacy best practices, and EL strategies.

## Action 2

**Title:** Effective PLC Teams Will Support Student Achievement

**Action Details:**

1. All Burroughs PLC 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 Professional Learning Communities' work to build teacher capacity through professional learning opportunities and collaborative work sessions to calibrate common formative assessments.

<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 to measure the effectiveness of AC teams:

- PLC Ratings (Learning by Doing)
- Instructional Practice Guide (IPG)
- iReady Assessments
- Interim Assessment Blocks (IAB & FIAB)
- Common Writing Assignments (CWA)
- Common Formative Assessments (CFA)

Owner(s):

- PLC Teams
- Lead Teachers
- Vice Principals
- Principal

Timeline:

- Monitor and evaluate PLC ratings from Learning by Doing - Quarterly
- Monitor and evaluate IPG data - Monthly
- Monitor and evaluate achievement on iReady - Quarterly
- Monitor and evaluate achievement on IAB's - Monthly
- Monitor and evaluate CWA's - Quarterly

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

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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 engage in integrated reading and writing through complex text to learn and consolidate foundational reading skills. Reading instruction will be provided at Tier 1 in the classroom as needed. Teaching Fellows will provide push-in support for teachers during small group differentiated instruction time.

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 Intervention Program (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 six-hour Computer Lab Assistant will be provided to support technology integrated instruction and assessment.

Technology maintenance, equipment maintenance and graphics will be used to support instruction.

Supplemental materials and supplies will be provided to support students.

Students will use technology-integrated programs to support reading, writing, listening, speaking, and math by using programs such as i-Ready, iXL, MobyMax, Imagine Learning and additional supplemental programs.

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, and other assessment results.

One part-time resource lab assistant will be provided to support teachers/instruction and students.

Para-professionals will provide additional support for students who are struggling in academic subjects.

Teachers will be provided with planning and data analysis opportunities through the support of substitute teachers throughout the year.

Supplemental Student Achievement incentives will be used to help motivate students to improve academically.

Specify enhanced services for EL students:

- Two six-hour District Funded BIAs will support English Learners to access the core curriculum (GVC).
- EL students will also access ELD components of the adopted programs based on student need as necessary to support with developing reading, writing, speaking, and listening skills.
- Teacher instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- When analyzing quarterly CFAs, Interim, and SBAC results, teachers will disaggregate data to monitor and track EL student progress in order to assess learning needs.
- Learning needs will be addressed during integrated and designated ELD.

Specify enhanced services for low-performing student groups:

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Tier 2 instruction will be provided for students who are not meeting grade level standards.

Tier 3 intervention services will be provided for students reading two levels below grade level.

English Learners who have not been Reclassified will be invited to participate in Imagine Learning sessions after school.

- EL student progress will be monitored after each assessment period (ELPAC, Interims 1 &2) to ensure that students are making adequate progress towards reclassification.
- TSA and Teaching Fellows will provide additional support to EL students not yet reading on grade level.

**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

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:**

Provide Professional Learning in order to build effective PLC's by utilizing "Learning by Doing"

Provide Professional Learning using Write Tools to align schoolwide writing expectations and assessments.

Provide Professional Learning in math, language arts and distance learning programs.

Provide teachers with opportunities to attend conferences to improve students' academic achievement.

### Action 3

**Title:** English Learner Instructional Support

**Action Details:**

1. English Language Learners will be supported to acquire academic language to ensure adequate progress for Reclassification. Students will have a goal of moving at least one performance band in English Proficiency as measured by ELPAC. Teachers will implement ELA/ELD standards based instruction during designated and integrated ELD instruction to ensure student learning.

