Burroughs Elementary

10621666006068

Principal's Name: Lorena Federico

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents

Topic	Details
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum*

District Goals

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.

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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
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.
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.
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.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Lorena Federico	X				
2. Chairperson – Nancy Vargas				X	
3. Teacher- Melissa Yeverino		X			
4. Teacher- Laura Hernandez		X			
5. Teacher- Guadalupe Hernandez		X			
6. Staff- Mariah Torres			X		
7. Parent DAC Rep. – Guadalupe Romo				X	
8 Parent- Arlene Gonzalez				X	
9. Parent- Effie Sanchez				X	
10. Parent- Marcela Leos				X	
11. Parent- Margarita De Rio				X	
12. Parent- Carmen Salazar					
13.					
14.					
15.					

Check the appropriate box below:
☞ELAC reviewed the SPSA as a school advisory committee.
☐ELAC voted to consolidate with the SSC. Date 4/4/2024 .

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	Lorena Federico		4-4 -24
SSC Chairperson	Nancy Vargas	Nancy Vargas	4-4-24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Burroughs - 0070

ON-SITE ALLOCATION

3010	Title I	$89,505 *
7090	LCFF Supplemental & Concentration	$282,406
7091	LCFF for English Learners	$126,576

TOTAL 2024/25 ON-SITE ALLOCATION   **$498,487**

* 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	$2,652
Remaining Title I funds are at the discretion of the School Site Council	$86,853
Total Title I Allocation	$89,505

Burroughs Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-40 pts	-61.2 pts	2023-2024	-51 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-77.9 pts	2023-2024	-70 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-162.8 pts	2023-2024	-150 pts
SBAC ELA - percentage of students met/exceeded standard	✔	35 %	28.6 %	2023-2024	30 %
SBAC Math - Average distance from standard	✔	-60 pts	-65.8 pts	2023-2024	-55 pts
SBAC Math - percentage of students met/exceeded standard	✔	27 %	27.6 %	2023-2024	30 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Action 1 Tiered System of Instructional Support

Burroughs has the 2nd largest population of English Learners in the district. We are also growing our Dual Immersion program and next school year 50% of our classrooms will be in English and 50% will be implementing a Dual Immersion program.

Even though we did not meet our ELA target in 2023, we exceeded our math target. This year on the district IReady assessment, we went from 15% to 29% proficient in Reading and 6% to 22% in math. We attribute this success to a supplemental resource that we have invested in called NextGen math. This year our teachers in 4th through 6th grade are also being trained in MLD best practices and the Swun Math Curriculum which has also supported our growth in math this year.

To support our improvement in ELA, we have partnered with the English Learner department this year to

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

Initially our RTI was only for students in grades 1-4 but when we saw a need for RTI support in grades 5-6, we began to include them in the RTI rotations.

Our students with disabilities are in the red tier in ELA. We have not provided our Special Education teachers with professional learning in the area of ELA instructional strategies that work best for students with learning disabilities. We will be contracting with a company to work with our Special Education team to support them with engaging instructional strategies that include multiple modalities. .

learn about and implement the Teaching Learning Cycle. This model has supported our understanding of building the field for our English Learners, exploring text types, understanding language features, reconstructing texts, and helping our students connect this to their writing.

EL progress

According to the California Data Dashboard, we are in the highest performance band for our English Learners making progress.

Action 2 Effective PLC Teams Will Support Student Achievement

Because we are a Designated School, our PLC's have multiple opportunities a month to review student performance data and go through the cycle of continuous improvement. We have 3 new teachers this year, our Lead Teachers, TSA and instructional coach have supported them throughout the year.

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 (Intended actions for the current school year vs. Actual actions that occurred).

We funded tutors for teachers who requested "push-in" support however due to the number of intermediate grade students in grades 5 and 6 needing reading support, we stopped our push-in support to create RTI groups for these students. We also budgeted for math intervention that did not happen this year.

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 2024/25 SPSA.

As a result, for the 24-25 school year, we plan on including our 5th and 6th graders in our RTI. All tutors will be for utilized for pull-out support and we plan to designate 1-2 tutors for math intervention.

In reference to supporting our students with disabilities, we will work with the Playmakers to strengthen our SPED program implementation.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC is supportive of providing students with academic interventions to promote student success.	ELAC is supportive of providing students with additional academic supports.	Teachers support supplemental academic support to assist students in meeting grade level requirements.

