


Burroughs Elementary

10621666006118

Principal's Name: Lorena Federico

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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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 - Lorena Federico	X				
2. Chairperson - Lupita Carcentas				X	
3. DAC Representative- Guadalupe Romo			X	X	
4. Classified Rep. - Enedelia Gonzalez		X			
5. Certificated Rep. - Melissa Yeverino		X			
6. Certificated Rep. - Vanthavy Van		X			
7. Certificated Rep. - Irma Fernandez				X	
8. Parent Rep. Nancy Vargas			X		
9. Vice Principal - Aaron Covarrubias				X	
10. Parent Rep. -Guadalupe Santillan				X	
11. Parent Rep. -Maria Medina					

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

Required Signatures

School Name:			
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		4/5/22
SSC Chairperson	Lupita Carcentas		4/5/22

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 2022/23

Burroughs - 0070

ON-SITE ALLOCATION

3010	Title I	\$80,730 *
7090	LCFF Supplemental & Concentration	\$275,990
7091	LCFF for English Learners	\$118,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$150,865
TOTAL 2022/23 ON-SITE ALLOCATION		\$625,985

* 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	\$2,760
	Remaining Title I funds are at the discretion of the School Site Council	\$77,970
	Total Title I Allocation	\$80,730

Burroughs Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		22.73 %	2021-2022	30 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		17.05 %	2021-2022	24 %

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.

Our tiered instructional program contributed to a 13% increase in students meeting and/or exceeding grade-level standards on the I Ready 2 diagnostic assessment in both ELA and Math..

We saw improvement in all grade levels in both ELA and Math.

ELAD2

Went from 10% BOY to 23% D2 = +13%

Key factors that contributed to our growth:

1. Rigorous good first teaching within Wonders and Go Math. Professional learning was provided to help teachers learn about supplemental resources like Reflex math and Scholastic.
2. Extra 30 minutes- First semester we were able to have two Tier 2 intervention sessions built into our instructional day because we are a designated school. Teachers were able to provide one ELA 30-minute intervention and 1 math 30-minute intervention for students daily.
3. Designated School- Additional 30 minutes to work with students. Teachers use student performance data to create groups and instruction is differentiated for each group.
3. Push in Teaching Fellow- Teachers are provided with an adult who can work with Tier 2 and Tier 3

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

Absences were due to Covid exposure and lengthy quarantine.

students within a small group/individual setting.

4. Students were provided with incentives to pass I Ready path lessons and increase minutes.

6. Goal setting- Admin, had goal-setting conferences with teachers, and teachers had goal-setting conversations with students. Students who showed growth on their assessments were provided with incentives.

Implementation

We were able to fully implement the use of our GVC, Wonders curriculum. We also continued to focus on our essential standards in ELA. Tier 2 time was integrated into the instructional day. Teachers grouped students based on performance data and provided targeted instruction. I Ready path is provided to meet students where they are and math interventions were provided during the day.

Expected Outcomes

We expect 30% of our students will be meeting or exceeding standards on D3 and on CAASPP for students in grades 3-6.

Math D2

Went from 4% BOY to 17% D2= +13%

Key factors that contributed to our growth:

1. Rigorous good first teaching within Go Math. Professional learning was provided to help teachers learn about Reflex math and how to implement it in their class to assist students in learning their math facts.

2. Extra 30 minutes- First semester we were able to have two Tier 2 intervention sessions built into our instructional day because we are a designated school. Teachers were able to provide one ELA 30-minute intervention and 1 math 30-minute intervention for students daily.

3. Designated School- Additional 30 minutes to work with students. Teachers use student performance data to create groups and instruction is differentiated for each group.

4. Push in Teaching Fellow- Teachers are provided with an adult who can work with Tier 2 and Tier 3 students within a small group/individual setting.

5. Goal setting- Admin, had goal-setting conferences with teachers, and teachers had goal-setting conversations with students. Students who showed growth on their assessments were provided with incentives.

6. We have implemented a math lunch club in grades 5 and 6 to assist students who are on the cusp of meeting proficiency.

7. We have implemented a Reflex math lunch club in our computer lab for students who need assistance in learning their math facts,

Implementation

We were able to fully implement the Go Math curriculum. We also continued to focus on our essential standards in math. Tier 2 time was integrated into the instructional day. Teachers grouped students based on performance data and provided targeted instruction. I Ready path is provided to meet students where they are and math interventions are provided during the day.

Expected Outcomes

We expect 22% of our students will be meeting or exceeding standards on D3 and CAASPP for students in grades 3-6.

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).