<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**

- ELPAC assessment data
- EL Progress Monitoring Forms
- iReady Assessments
- Interim Assessment Blocks
- Common Writing Assignments

**Owner(s):**

- Classroom teachers
- AC teams
- TSA
- Vice Principals
- Principal

**Timeline:**

- Monitor and evaluate ELPAC - August
- Monitor and evaluate IEL Progress Monitoring Forms - Quarterly
- Monitor and evaluate achievement on Interim Assessments - Quarterly
- Monitor and evaluate achievement on IAB's - Monthly
- Monitor and evaluate CWA's - Quarterly

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

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Teachers will conduct ELPAC chats and EL Re-designation goal setting with EL students to help students develop a growth mind set around English proficiency.

Students will receive instruction on the three writing types as well as how to use different text structures within their writing.

Students will engage in a variety of complex tasks involving both process writing and short term writing responses.

Students will participate in class discussions through productive talk using “text talk” frames.

Students will be given opportunities for oral presentations to communicate their thinking across all curricular subjects.

Teachers will plan reading, writing, speaking, & listening opportunities in all their lessons throughout the day

Materials, supplies and technology will be provided to support ELD instruction.

ELPAC assessors will be provide to assess student performance on the ELPAC.

Teachers will be provided with time (PLC time, teacher supplemental contracts, and sub release time) to plan using the adopted GVC, ELD/ELA standards in order to differentiated ELD instruction.

Push-in Teaching Fellows will support instruction.

EL students will receive support through supplemental online programs such as iReady, iReady Toolbox, iXL, Moby Max, and Imagine Learning.

Technologies such as laptops and additional devices will be provided to students so that they can increase their academic achievement.

#### Specify enhanced services for EL students:

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EL students will participate in ELPAC chats and prep in August, September and October

EL students will receive Designated and Integrated EL instruction daily.

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.

Teachers will provide Designated instruction to EL students during their Tier 2 block.

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.

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

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Teachers will review the results of the ELPAC assessments with parents during Parent – Teacher conferences and by sending home updated test results upon receiving preliminary data.

Information about the EL Redesignation progress will be shared with parents during Coffee Hour meetings, ELAC, SSC, and Title I meetings.

Materials, resources, and supplies will be purchased for Coffee Hour meetings, ELAC, SSC, and Title 1 meetings

Babysitting will be provided for Coffee Hour meetings, ELAC, SSC, and Title 1 meetings.

Supplemental contracts will be provided to classified staff (BIAs and HSLs) to support with parent outreach and Coffee Hour, and translating during parent meetings.

#### Specify enhanced services for low-performing student groups:

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Tier 2 instruction will be provided for students who are not meeting grade level standards.

Tier 3 intervention services will be provided for students reading two levels below grade level.

English Learners who have not been Reclassified will be invited to participate in Imagine Learning sessions after school.

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

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Professional Learning Communities will engage in professional learning and analyze student data to plan lessons for Designated and Integrated ELD instruction using the ELD/ELA Standards to ensure rigorous instructional lessons that support student learning.

Professional learning dedicated to helping EL students improve their writing (Write Tools) will be employed in order to have schoolwide writing and writing assessment expectations.

# 2020-2021 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	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation - Split Funded	40,597.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			I-Ready Tool Box , Scholastic News	14,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teachers to attend SST Team meetings, IEP meetings, SPSA planning meetings, Spelling Bee, and data chat meetings with Admin. Team.	8,319.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for PLI teachers to attend PLI training and provide PL to grade level teams.	6,101.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	22,236.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Laptops to support 1:1 ratio of laptops to students	15,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation-Split Funded	90,679.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics - For teacher and student resources	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools	14,600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500		43,636.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		13,608.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Teaching Contracts for teachers in grades 3-6 for Math Club Tutorial with language support for English Learners.	3,661.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	34,303.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Direct Maintenance: computer repairs, phone repairs and school repairs.	8,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Imagine Learning Site Licenses/AR for primary/Moby Max, IXL	13,500.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Laptops for students to support 1:1 ratio of laptop to student	15,000.00
G1A3	LCFF: EL	Instruction	Direct-Graph			: Graphics Parent Student Handbooks	1,500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	7,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified extra time for babysitting for parent meetings, translation for parent workshops, and translation for back to school night teacher presentations.	6,215.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Translators for parent teacher conferences. Translation support for school to home communication.	8,286.00