Action 1

Title: Tiered System of Instructional Support

Action Details:

1. Burroughs will implement a tiered system of instructional support to increase student achievement in ELA, Mathematics, and EL status. An academic coach and TSA will work with teachers in support of rigorous good first teaching strategies so students will have access to high-quality instruction. Tier 1 instruction will be planned using the California State Standards, district-adopted guaranteed and viable curriculum, Common Core Companions, Instructional Practice Guides, math quarterly planners, and the district scope and sequence. Instruction will be aligned to the district and state assessments. During daily instruction, teachers will provide on-the-spot intervention for students needing more support. Classrooms will be collaborative spaces where all lessons will include opportunities for students to read, write, listen, and speak to peers to obtain and retain new knowledge. Bronco Time will be provided daily in all Burroughs classrooms to ensure students will receive small group time with their teachers to support learning at their level. During this time, students working at grade level and beyond will receive acceleration lessons, and students working at Tier 2 and Tier 3, will be provided with intervention lessons in a small group setting.
2. RTI will be provided for our students performing at Tier 3 in reading. We will contract with the Educational Leadership Foundation to obtain tutors who will provide targeted reading support. Our TSA and Academic coach will monitor this program and ensure our tutors are properly trained. There will be a consistent process in place to monitor student progress. To ensure our reading intervention support is fluid, students who make sufficient progress will be exited throughout the year and students who do not progress will be referred to the SST process.
3. Daily Designated ELD instruction at appropriate ELD levels, will be provided for all English Learners. Newcomer EL students will receive appropriate language support for initial language development. EL interventions will be provided for LTEL students.

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

Explain the Progress Monitoring and data used for this Action

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

The following Test Results will be analyzed quarterly:

1. Common Writing Assessment Scores
2. iReady Diagnostic and Assessments
3. Interim Assessment Blocks (3rd -6th Grade)
4. Common Formative Assessments
5. IXL dashboards
6. FSA
7. SBAC
8. Next Gen dashboard
9. Dibels (RTI)

Owner(s):

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

Timeline:

1. Quarterly
2. 3 times a year (every 12 weeks)
3. Periodically throughout the year- See IAB calendar)
4. Monthly
5. Quarterly
6. 4 times a year
7. End of year
8. Quarterly
9. Periodically throughout the year

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 will work with their PLC's to establish essential standards.

Teachers will work with their PLC's to plan strategic spiral review opportunities for students based on assessment data.

Teachers will ensure their classroom walls support the learning in the classroom with anchor charts and focus walls for ELA, math and writing.

Learning targets in ELA and math will be posted.

Write Tools T charts will continue to be used schoolwide to ensure consistency across grade levels with our schoolwide writing implementation.

Schoolwide quarterly writing assessments will be given to monitor student progress in writing. PLC's will share best practices and plan corrective instruction based on data.

The academic coach will provide PL on CAASPP teacher tools, IAB, FIAB, ICA cycles of inquiry to support teams in using the data to drive corrective instruction.

The academic coach will support teachers with differentiating instruction for EL students, and how to effectively group students to support Tier 2 and Tier 3 in-class interventions.

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.

Materials and supplies will be purchased to support academic achievement.

Students will have daily access to technology to learn, practice and apply language content in the context of online tasks and assessments. Laptops will be purchased to provide students with "loaner" laptops until families replace damaged equipment through FLATS.

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

Maintenance and technology repairs will be provided.

Incentives will be provided to reward and celebrate students who have met grade-level goals/targets.

Students will have access to supplemental resources such as but not limited to; Scholastic News, IXL, Nextgen Math, Wonderworks, AR and Swun math.

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

A copier contract will be provided for maintenance of copy machines.

Funds will be provided for equipment lease for copy machines to support instruction.

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

Students will engage with complex text and scaffolds and supports will be provided for students who are reading below grade level.

Tutors will be obtained to provide reading intervention support in our RTI reading lab

Kindergarten students will receive push in RTI support from the paraeducators assigned to Kindergarten. Kindergarten teachers will design RTI support based on their student's individual needs.

One six-hour computer lab assistant will be provided to support teachers with technology-integrated instruction and assessment. They will also run a math intervention lab at lunchtime.

One part-time HSL will be funded to support instructional material inventory and preparation to support high-quality instruction in addition to translating.

A second part-time HSL will be funded to assist with communication barriers to ensure families can communicate with school staff regarding their student's academic progress.

Teachers may receive extra pay contracts to provide tutoring support for students such as math club, during lunch recess and/or after school.

