

Burroughs Elementary

10621666006118

Principal's Name: Miguel Naranjo

Principal's Signature:

A handwritten signature in black ink, appearing to read "Miguel Naranjo". The signature is written in a cursive style with a large initial "M".

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances


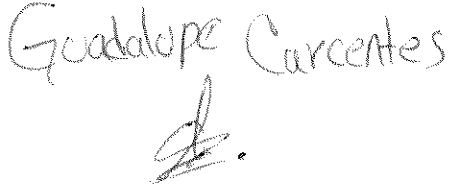
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Miguel Naranjo	X				
2. Chairperson - Guadalupe Santillan				X	
3. Guadalupe Romo				X	
4. Maria Medina				X	
5. Elodia Perez				X	
6. Carmen Salazar				X	
7. Melissa Yeverino		X			
8. Van Vanthavy		X			
9. Enedelia Gonzales			X		
10. Irma Fernandez		X			
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Burroughs Elementary			
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.			
Title	Print Name Below	Signature Below	Date
Principal	Miguel Naranjo		04/12/2021
SSC Chairperson	Guadalupe Santillan	 Guadalupe Carcentes	04-12-2021

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 2021/22

Burroughs - 0070

ON-SITE ALLOCATION

3010	Title I	\$82,570 *
7090	LCFF Supplemental & Concentration	\$269,709
7091	LCFF for English Learners	\$120,690
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$30,463</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$503,432

* 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	\$2,154
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$80,416</u>
	Total Title I Allocation	\$82,570

Burroughs Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		29.62 %	2020-2021	36.62 %
I-Ready Math D2 On Level		23.76 %	2020-2021	30.76 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

Our tiered instructional program contributed to a significant (4.63 point) growth resulting in an overall 29.63% of students meeting or exceeding standards in Reading according to the 2021 D2 iReady Reading results.

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 4.63 points in reading based on iReady D2 Reading results. We expected to carry these positive results into our third iReady reading assessment and into the next school year.

2. Teachers provided students with additional support during Tier 2 instructional time with support of a

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

I-Ready ELA D2 On Level

All subgroups showed growth according to the 2021 D2 iReady Reading results. However, ELL underperformed when compared to other subgroups. Key factors that contributed to this under performance could be tied to the fact that all teachers were providing instruction to students using online platforms such as Teams and Zoom. This made it difficult for all students and especially students learning English because it became harder to connect and have conversations with their peers and teachers.

I-Ready Math D2 On Level

All subgroups showed growth according to the 2021 D2 iReady Reading results. However, ELL underperformed when compared to other subgroups. Key factors that contributed to this under performance could be tied to the fact that all teachers were providing instruction to students using online platforms such as Teams and Zoom. This made it difficult for all students and especially students learning English because it became harder to connect and have conversations with their peers and teachers.

push-in Teaching Fellows 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 school wide 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.

I-Ready Math D2 On Level

Our tiered instructional program contributed to a significant amount of growth (7.37 points) resulting in an overall performance level of 23.76 of students meeting or exceeding standards in math according to the 2021 D2 iReady math 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 PLC 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 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 school wide 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.

Step 2: For the current year, 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 distance learning platforms using Teams and Zoom in order for students to connect with their teachers.
- 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of our analysis, we added additional support for all students through the use of the iReady Toolbox online program for math and reading. We have also added a school wide 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 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's, the Common Core Companions and the Instructional Practice Guides. Tier 2 instructional time will occur within the classroom with support of a push-in ELF tutor for each grade level. RTI will be provided for our Tier 3 students who are reading 2 or more grade levels below. There will be consistent monitoring of our Tier 3 students who are not making progress through the SST process.

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, dry erase 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, I-Ready Tool Kit, Wonderworks 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.

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 Magazines will be provided for students to have access to supplemental expository text to read and learn about culturally relevant topics and stay abreast of current events.

LED screens will be provided to improve the learning and teaching experience for students and teachers.

Funds will be provided to purchase new RTI curriculum for intermediate grade students if needed.