## 2020-2021 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
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified extra support for HSL and other classified staff to support school to home communication and translation for parent meetings.	10,358.00

**\$384,599.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	43.34 %	82.745 %	2018-2019	89.745 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

Goal 2 Participation Rate Our student engagement rate increased due to the following key factors: 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. Implementation: We continued to provide students with a variety of engagement activities and expanded our clubs with lunch and after school sessions. New clubs included Coder Girlz, Robotics, Chess, Book Club, Math Club, Art Club, Bey Bay Club, Lunch Club as well as additional clubs. Effectiveness: By adding additional engagement opportunities at all grade levels we have been able to expand the participation rate for students at Burroughs. As a result, we currently have an 85.66% participation rate.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

Goal 2 Participation Rate Although 85.66% of our students have participated in an engagement activity not all students have participated at the same rate as African American students, homeless students and SPED students have participated at a lower rate than students overall. This could be due to the fact that we need to actively recruit these students for engagement activities

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A major difference between the intended and actual implementation of our Goal 2 actions is that we expanded our engagement activities for all students at Burroughs. We did not have to make any major changes to our budget as a result of expanding our engagement activities for our students

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of our analysis, we have determined to increase student engagement for African American, Homeless and SPED students. We will actively recruit these students to ensure that they participate in our engagement activities. We will also monitor student engagement participation during our joint Culture & Climate Team and Instructional Leadership Team meetings.

**Step 4: Stakeholder Involvement.** 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 additional opportunities for student engagement.

2

**2** ELAC:

ELAC recommended continuation of existing supports with a focus on additional field trips, music, and activities that engage students.

**3** Staff:

Staff recommended the continuation of existing supports for student engagement.

## Action 1

**Title:** Engage Students in Arts, Activities, and Athletics

### Action Details:

Burroughs will ensure that all students have the opportunity to engage in arts, activities, and athletics. Burroughs will work to implement a comprehensive program to increase the number of students participating in after school, during school, and extra-curricular activities.

**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

- Goal 2 Engagement Reports - ATLAS
- SEL Data Reports
- Power BI - Discipline Reports

#### Owner(s):

- Culture and Climate Team
- Instructional Leadership Team
- Restorative Practices Counselor
- Teachers
- Vice Principal
- Principal

#### Timeline:

- Goal 2 Engagement Reports will be monitored monthly.
- SEL Reports will be reviewed each semester.
- Power BI Discipline Reports will be monitored on a weekly basis.

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

Students will participate in engagement activities such as student clubs, after school sports, and inter-mural sports (supervised by Non-Time Activity coordinator).

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

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 be referred to the Care and Connect room by teachers and administrators for student engagement, social-emotional needs and behavioral strategies lessons.

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

Materials/supplies/and extra classified time/training will be provided to support student engagement and social-emotional programs.

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

Funds will be allocated to provide field trips so that students can engage in arts, activities and athletics.

Specify enhanced services for EL students:

English Learners will be encouraged to participate in arts, activities, and athletics. English Learners will also be monitored to ensure that they have the opportunity to participate in engagement activities.

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

Coffee Hour chats will be held to discuss current events and student engagement trends on campus.

Home School Liaisons will coordinate parent participation/volunteer program.

Specify enhanced services for low-performing student groups:

Students who are disproportionately less likely to participate in art, activities and athletics will be recruited to participate in engagement activities. These students will also be monitored to ensure that they have the opportunity to participate in engagement activities.

Describe Professional Learning related to this action:

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.