Supplemental contracts will be provided for staff to coordinate academic clubs, such as reading clubs, coding clubs, science club.

Librarian will promote reading by holding student reading contests throughout the year.

Teachers may receive sub-release time for grade-level planning and collaboration. Teachers in grades 3-6 will use this time to design CAASPP readiness opportunities for students.

Scholastic Magazines will be purchased to provide students with supplemental expository text to read and learn about culturally relevant topics and stay informed on current events.

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

Funds will be allocated for a new RTI curriculum if needed.

Funds will be allocated for math intervention resources.

Funds will be provided for professional learning if needed.

Funds will be provided for tutoring if needed.

Funds will be provided for teachers if extra hours of PL are needed.

Funds will be provided for teachers who stay past their duty day to assist in IEPs.

Funds will be provided for administrative subs for leaders to attend professional learning opportunities.

Funds will be provided for acceleration support, supplies, and materials.

Funds will be provided for academic assemblies, incentives and reward parties and prizes.

Funds will be provided for RTI improvements such as but not limited to online assessments and curriculum.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Teachers will provide EL students with Designated and Integrated ELD to support improved language acquisition.
- Daily instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- Teachers will monitor Ellevation data to monitor and track EL student progress to assess learning needs.
- EL student progress will be monitored after each assessment period (ELPAC, Interims 1 &2) to ensure that students are making adequate progress towards improving 1 EL level a year.
- The RTI team will provide additional support to EL students not yet reading on grade level.
- Targetted ELPAC support will be provided to EL students to prepare them for the ELPAC testing structure.
- An extended day LTEL intervention will be provided for students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Only 13% of our English Learners met standards on the ELA SBAC assessment in 2023.

2. Using Title I: What are the planned expenses to support this student group?

We will use a portion of Title One funds to hire tutors to support improved reading skills. We will include more of our EL students to get this intensive small-group support in reading.

.3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

These funds will also be utilized for our English Learners to purchase a tutor to provide small-group language acquisition support.

4. As a site: What are planned actions to support this student group?

We will continue to partner with the EL department to strengthen our knowledge of the ELD standards, the Ellevation EL data platform, and TLC implementation.

Teachers will continue to provide Designated and Integrated ELD to students.

Teachers will continue to provide Tier 2 support will be provided for students who are not meeting grade-level standards.

Action 2

Title: Effective PLC Teams Will Support Student Achievement

Action Details:

Burroughs PLC teams will ensure a high level of student learning through the identification of essential standards & learning targets, the development of common formative assessments, the analysis of student performance, and the modification of instruction based on formative data. PLCs will establish a tiered support plan to meet students where they are to support continued academic growth.PLC teams will review common formative assessment data, I-Ready Diagnostic data, IAB, FIAB, ICA data, and writing assessment data, to share best practices.

PLCs will be trained on the PLC + playbook to engage in deeper learning of how to create a high-functioning PLC to improve their collective efficacy.

Lead Teachers will meet with the administration monthly to assist in making important decisions for the school in alignment with the school's mission.

Burroughs will support regional Professional Learning Communities' work to build teacher capacity through regional professional learning opportunities and collaborative work sessions to calibrate common formative assessments to improve student achievement. During this process regional PLC teams will review common formative assessment data, I-Ready Diagnostic data, IAB, FIAB, ICA data, and writing assessment data, to share best practices and build collective efficacy.

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:

- Instructional Practice Guide as a model of rigorous high quality Tier 1 instruction
- 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 achievement on iReady - 3 times a year
- 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 literacy program with opportunities for independent reading, instructional reading, and challenging reading. PLC's will work together to ensure this happens at each grade level.

All students will participate in Bronco Time which is small group differentiated instruction within the classroom. This occurs during the grade level RTI block.

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.

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

Dibels and/or Dibels Next may be purchased to provide more frequent assessment of student literacy progress.

Technology, equipment and supplemental materials will be purchased to enhance learning, improve equity, and provide students with a more interactive and engaging learning experience.

One six-hour Computer Lab Assistant will be provided to support technology-integrated instruction and assist with assessment and provide math intervention.

The computer lab assistant will help build students' proficiency in the use of technology.

Funds will be set aside for technology maintenance, equipment maintenance and graphics to be used to support instruction.

Supplemental materials and supplies will be provided to support student academic growth.

Students will use supplemental programs such as i-Ready, iXL, NextGen Math, Scholastic News, and Accelerated Reader to support reading, writing, listening, speaking, and math.

Funds will be allocated to refresh student laptops and the technology in the computer learning lab as needed.