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.

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 an ELD extended day intervention program.

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

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.

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:

- 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):

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 provided 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, Moby Max, 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 monitoring 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.
- 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.

Specify enhanced services for low-performing student groups:

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.

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.

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

- 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):

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.

Technology 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:

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.

Specify enhanced services for low-performing student groups:

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies - No food or incentives	334.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation tutors to support the COVID learning gap.(Split funded)	60,000.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			I-Ready Tool Kit, Scholastic News	20,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute coverage for teachers to attend SST's and IEP's.	2,342.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies/ 4 hand sanitizing stations	22,121.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation tutors to support the COVID learning gap. (split funded)	74,282.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine	6,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500		45,685.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		12,356.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,001.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Library books to support our Dual Immersion program.	14,889.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	53,626.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			14 classroom LED screens to improve the learning experience for students.	25,200.00

\$343,836.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	80 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Burroughs will provide students with a high quality education by integrating real world learning experiences into the educational setting.

On the 20-21 SPSA, we planned to have classes incorporate college study activities throughout the year. We also planned to coordinate a career day event along with guest speaker presentations in grades TK through 6th grade. Due to the stress of the pandemic and the immediate need to focus on building teacher capacity with virtual teaching, we chose not to move forward with this plan schoolwide.

All students will participate in district fieldtrips - Some classes attended virtual field trips and our 6th grade students participated in virtual camp.

Students will be recognized for demonstrating character and competencies for workplace success. Character Awards were provided for students who displayed exemplary character. Teachers selected students and certificates were mailed home due to the pandemic.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined

Due to poor attendance, we had a disproportionate amount of African American students who participated in virtual field trips.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The differences were that we were not able to host a career day and not all classes were able to participate in field trips.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result, for the 21-22 school year, field trips will be monitored by the school so that we can ensure all teachers take students on field trips either virtual or in person. We will also plan a career day that can be done virtually. We will also ensure we include bilingual presenters who can share the advantage they have in speaking two languages.

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 information on Goal 2. and they recommended that the plan remain very similar to that of last year.

2 ELAC:

ELAC members were presented with information on Goal 2. and they recommended that the plan remain very similar to that of last year.

3 Staff:

Staff recommended that we continue to embed real life learning via instructional trips and college and career events.

Action 1

Title: College and Career Readiness

Action Details:

For the 21-22 school year, students will have opportunities to learn about college and careers. We will host a career day, where presenters from various careers will present to our students. Presenters will share their profession and what type of training and or college was needed to get into that career. Students will also have opportunities to participate in real-world learning experiences via field trips either in person or virtually.

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

Career Day - We will create an action plan to ensure this event is well coordinated.

Field Trips - We will have a spread sheet to monitor fieldtrips by classroom.

Owner(s):

School Administrators

Lead Teachers

Timeline:

Progress will be monitored monthly,

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

PPE will be funded for staff and students for in person field trips.

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

Field trip experiences will be funded to provide students with college and career related experiences.

Materials and supplies will be provided for classroom presentations.

Transportation costs will be provided for field trips.

Extra pay contracts will be provided for classified and certificated staff who work with students after school to provide opportunities for students to learn about colleges and career.

Materials and supplies will be provided for college and career events.

Funds for graphics for signage and certificates will be provided for events.

Specify enhanced services for EL students:

English learners will have access to visual representations and can partner up with classmates who can translate for them during real world learning experiences such as career day and fieldtrips.

Specify enhanced services for low-performing student groups:

Students who are low performing will be recruited to participate in real world learning experiences. They will have access to visual representations and can partner up with a classmate who can assist them.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		24.78 %	2020-2021	22.78 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Due to Covid and our remote learning situation we were not able to provide perfect attendance awards to our students.

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 students with 1 or more

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

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

Many of our students who had many absences at the beginning of the school year did not have technology or internet.

Suspensions students with 1 or more

We did not have any suspensions this school year.