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**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	91.525 %	2018-2019	98.525 %
Exposure to Careers - 4th Grade	100 %	93.578 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	97.17 %	2018-2019	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 3rd Grade**

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 having 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 having 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 having class speakers and field trip to local business/college campuses.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**

Exposure to Careers - 3rd Grade Although a majority of third grade students participated in our 3rd Grade Career Activities, not all African American students participated at the same rate. We need to do a better job in making sure that parents allow all of students to participate in off campus experiences.

**Exposure to Careers - 4th Grade**

Exposure to Careers - 4th Grade Although a majority of third grade students participated in our 4th Grade Career Activities, not all African American students participated at the same rate. We need to do a better job in making sure that parents allow all of students to participate in off campus experiences.

**Exposure to Careers - 6th Grade**

Exposure to Careers - 6th Grade Although a majority of third grade students participated in our 6th Grade Career Activities, not all African American students participated at the same rate. We need to do a better job in making sure that parents allow all of students to participate in off campus experiences.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This year we chose to focus our energy on district-sponsored activities to expose our students to careers. As a result, we did not have school-sponsored activities to promote exposure to careers and did not make any major

expenditures to meet this goal.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of our analysis, we will make a concerted effort to expose all of our students to colleges and careers throughout the school year. We will have each class select a college that they will study throughout the school year. In addition, we will also organize a Career Day for all students at Burroughs. Students in TK through third grade will have guest speakers visit their classrooms, while students in 4th - 6th grade will have the opportunity to select up to three careers to explore from a variety of guest speakers

**Step 4: Stakeholder Involvement.** 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 to 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

**2** ELAC:

ELAC recommended continue of similar supports.

**3** Staff:

Staff recommended that the plan remain very similar to that of last year with additional opportunities for students to engage in the development of character and competencies for workplace success.  
Action

## Action 1

**Title:** Students Will Engage In College and Career Experiences

### Action Details:

Staff at Burroughs Elementary will provide students with a variety of opportunities to explore careers and competencies for workplace success. Students will have the opportunity to learn about colleges through college related study activities. Students will also learn about careers by listening to guest speakers, participating in a Career Day, creating and presenting projects related to careers and participating in career-related field trips. Students will also be recognized for demonstrating character and competencies for workplace success.

**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

- College and Career Field Trip Participation Reports
- Teaching Plans - College Study
- Career Day Participation Reports

Owner(s):

- Teachers
- Vice Principal
- Principal

Timeline:

- College and Career Field Trip Participation Reports will be monitored monthly.
- Teaching Plans will be monitored monthly.
- Career Day Participation Reports will be monitored during the first semester.

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

Incentives and awards will be provided for students demonstrating character and competencies for workplace success.

Field trip experiences will be funded to provide career-related experiences to students in all grade levels.

Materials and supplies will be provided for classroom presentations on careers.

Bus transportation costs will be provided for grade level study trips.

Extra pay contracts will be provided for classified staff and teachers who work with students after school so that students have more opportunities to learn about colleges and careers.

Specify enhanced services for EL students:

English Learners will be encouraged to participate in college/career readiness activities. English Learners will also be monitored in order to make sure that they are participating in college and career readiness activities.

Specify enhanced services for low-performing student groups:

Students who are disproportionately less likely to participate in college and career related opportunities will be recruited to participate in college and career related activities. These students will also be monitored to ensure that they have taken the opportunity to participate in college and career related activities.

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

Monthly coffee hour to discuss current events and college/career activity trends on campus. Parents will also be invited to school functions related to recognizing students' positive character attributes and career related experiences.

Describe Professional Learning related to this action:

Professional learning will be provided to teachers and support staff on how to support students college and career related activities. Staff will especially focus on students who are classified as SPED, African American, and Foster Youths.