Funds will be allocated for Scholastic Magazine, which will be a supplemental resource for teachers to use to help build literacy skills for students while they learn about current events and the world around them.

AR will be provided to promote independent reading at home to assist students in developing literacy skills Students will take the AR Star test at the beginning, middle, and end of the year to monitor progress toward reading goals. Student reading progress will also be evident in common assessment results, and other assessment results.

Teachers will be provided with planning and data analysis opportunities.

Student incentives will be purchased to help motivate students.

Sub-release time for PLCs will be provided to support improved academics and/or improved collective efficacy as needed.

Sub Administrators will be provided to support on-going leadership development.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Teachers will provide EL students with Designated and Integrated ELD to support improved language acquisition.
- Daily instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- Teachers will monitor Ellevation data to monitor and track EL student progress to assess learning needs.
- EL student progress will be monitored after each assessment period (ELPAC, Interims 1 &2) to ensure that students are making adequate progress towards improving 1 EL level a year.
- TSA and Teaching Fellows will provide additional support to EL students not yet reading on grade level.
- Targetted ELPAC support will be provided to EL students to prepare them for the ELPAC testing structure.
- An extended day LTEL intervention will be provided for students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Only 13% of our English Learners met standards on the ELA SBAC assessment in 2023.

2. Using Title I: What are the planned expenses to support this student group?

We will use a portion of Title One funds to hire tutors to support improved reading skills. We will include more of our EL students to get this intensive small group support in reading .

.**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

These funds will also be utilized for our English Learners to purchase a tutor to provide small-group language acquisition support.

4. As a site: What are planned actions to support this student group?

We will continue to partner with the EL department to strengthen our knowledge of the ELD standards, the Ellevation EL data platform and TLC implementation.

Teachers will continue to provide Designated and Integrated ELD to students.

Teachers will continue to provide Tier 2 support 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.

2024-2025 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	Nc-Equipment			New Technology or Replacement of Technology	3,723.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Educational and Leadership Foundation ELF Tutors: Split Funded With 7091 Budget	82,982.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release for SSTs	8,363.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Math/ELA CAASP Push	33,104.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental Contracts	5,252.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Supplemental Instructional Programs-AR-Primary/IXL/Dibbles/Next Gen Math to Support MTSS.	40,132.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	39,126.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			New Technology or Replacement of Technology	14,270.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease **Ricoh**	8,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct-Graphics	3,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500	Assist Site with Tech	54,834.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	9,808.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Scholastic News	6,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	2,447.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF Tutors: Split Funded With 3010 Budget	48,161.00

$359,702.00

05/10/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	92.75 %	84 %	2023-2024	85.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.	**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
Burroughs did provide students with a career day for the 22-23 school year and we have one planned for the 23-24 school year. Presenters came out and shared about their career and their educational path. We will provide this opportunity for our students again this year. This year we will have students attend each booth. In the past, the event was free flow and this year we would like all students to attend all booths.	We did not have a CWAS this year or a Tier 2 specialist. We could use these resources to support our Meaningful Work initiative. A Tier 2 specialist could help support students who are struggling in academics and behavior to develop a vision for future success and a pathway to get there .

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 (Intended actions for the current school year vs. Actual actions that occurred).

We did not get the Meaningful Work initiative going due to a lack of personnel. We are still lacking the personnel required to get this program going.

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 2024/25 SPSA.

We will work with our HSL and our RCA to see how we can get the program going. We will develop a clear criteria for which students will be invited to be a part of this program.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC parents agreed to providing our students with real-world learning experiences.	ELAC parents agreed to providing our students with real-world experiences.	Teachers support students having opportunities to participate in real-world learning experiences.

Action 1

Title: College and Career Readiness

Action Details:

For the 24-25 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 information to our students about their career. Presenters will share their educational background and share information about their profession and will inform students about the pathways to obtain that career. We will include speakers who can highlight how bilingualism is an asset to career advancement. Students will also have opportunities to participate in real-world learning experiences via field trips, workshops, and assemblies. Daily instruction will be tied to various career paths to motivate students to think about their future and career options.

Continue to partner with the CTE department to bring College and Career experiences to our students.

Our 6th graders will have opportunities to visit a college campus.

The Meaningful Work Initiative will be implemented for specific students having difficulty in school to provide students with on-campus jobs to help students learn responsibility, school pride and provide them with an opportunity to feel connected and valued.