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 RCAs 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.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We have not been able to conduct repair circles with our students during distance learning. Our Tier 2 specialist has had a difficult time making contact with students during distance learning. We have not been able to implement our care and connect rooms during distance learning. Our HSL was not able to conduct home visits for a large part of this school year due to COVID 19.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We hope to be back to in person learning in the fall so that we can continue offering the Care and Connect rooms, the RCA support programs and the Restorative Counseling support for our students. We will no longer have our Tier 2 specialist because the grant will end at the end of this school year.

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 engaging students in activities to promote students staying in school and on target to graduate.

2 ELAC:

ELAC suggested continuing to support engaging students in activities to promote students staying in school and on target to graduate.

3 Staff:

Staff suggested continuing to support engaging students in activities to promote students staying in school and on target to graduate.

Action 1

Title: School Connectedness

Action Details:

Students will have a variety of opportunities to connect to school. In an effort to improve attendance and sustain low suspension rates, Burroughs will provide students with access to social-emotional resources to ensure their success in school. The staff will work to develop caring relationships with all students by holding classroom meetings on a regular basis. School-wide supports will be in place to build students EQ via the use of Second Step, Olweus Antibullying lessons, classroom meetings, and implement the Restorative Practices strategies. Students who fall into the Tier 2 and Tier 3 attendance and behavior tier, will receive small group support from our Restorative Practices counselor, and/or our Resource Counseling Assistants. Burroughs Culture and Climate Team will meet monthly to review a variety of data including but not limited to, our 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
- Office Assistant
- RP Counselor
- RCA's
- Culture and Climate Team
- 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:

English Learners will also be monitored to ensure they are receiving the support they need to have good attendance and positive behavior at school.

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 behavior at school.

Action 2

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 to assist in improving attendance rates and decreased suspension rates.

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input checked="" 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

- 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 Noon-Time Activity coordinator).

Two Resource Counseling Assistants will be provided to 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.

[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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5000		39,460.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,648.00

\$53,108.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		70.34 %	2019-2020	77.34 %
Staff Survey – Overall Positive in Belonging Domain		66.48 %	2019-2020	66.48 %
Staff Goal - Site Defined		0 %	2020-2021	10 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Metric/Area of support was not addressed in 2019/2020

Staff Survey – Overall Positive in Belonging Domain

Metric/Area of support was not addressed in 2019/2020

Student Survey - Caring adult

Metric/Area of support was not addressed in 2019/2020

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

According to I ready data, student groups such as homeless, foster youth, Students with Disabilities , English Learners, and African American students have scored lower on their I ready diagnostic. Student group percentages 2 or more grade levels below: African American (R: 43.74%, Mt 42.6%), English Learners (R 65.7%, Mt 62.1%). Additional staff PL will help students in low-performing groups closer to proficiency on I ready diagnostics.

Staff Survey – Overall Positive in Belonging Domain

Focused PL will help engage new and existing staff in collective strategies to increase the achievement of students in low performing groups.

Student Survey - Caring adult

Additional Professional learning for teachers not only in supporting academic topics such as planning and assessment but also social emotional and cultural proficiency will help close the learning gap by providing students with quality instructional and equitable practices. A high percentage of students receiving Tier 2 support services are students who are in low performing groups. By providing social emotional lessons and support this metric will increase.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major differences between intended and actual implementation. No major budget expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Leverage Designated Staff learning hours, staff meeting time, Buyback/Institute hours for professional learning
- Teacher extra pay contracts for Professional Learning opportunities
- Potential material fees for books and resources related to professional development and recruitment.
- Addition of full time Restorative Counselor to provide training for staff and students social emotional needs.
- Increase retention/retain newly hired staff to reflect diversity of community by
- Provide opportunities for team building with staff to create a strong connection between staff, campus, and the community.
- Providing new teacher support classes quarterly focused on high interest topics such as : classroom management, planning, assessment. to grow teacher capacity and confidence
- Continue to engage in Cultural Proficiency training with staff.
- Provide staff professional learning around social emotional learning and strategies to use in classroom meetings, classroom management planning.
- On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help ensure match of qualification and diversity of potential site needs.
- On-going communication with Manager(s) in the Teacher Residency program to recruit potential candidates who are pursuing BCLAD certification
-

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 was supportive of teacher PL and additional Social emotional support for students.