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	9.254 %	14.702 %	2018-2019	12.702 %
Suspensions Per 100	11.796 %	10.289 %	2018-2019	9.289 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

Chronic Absenteeism School-wide perfect attendance awards and student incentives supported attendance rates. Teachers, administrators, HSLs, and Tier II specialist worked closely with parents to support attendance. RCA/Tier II specialist engaged students in Girl Power and attendance groups to support students with improving attendance. Principal and HSL met with key parents in bi-monthly SART meetings. HSL provided parent workshops such as "Abriendo Puertas". Effectiveness: As a result of our work related to attendance we were able to keep our daily attendance rate at 95%. Implementation: We were able to implement schoolwide attendance awards, parent meetings and workshops in order to keep our students in school. In an effort to improve attendance rates for our EL and African American students, we will have our HSL conduct more outreach to these families to provide support.

**Suspensions Per 100**

We were also able to focus on positive school discipline, restorative practices and behavioral expectations to help our students make good decisions in school. Implementation: Expectation assemblies are conducted every quarter. Teachers actively engage students in weekly class meetings to support positive behavior and behavior modification. RCA supports positive behavior choices by using the second step/girl power lessons to target building students' social-emotional strategies. RPC also uses restorative practices principles to help resolve student conflict in a positive way. RPC also meets with a caseload of students to reinforce positive relationships. Effectiveness: We were also able to maintain a low suspension rate at 7.4 per 100 students which is a 5% reduction from last year. When students return from suspension are engaged by the Restorative Practice Counselor in Re-Entry circles which also help lower the suspension rate.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

Chronic Absenteeism for African American students has increased from 14.8 to 19.2%.  
Chronic Absenteeism for English Learners as increased from 4.6% to 6.7%.  
We feel these increases are due to a lack of home to school communication.

**Suspensions Per 100**

Although there is a decrease in suspensions for the school down to 7.3% per 100, the suspension rate for African American students is above that at 33% per 100 and 28% per 100 for Special Education Students.  
Suspensions in 2nd grade had an increase from 9.60% to 16.39%  
Suspensions in 6th grade had an increase from 13.39% to 21.31%  
We feel this increase is due to a lack of behavioral intervention supports.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

A Tier 2 Specialist was added mid-year to support students with attendance issues as well as behavioral concerns. The position will be funded through a grant so there will no impact on the school's budget. We will continue to fund our HSL to support improved home to school communication.

**Step 4:** Stakeholder Involvement. 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 to support 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.

## Action 1

**Title:** Students Will Be Supported In Staying Connected To School

### Action Details:

Burroughs will provide students with access to social-emotional supports to ensure success in school. The staff will work to develop caring relationships with all students. School-wide supports will be in place to build students EQ via the use of Second Step, Olweus Antibullying lessons, classroom meetings, and Restorative Practices. Tier 2 and Tier 3 attendance and behavior students will receive small group support from our Restorative Practices counselor, or our Resource Counseling Assistants, or our Tier 2 Specialist. Burroughs Culture and Climate Team will meet monthly to review a variety of data including suspension data and perceptual data to make improvements to our MTSS supports for students. Students will have opportunities to participate in enrichment activities in our After School Program.

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

- ATLAS Attendance Reports
- Power BI - Student Behavior Reports
- Class Meeting Logs

Owner(s):

- Teachers
- RP Counselor
- Tier 2 Specialist
- CWAS
- Vice Principal
- Principal

Timeline:

- Teachers will monitor daily/on-going with weekly class meetings in all classrooms to surface and address student attendance and behavioral needs.
- Tier 2 Specialist, RCA's, and CWA's will monitor attendance and behavior data on a weekly basis.
- Culture and Climate team will monitor behavior data bi-weekly and report out to staff during PL sessions/Staff meetings/AC meetings

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

---

Supplemental contracts will be provided for teachers and classified staff, to plan for behavioral interventions and review student social-emotional data.

Tier 2 Team Meetings will be held monthly to review individual student progress and needs.

Supplemental materials and supplies will be provided in order to assist staff members as they work with students who are having difficulties with behavior and/or attendance.