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	Owner(s):	Timeline:
Career Day - We will create an action plan to ensure this event is well coordinated.	Vice Principal/TSA	Progress will be monitored quarterly.
Field Trips - We will have a spreadsheet to monitor field trips by classroom.	Lead Teachers	
6th Grade Camp	Librarian/ Vice Principal	
CTE Breakout Box Experience (6th grade)		
Read Across America Week- Calendar of events		
Wild About Reading-Fresno Grizzlies-Parker Assembly		
Kindness Week- Calendar of event		
i-Ready D3 Grizzly Reward Party		

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 students with college and career-related experiences.

Materials and supplies will be provided for classroom presentations, reward parties, Meaningful Work student incentives, reward parties.

Food will be provided for guest speakers.

Materials and supplies will be provided for a career day event.

Transportation costs will be provided for field trips nit funded by the district.

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.

Extra pay contracts for staff who help with clubs, and initiatives that promote student-centered and real-world learning experiences for students like the Minecraft club, Kids Invent, Recycle club, Art club, Coding club, and cooking club.

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

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

Materials and supplies for CWAS, counselors and RCA's to implement the Meaningful Work initiative.

Funds will be provided for assemblies promoting real-world learning experiences.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Teachers will provide EL students with Designated and Integrated ELD to support improved language acquisition.
- Daily instruction will include SDAIE strategies, academic discourse, presentations, visual representations, TPR, and Language Frames.
- Teachers will monitor Ellevation data to monitor and track EL student progress to assess learning needs.
- EL student progress will be monitored after each assessment period (ELPAC, Interims 1 &2) to ensure that students are making adequate progress towards improving 1 EL level a year.
- The RTI team will provide additional support to EL students not yet reading on grade level.
- Targetted ELPAC support will be provided to EL students to prepare them for the ELPAC testing structure.
- An extended day LTEL intervention will be provided for students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Only 13% of our English Learners met standards on the ELA SBAC assessment in 2023.

2. Using Title I: What are the planned expenses to support this student group?

We will use a portion of Title One funds to hire tutors to support improved reading skills. We will include more of our EL students to get this intensive small-group support in reading.

.3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

These funds will also be utilized for our English Learners to purchase a tutor to provide small-group language acquisition support.

4. As a site: What are planned actions to support this student group?

We will continue to partner with the EL department to strengthen our knowledge of the ELD standards, the Ellevation EL data platform, and TLC implementation.

Teachers will continue to provide Designated and Integrated ELD to students.

Teachers will continue to provide Tier 2 support will be provided for students who are not meeting grade-level standards.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		27.4 %	2023-2024	26.8 %
Suspension Rate - Semester 1	✔	1.29 %	0.3 %	2023-2024	1.29 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Burroughs will provide students with different opportunities to be engaged in our school and our community. Clubs, sports, school-wide activities and cultural projects will be part of our school environment.

School Connectedness

We were able to increase the consistency of hold Class meetings and provide SEL small group interventions with our RCA and RP Counselor.

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

Our Foster youth had a 67% severely chronic attendance rate. One factor that may have contributed is that we did not have a CWAS1 this academic year to support our students at Burroughs.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Because our enrollment is at 765, we are continuing to budge to for twos RCA as we have done for the past 2 years. The SEL and attendance needs of our students would greatly benefit from a CWAS and an additional TIER 2 Specialist. Which hiring has been affected by the lack of candidates. Our site has exited ATSI status, so we continue with our attendance initiative with our attendance clubs. RCAs, HSL, School Phycologist, RP counselor, TSAs and Admin will continue to support in creating lessons and incentives for those students who are having attendance issues.

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 2024/25 SPSA.

Next academic year, we will continue grow the TST team to support our growing SEL and attendance needs. We will have a .5 CWASI and an additional Tier 2 Specialist.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC supports providing students with opportunities to be engaged in their school and community.	ELAC was also presented with suspension data and agreed school connectedness and sports are important to build a positive school culture. The would like sports to be accessible to all grade levels (1-6)	Staff was presented with attendance and suspension data and agreed that school connectedness should be a priority.

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
- Second Step Classroom Usage
- Survey data

Owner(s):

- Teachers
- Office Assistant
- RP Counselor
- RCAs (2)
- Culture and Climate Team
- Culture and Climate Specialist
- 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, RCAs(2), and CWA 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.

Supplemental contracts will be provided for staff to lead clubs to engage students in a wide variety of enrichment activities such as Folklorico, coding, art, gardening club, recycle club, and Peace Makers.