2 ELAC:

ELAC Committee was supportive of teacher PL and efforts to diversify teaching staff.

3 Staff:

According to the Staff Survey (Spring 2021) 64% of staff surveyed agreed with the statement: This school is a supportive and inviting place for staff to work.

Action 1

Title: Professional Learning Opportunities

Action Details:

Burroughs will increase recruitment and retention of staff by providing access to high quality professional learning. Staff will have access to a variety of training in topics that are relevant to simultaneous teaching, technology, standards, social emotional best practices and curriculum usage to enhance teaching practices. Input will be collected from teachers and teams such as the Culture and Climate Team and our ILT Team as to preferred professional learning topics. New teachers and teachers who need support, will be connected to instructional coaches to assist them in developing their professional practice. Feedback will be provided along with recommended resources to help build teacher efficacy. Teachers will be provided with additional hours to prep and plan with their teams and to share best practices.

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

Teacher Surveys
Classroom Data Collection
Professional Learning Calendar
Sign in sheets
PL Agendas

Owner(s):

Administration Staff
Teacher on Special Assignment
Lead Teachers
Climate Culture Team

Timeline:

Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Cultural Proficiency training will be accessible to staff
- Professional learning books and materials will be provided for new staff members.
- Review Climate Culture Survey Data with staff to identify high leverage opportunities for growth.
- Leverage Designated Staff learning hours, staff meeting time, Buyback/Institute hours for professional learning
- Extra pay contracts will be provided for specific professional learning opportunities.
- New teachers will be provided with professional learning in the areas of classroom management, planning, social emotional learning, assessment and instructional strategies for English Learners which will grow teacher capacity and confidence
- Continue to engage in Cultural Proficiency training with staff.
- Materials and supplies will be provided to support professional learning implementation.

Specify Professional Development or Staff Services to support EL students:

Professional Learning opportunities regarding ELPAC and student Re Designation.
Opportunities for New Teacher support in developing and using strategies for designated ELD instruction.

Specify Professional Development or Staff Services to support low-performing student groups:

Opportunities for New Teacher professional learning support in developing and using strategies for student social emotional and academic success.
Extra Pay contracts for New Teacher on campus mentors to support instructional

Action 2

Title: Recruitment of Diverse Staff

Action Details:

- On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help ensure match of qualification and diversity of potential site needs.
- On-going communication with Manager(s) in the Teacher Residency program to recruit potential candidates who are pursuing BCLAD certification

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" 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

Staffing Opportunities that may arise due to new hiring, lateral transfers or overage candidates.

Expansion of the Dual Immersion Program by grade level

Owner(s):

Administration Staff

Timeline:

Ongoing

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Communication with HR and Teacher Residency Program

Professional Learning for new staff members to increase retention of staff

Materials and supplies will be provided to improve diverse recruitment rates.

Specify Professional Development or Staff Services to support EL students:

Communication with HR and Teacher Residency Program to recruit diverse staffing including BCLAD teachers to staff Dual Immersion Program.

Specify Professional Development or Staff Services to support low-performing student groups:

Professional Learning provided to new staff members on various topic to increase retention and recruitment of staff.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		96.82 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Metric/Area of support was not addressed in 2019/2020

Parent Survey - Respected and welcomed

Metric/Area of support was not addressed in 2019/2020

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

N/A

Parent Survey - Respected and welcomed

Funding two Home School Liaisons will increase opportunities for parents of lower performing students to have more opportunities to engage with learning opportunities and parent meetings. Funding will also make it possible for increased opportunities for translation. RCAs and Restorative Counselor will provide services to students to increase engagement.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Funding of Home School Liaison position
- Funding for various expenses related to Parent engagement and Parent in-services.
- Funding an increase in hours for RCAs on campus

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Parent engagement events such as Science Night, Donuts with Dad, Color Run, Family Bing Night to engage parents who may not visit campus often and invite them to Parent coffee hour/instructional in-service.
- Family Coffee Hours at various time of day and focus each meeting on high interest topics.
- SSC/ELAC meetings scheduled at convenient time for families.