A Restorative Counselor, Resource Counseling Assistants (2), Tier 2 Specialist and CWAS will provide support for students who are experiencing difficulties with their social-emotional needs.

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

Staff members 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 and African American)

Incentives will be provided for students to motivate them to improve in their behavior and attendance.

RCA will run Girl Power groups for primary and intermediate students .

RCA will coordinate and oversee our Burroughs Student Council.

Both RCA's will run two separate Care and Connect rooms during morning recess

RCA will run Lunch Club for Tier 2 and Tier 3 students to teach social skills lessons.

Tier 2 Specialist will conduct daily check ins with Tier 2 and Tier 3 students.

Tier 2 Specialist will work with families of habitually truant students to get attendance rates to improve.

Tier 2 Specialist will teach social skills lessons to groups of Tier 2 and Tier 3 students.

Specify enhanced services for EL students:

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English Learners will also be monitored in order to make sure that they are receiving the support that they need in order to have good attendance and positive behaviors at school.

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

---

Parents will be informed of trends and data related to the social-emotional needs of students at Burroughs. Parents will also have opportunities to voice their opinions and concerns through regular parent meetings such as during Coffee Hour, ELAC and SSC meetings. Funds for babysitting, translation services, and snacks will be

Specify enhanced services for low-performing student groups:

---

African American and SPED students will also be monitored in order to make sure that they are receiving the support that they need in order to have good attendance and positive behaviors at school.

Describe Professional Learning related to this action:

---

Professional learning will be provided to teachers and support staff on how to support students with attendance and positive behavior activities/supports. Staff will especially focus on students who are classified as SPED and African American.

provided in order to increase the number of parents who attend meetings on campus. Home School Liaisons will provide support to parents, students and teachers by translating for parents and teachers, organizing activities to connect parents to the school and supporting the recognition of student achievement.

## 2020-2021 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 - Baby Sitting for Parent Involvement	2,278.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	No translation of mandatory items such as ELAC and IEP	21,247.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,663.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		12,663.00

**\$48,851.00**

## 2020-2021 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	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation - Split Funded	40,597.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			I-Ready Tool Box , Scholastic News	14,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teachers to attend SST Team meetings, IEP meetings, SPSA planning meetings, Spelling Bee, and data chat meetings with Admin. Team.	8,319.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for PLI teachers to attend PLI training and provide PL to grade level teams.	6,101.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	22,236.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Laptops to support 1:1 ratio of laptops to students	15,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation-Split Funded	90,679.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics - For teacher and student resources	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools	14,600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500		43,636.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		13,608.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Teaching Contracts for teachers in grades 3-6 for Math Club Tutorial with language support for English Learners.	3,661.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	34,303.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Direct Maintenance: computer repairs, phone repairs and school repairs.	8,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Imagine Learning Site Licenses/AR for primary/Moby Max, IXL	13,500.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Laptops for students to support 1:1 ratio of laptop to student	15,000.00
G1A3	LCFF: EL	Instruction	Direct-Graph			: Graphics Parent Student Handbooks	1,500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	7,000.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified extra time for babysitting for parent meetings, translation for parent workshops, and translation for back to school night teacher presentations.	6,215.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Translators for parent teacher conferences. Translation support for school to home communication.	8,286.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified extra support for HSL and other classified staff to support school to home communication and translation for parent meetings.	10,358.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Ext			Classified Extra Time - Baby Sitting for Parent Involvement	2,278.00
G4A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	No translation of mandatory items such as ELAC and IEP	21,247.00

G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	12,663.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	12,663.00
						\$433,450.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$78,122.00
Sup & Conc	7090	\$247,505.00
LCFF: EL	7091	\$107,823.00
<b>Grand Total</b>		<b>\$433,450.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$384,599.00
G4 - All students will stay in school on target to graduate	\$48,851.00
<b>Grand Total</b>	<b>\$433,450.00</b>