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

Teachers will develop their classroom management plans at the beginning of the school year to address TIer1 and SEL elements.

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. Reflection tools will be utilized with students.

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.

Lunch will be provided for community mentors who will speak to our Tier 2 and Tier 3 students.

RCA will facilitate Girl Power groups for primary and intermediate students; Men of Character group facilitated with support from the Dept. of Prevention and Intervention.

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 facilitate Lunch Club for students exhibiting Tier 2 and Tier 3 behaviors to teach replacement strategies, empathy and social skills lessons utilizing Second Step. These groups will be fluid.

Tier 2 Specialist will conduct daily check-ins with students exhibiting Tier 2 and Tier 3 behaviors. These groups will be fluid.

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 students exhibiting Tier 2 and Tier 3 behavior. These groups will be fluid.

HSL's will have targeted attendance groups to check in with habitually truant students. Students will earn incentives for attending school.

HSL's will coordinate meetings with the families of our habitually truant students.

We will have a schoolwide attendance tool to ensure communication is shared regarding steps taken to support families with students who are habitually truant.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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 culturally responsive activities, the arts, 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 decrease our suspension rates. Burroughs students will participate in visual arts and dance during the instructional day.

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

- 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.

Funds will be allocated for athletic equipment, uniforms ribbons and medals.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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.

2024-2025 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	Instruction	Ins Aide-Sup			Classified Supplemental Contracts-Coding Club/ Yearbook Club	3,941.00
G3A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			RCA Classified Extra Support	10,350.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist Student with School Connectedness and SE Support	22,906.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist Student with School Connectedness and SE Support	21,335.00
G3A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Extra Time	5,252.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified Extra Support Time	2,872.00
G3A2	Sup & Conc	Instruction	Direct Trans			Busses for Field Trips	3,000.00

$69,656.00

05/10/2024

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	90 %	86.8 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Burroughs will increase recruitment and retention of diverse staff by providing access to high-quality professional learning. On the 23/24 SPSA we planned to provide staff with access to a variety of training topics relevant to: Common Core State Standards; Social Emotional Learning best practices; curriculum usage to enhance teaching practices including to assist our EL students, and Cultural Proficiency. We provided PL on these topics.

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

Focused PL will help engage new and existing staff in collective strategies to increase the achievement of students in low-performing groups. (ELA diagnostic 1: FY 0%, ELLs 8.33%, Homeless 0%, SDC 0%, RSP 0%, SwD 1.28%) (ELA diagnostic 2: Foster Youth 0%, ELLs 12.98%, Homeless 0%, SDC 0%, RSP 0%, and Students with Disability 7.50%). Additional PL on Social Emotional Learning and Cultural Proficiency will help teachers close the learning gap by providing students with quality instructional and equitable practices.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There was an increase opportunity for Professional Learning for 6 new staff members. Many PLC members were new this academic and learning schoolwide practices such as Write Tools. There were trainings on PLI, TLC, and SEL to enhance teachers' instructional capabilities.

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 2024/25 SPSA.

Leverage Designated Staff learning hours, staff meeting time, and Buyback institute hours for professional learning; provide additional PLC planning days at strategic times during the academic year. Increase progress monitoring to ensure learning gaps are closed. Allocate funds for Teacher extra-pay contracts for PL opportunities. Increase retention/retain newly hired staff to reflect the diversity of community. Provide opportunities for team building with staff to create a strong connection between staff, campus, and the community Provide staff PL around SEL, EL, and strategies to use in classroom meetings and 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 Teacher Residency Program manager to recruit potential candidates who are pursuing BCLAD certification.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC was supportive of teacher PL and additional SEL and EL support for students	ELAC was supportive of teacher PL and efforts to diversify teaching staff--Parents request for more bilingual teachers	Staff are supportive of professional learning and voted for the full 10 days of additional time for PL and PLC's for our Designated School initiative

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 teaching such as the PLI initiative and effective blended learning structures, **Common Core State** Standards, Integrated ELD/Designated ELD and best practices to support English Learners, social-emotional best practices, Second Step, and Wonders and Go Math digital resources to enhance teaching practices and engage students in learning. Input will be collected from teachers, Culture and Climate Team and ILT on additional PL topics. New teachers who need coaching support will be connected to instructional coaches/**TSAs** to assist them in developing their professional practice. **IPGs and CSTPs**, will be utilized when providing feedback to teachers along with recommended resources to help build teacher efficacy. Teachers will have time to share effective teaching strategies during their PLC time.