- Restorative counselor/ RCA available to in-service parents on available services such as CareSolace, De-escalation, potential student mental health strategies in dealing with pandemic/emotional concerns.
- Parent in-service of ELPAC strategies, designation criteria, as well as I ready diagnostic.

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 was supports Goal 5 initiatives.

2 ELAC:
ELAC

3 Staff:
Staff was supportive of increased opportunities for parent engagement as well as increased social emotional support for students.

Action 1

Title: Engaging Families in Professional Learning

Action Details:

Burroughs parents are an integral part of ensuring student success in school and we are committed to providing high quality learning opportunities for them to empower them to support their student/s. These sessions will include training on programs and curriculum being utilized in the classroom such as Nearpod, Teams, I-Ready, and ELPAC, Wonders and GoMath.

Two way communication opportunities will also be offered regularly such as Parent Coffee Chats, Parent workshops and Parent Teacher conferences, ELAC, SPSA planning and SSC to keep parents informed on school site changes, up coming events and gather their input.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" 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

Parent Activity Sign In Sheets

Parent Survey Data

Re-designation Rates

I Ready Diagnostic

Owner(s):

Administration Staff

HSL

Teacher on Special Assignment

Timeline:

Ongoing

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Parent Coffee Hours/ELAC/SSC-Meetings to engage parents in learning opportunities.

Parents will be informed of trends in data related to academic and social emotional trends at Burroughs.

Parents will have opportunities to voice their opinions and concerns through regular parent meetings.

Two home school Liaisons will be provided to translate for parents meetings, coordinate parent events, and coordinate ELAC and SSC.

Materials and supplies will be provided to support parent participation.

Specify Direct Service and Opportunities for parents and families to support EL students:

Coffee Hour Chats will be held to discuss current events, student engagement trends, high interest topics.

Home School Liaison will coordinate parent participation/volunteer program.

Baby Sitting will be provided for Coffee Hour meetings, ELAC, SSC, and Title 1 Meetings.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Home School Liaisons will target parents of students who have chronic/severely Chronic attendance to engage them in positive dialogue around attendance.

Action 2

Title: Creating a Welcoming School Environment

Action Details:

Burroughs parents are a valued part of our learning community and will be welcomed on to campus to participate in a variety of school activities.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" 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

Parent Survey Data

Student Survey Data

SEL Data Reports

Parent Meeting sign in sheets

ELAC/DLAC/SSC meeting sign in sheets

Owner(s):

Administration Staff

Home School Liaison

Teacher on Special Assignment

Timeline:

Ongoing

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Parent engagement opportunities (Muffins with Mom, Science Night, Family Bingo Night) to build parent connection with school
- Marquee will be provided to improve the school to home communication.
- Fence will be provided to have all visitors visit the main school office to get assistance with their students needs.
- RCA's will provide support in the form of targeted social emotional skill building groups. RCA's will also provide opportunities for student voice in Student Council, and other engagement opportunities for parents and students.

- **Materials, resources, and supplies will be purchased for Coffee Hours, ELAC, SSC and Title 1 meetings, as well as parent engagement opportunities.**
- Funding of 2 Home School Liaisons to increase home to school connectedness
- Engage parents in informative and engaging activities on school site: Parent Coffee Hours, Parent learning opportunities.
- Funding of 2 RCA positions on Campus to focus on Social Emotional Learning for students and parents
- School wide events that promote increased connectedness to school .

Specify Direct Service and Opportunities for parents and families to support EL students:

Parent engagement opportunities such as Science Night, Career Day, Attendance Meetings, and Parent University workshop series.

Coffee Hour Chats will be held to discuss current events, student engagement trends, high interest topics.

Home School Liaison will coordinate parent participation/volunteer program.