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	Owner(s):	Timeline:
Teacher Surveys	Administration Staff	Quarterly
Classroom Data Collection	Teacher on Special Assignment	
Professional Learning Calendar	Lead Teachers	
Sign in sheets	Climate Culture Team	
PL Agendas		

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

- Funds will be allocated to provide professional learning on equity centered classrooms, Write Tools writing strategies.
- Funds will be allocated to professional learning conferences for staff.
- Professional learning books and materials will be provided for new staff members.

- Professional Learning on equitable best practices will be provided for staff from the Department of Equity and Access and or other consultants.
- Review Climate Culture Survey Data with staff to identify high-leverage opportunities for growth.
- Leverage Designated Staff learning hours, staff meeting time, and 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, **FIABs/IABs**, 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.
- Materials and supplies will be provided for climate and culture building.
- Funds will be allocated for PLI professional learning
- A district-funded instructional coach will implement ongoing professional learning in the area of ELA.
- ELA Instructional coach will provide PL on EL best practices and resources to support EL students along with PL on effective ways to provide Tier 2 and 3 intervention in the class.
- ELA instructional coach will support using data to drive instruction.

<table>
<tr>
<td>

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Professional Learning opportunities will be provided to assist teachers in knowing how to best prepare students for the rigor of the ELPAC assessment to help students reclassify.

Opportunities for New Teacher support in developing and using strategies for designated ELD instruction.

Opportunities for New Teacher support in developing and using strategies for Spanish Dual Language Immersion Program.

</td>
<td>

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Opportunities for New Teacher professional learning support in developing and using strategies for student social emotional and academic success.

Instructional coach to support teachers in developing strong tiered interventions within the classroom to support struggling learners.

</td>
</tr>
</table>

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:	☐ 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	Owner(s):	Timeline:
Staffing Opportunities that may arise due to new hiring, lateral transfers or overage candidates.	Administration Staff	Ongoing
Expansion of the Dual Immersion Program by grade level		

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

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 enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4 - Increase recruitment and retention of staff reflecting the diversity of our community							
G4A1	Sup & Conc	Instruction	Travel			Professional Learning Conferences	100.00
							$100.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	92 %	87.7 %	2023-2024	92 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Action 1 -Engaging Families in Professional Learning: 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. We have had workshops for parents on Reflex math, iReady, Edutext, ATLAS parent portal. We will host a DLI family conference. We have consistently held Family Engagement Hour, every month for our parents to keep them informed on school events. We have also provided the following opportunities for our parents: Parent-Teacher conferences, ELAC and DLAC meetings, SPSA planning day, and SSC meetings to keep parents informed on school site changes, and upcoming events and gather their input on school expenditures.

Action 2 -Creating a Welcoming School Environment: Burroughs parents are a valued part of our learning community and will be welcomed onto campus to participate in a variety of school activities (as permitted by CDC) We did have more opportunities for parents to participate in school activities such as field trips, Christmas performances by the DLI students and 1st-grade students. We were able to have in-person awards assemblies and a color run even that included an opportunity for parents to run with their children.

Action 3-ELAC/SSC: Burroughs parents are provided with opportunities to provide input on program implementation and budget expenditures through ELAC and SSC. Our ELAC committee provides us with input on how to improve our language acquisition programs in an effort to help us improve re-designation rates.

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

Most of our parents that are involved in our parent committees are predominately Latino. We do not have any parents from our Hmong community.

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 (Intended actions for the current school year vs. Actual actions that occurred).

We have not yet had English Learner Service provide training for our parents of EL students, on how they can support their child in sustaining their home language and also develop bilingual proficiency. We were also not able to have a pastry with parents' event yet.

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 2024/25 SPSA.

We received data from the district that indicated we had low enrollment in the district-offered summer camps so we are working with the extended learning department to host an informational meeting for our parents to assist them with registering their students for summer camps.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC was presented with data and agreed to have more school events that include parent involvement.	ELAC was also presented with data and also felt it was important to have more school events that include parent involvement.	Staff was presented with survey data and felt it was important to have events that include parent involvement.

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 curricula being utilized in the classroom such as Reflex math, Teams, I-Ready, ELPAC, Wonders and GoMath. We will provide training for our DLI parents on how to support their students in learning dual languages. We will work with English Learner Service to provide a training for our parents of EL students, on how parents can support students in sustaining their home language and develop bilingual proficiency.

Two-way communication opportunities will also be offered regularly such as Family Engagement Hour, Parent workshops and Parent-Teacher conferences, ELAC, SPSA planning and SSC to keep parents informed on school site changes, upcoming events and gather their input.

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	Owner(s):	Timeline:
Parent Activity Sign In Sheets	Administration Staff	Ongoing
Parent Survey Data	HSL	
Reclassification	Teacher on Special Assignment	
I Ready Diagnostic		

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

Parent Family Engagement /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 conduct home visits, translate for parent meetings, coordinate parent events, and coordinate ELAC and SSC.

Materials and supplies will be provided to support parent participation.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Home School Liaison will coordinate translation and parent participation/volunteer program.

Baby Sitting will be provided for Family Engagement Hour, ELAC, SSC, and Title 1 Meetings.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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 onto campus to participate in a variety of school activities. We will establish parent volunteer protocol so parents can assist the school. Our community and other stake holders will be welcome to support our students and parents in creating a rich and welcoming environment for our site.

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

Owner(s):

Timeline:

Parent Survey Data

Administration Staff

Ongoing

Student Survey Data

Home School Liaison

SEL Data Reports

Teacher on Special Assignment

Parent Meeting sign in sheets

ELAC/DLAC/SSC meeting sign in sheets

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

- Parent engagement opportunities such as Pastries with Parents event, pictures with Santa, pictures with pets, Valentine's Day pictures, literacy night, math night, science night may be implemented to build parent connection with the school
- 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: Family Engagement Hour, Parent learning opportunities (Microsoft TEAMS parent login).
- 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.
- Invite parent to volunteer and attend grade level class visits.
- Parent involvement at our Bronco movie nights, sporting events, and regional sporting events.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Family Engagement Hours 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 enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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:	☐ 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	Owner(s):	Timeline:
Parent Activity Sign In Sheets	Administration Staff	Ongoing
Parent Survey Data	Teacher on Special Assignment	
Re-designation Rates	Home School Liaisons	
I Ready Diagnostic		

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

- **2 Home School Liaisons will be provided to assist with translation (G5A1&2).**
- **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 enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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 enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

2024-2025 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
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials and Supplies **No Food or Incentives**	2,800.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified Extra Time	9,193.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375	Support with translation, attendance, home visits, parent contacts and communication.	29,805.00
G5A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance for School Repairs	5,000.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Support with translation, attendance, home visits, parent contacts and communication.	20,161.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translators for Parent Teacher Conferences.	2,070.00

$69,029.00

05/10/2024

2024-2025 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	Nc-Equipment			New Technology or Replacement of Technology	3,723.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Educational and Leadership Foundation ELF Tutors: Split Funded With 7091 Budget	82,982.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release for SSTs	8,363.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Math/ELA CAASP Push	33,104.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental Contracts	5,252.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Supplemental Instructional Programs-AR-Primary/IXL/Dibbles/Next Gen Math to Support MTSS.	40,132.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	39,126.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			New Technology or Replacement of Technology	14,270.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease **Ricoh**	8,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct-Graphics	3,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500	Assist Site with Tech	54,834.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	9,808.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Scholastic News	6,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	2,447.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: ELF Tutors: Split Funded With 3010 Budget	48,161.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental Contracts-Coding Club/Yearbook Club	3,941.00
G3A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Ext			RCA Classified Extra Support	10,350.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist Student with School Connectedness and SE Support	22,906.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist Student with School Connectedness and SE Support	21,335.00
G3A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Extra Time	5,252.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified Extra Support Time	2,872.00
G3A2	Sup & Conc	Instruction	Direct Trans			Busses for Field Trips	3,000.00
G4A1	Sup & Conc	Instruction	Travel			Professional Learning Conferences	100.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials and Supplies **No Food or Incentives**	2,800.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified Extra Time	9,193.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School	0.4375	Support with translation, attendance, home visits, parent contacts and communication.	29,805.00
G5A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance for School Repairs	5,000.00
G5A2	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Support with translation, attendance, home visits,	20,161.00

G5A2		Attendance & Social Work Servic	Cls Sup-Reg		0.4375	parent contacts and communication.	20,161.00
G5A2	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Ext			Translators for Parent Teacher Conferences.	2,070.00
							$498,487.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$89,505.00
Sup & Conc	7090	$282,406.00
LCFF: EL	7091	$126,576.00
Grand Total		**$498,487.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$359,702.00
G3 - Increase student engagement in their school and community	$69,656.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$100.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$69,029.00
Grand Total	**$498,487.00**

05/10/2024