Baby Sitting will be provided for Coffee Hour meetings, ELAC, SSC, and Title 1 Meetings.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

RCA's will engage and support the social emotional and behavioral development of all students to close the student participation gap and engage all parents and students.

HSL and RCA staff will coordinate parent data to ensure meetings are held at various times of the day to encourage parents of low performing students to attend at a time that is convenient to them.

Action 3

Title: ELAC/SSC

Action Details:

Burroughs parents will be provided with opportunities to provide input on program implementation and budget expenditures through ELAC and SSC. The ELAC committee will provide input on how to improve our ELD programs to improve re-designation rates.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" 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

Parent Activity Sign In Sheets

Parent Survey Data

Re-designation Rates

I Ready Diagnostic

Owner(s):

Administration Staff

Teacher on Special Assignment

Home School Liaisons

Timeline:

Ongoing

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **2 Home School Liaisons will be provided to assist with translation.**
- **Translators will be provided for parent teacher conferences.**
- **Graphics will be provided to improve school to home communication.**
- **Classified extra time will be provided to support parent involvement.**

- **Materials and supplies will be provided to support parent participation.**

Specify Direct Service and Opportunities for parents and families to support EL students:

Parents will be supported to access the ATLAS parent portal and Edutext to ensure parents are actively monitoring student progress.

Coffee chats, ELAC and SSC meetings will be scheduled on a regular basis to support social emotional and academic programs.

Supplemental contracts will be provided to classified staff to support with parent outreach and coffee hour.

Translating will be offered during parent meetings

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Supplemental contracts will be provided to classified staff to support with parent outreach and coffee hour.

Parent outreach for students who have chronic/severely chronic attendance status

Informational parent meetings to deepen understanding around academic topics

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A2	Sup & Conc	Instruction	Nc-Equipment			Electronic marquis to improve school to home communication.	30,000.00
G5A2	One-Time School	Instruction	Nc-Equipment			: Fence that leads parents into the office. Safety	30,463.00
G5A3	Title 1 Basic	Parent Participation	Cls Sup-Ext			Classified extra time for parent participation.	2,236.00
G5A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		17,587.00
G5A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified extra time	6,228.00
G5A3	LCFF: EL	Instruction	Direct-Graph			Graphics- Parent Communication	1,500.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Translators for parent teacher conferences.	2,076.00
G5A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		16,398.00

\$106,488.00

2021-2022 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 and supplies - No food or incentives	334.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation tutors to support the COVID learning gap.(Split funded)	60,000.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			I-Ready Tool Kit, Scholastic News	20,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute coverage for teachers to attend SST's and IEP's.	2,342.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies/ 4 hand sanitizing stations	22,121.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation tutors to support the COVID learning gap. (split funded)	74,282.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine	6,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500		45,685.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		12,356.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,001.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Library books to support our Dual Immersion program.	14,889.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	53,626.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			14 classroom LED screens to improve the learning experience for students.	25,200.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5000		39,460.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,648.00
G5A2	Sup & Conc	Instruction	Nc-Equipment			Electronic marquis to improve school to home communication.	30,000.00
G5A2	One-Time School	Instruction	Nc-Equipment			: Fence that leads parents into the office. Safety	30,463.00
G5A3	Title 1 Basic	Parent Participation	Cls Sup-Ext			Classified extra time for parent participation.	2,236.00
G5A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		17,587.00
G5A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified extra time	6,228.00
G5A3	LCFF: EL	Instruction	Direct-Graph			Graphics- Parent Communication	1,500.00
G5A3	LCFF: EL	Parent Participation	Cls Sup-Ext			Translators for parent teacher conferences.	2,076.00
G5A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		16,398.00

\$503,432.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$82,570.00
Sup & Conc	7090	\$269,709.00
LCFF: EL	7091	\$120,690.00
One-Time School	7099	\$30,463.00
Grand Total		\$503,432.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$343,836.00
G3 - Increase student engagement in their school and community	\$53,108.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$106,488.00
Grand Total	\$503,432.00