- Added the Reflex math club intervention.
- Added Math lunch club in grades 5 and 6
- We were provided 2 30 minute blocks of intervention the first semester
- One thing that impacted us negatively was the reduction of PL/PC time. Teachers didn't always have time to discuss results and effective best practices in a timely manner although we did build these opportunities into our Buyback days.

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 2022-23 SPSA.

- Next year we will have a Teaching Fellow run the lunch math intervention in the lab and we will start at the beginning of the year.
- Next year we will have more PLC time so our teams can be more consistent in moving through the cycle of continuous improvement.

Step 4: Educational Partner 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 data. Through a school needs assessment, parents felt we needed a Reading Intervention program, technology resources, home school liaisons and supplemental online programs to help students progress. .

2 ELAC:

ELAC members were presented with student achievement data. Through a school needs assessment, parents felt we needed a Reading Intervention program, technology resources, home school liaisons and supplemental online programs to help students progress. .

3 Staff:

Staff were presented with student achievement data and through a staff survey, staff indicated they wanted a technology lab assistant, supplemental digital and non-digital instructional resources, home school liaisons, and new books for our library.

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. An ELA coach will work with teachers in support of rigorous good first teaching strategies. Students will receive rigorous good first teaching. Tier 1 instruction will be planned using the California State Standards, the district adopted GVC's, the Common Core Companions and the Instructional

Practice Guides, math quarterly planners and district scope and sequence. Educational Leadership Tutors (ELF tutors) will be provided for classroom Tier 2 small group support. RTI will be provided for our students performing at the Tier 3 level in reading. These are students who are reading 2 or more grade levels below grade level. There will be a consistent process in place for monitoring our Tier 3 students who are not making progress through the SST process by implementing quarterly data review meetings with TSA and VP. 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

The following Test Results will be analyzed quarterly:

1. Common Writing Assignments
2. iReady Diagnostic and Assessments
3. Interim Assessment Blocks (3rd -6th Grade)
4. Common Formative Assessments
5. IXL dashboards
6. Edcite dashboard
7. FSA
8. SBAC

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

ELA instructional 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.

ELA instructional 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 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.

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, Moby Max, Imagine Learning, I-Ready Tool Kit, Wonderworks and additional programs) for additional reading and writing practice.

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

A Copier contract is provided for maintenance.

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.

One Teaching Fellow will be assigned to each grade level to support our MTSS framework supporting in the areas of ELA, Math and ELL access to the core.

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 HSL will support instructional material inventory and preparation to support high-quality instruction in addition to translating.

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

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

Funds will be provided for a contract to support PLI learning at Burroughs.

Funds will be put aside for a contract for the Write Tools to support writing instruction.

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 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.
- Extended day intervention using R

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 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:

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 regional professional learning opportunities and collaborative work sessions to calibrate common formative assessments to improve student achievement. PLC teams will review common formative assessment data, I-Ready Diagnostic data, IAB, FIAB, ICA data, 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:

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

Students in grades 4-6 will engage with complex text and have opportunities for remediation of reading skills through differentiated instruction with the teacher and pull-out reading intervention support from the Reading Intervention Program (5-6 teaching fellows will support the reading lab).

Internal reading mastery/corrective reading assessments will be used to monitor student progress as well as DIBELS and DIBELS next.

Technology equipment and supplemental materials will be used to enhance learning, enhance progress monitoring and will help make lessons interactive and engaging.

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

Computer lab assistant will help build students' proficiency in using technology as an instructional tool.

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

Funds will be put aside to have professional learning in the PLI initiative.

Funds will be put aside to refresh student laptops and the technology in the computer learning lab.

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

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 the year to monitor progress towards reading goals. Student reading progress will also be evident in common assessments results, and other assessment results.

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 Rosetta Stone intervention sessions after school.

2022-2023 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	Subagreements			Education and Leadership Foundation : Tutors will be provided to support our push-in and pull-out RTI intervention program implementation. Split funded ELF tutors	77,970.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release for teachers to attend SST meetings.	3,617.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to run math club at lunch for Tier 2 students.	17,332.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplemental Material	37,950.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh Lease Color Printer for instructional materials.	12,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for supplemental instructional materials.	1,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500		49,250.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,076.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	34,264.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Tutors will be provided for push in and pull out RTI intervention program implementation. ELF tutors	34,920.00
G1A1	One-time School	Instruction	Bks & Ref			Supplemental programs to support our tiered academic support system for students. Scholastic, IXL, Lumio, Movey,	26,000.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology to support blended learning instructional program.	9,829.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology to support our blended learning instructional program.	15,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology for our Learning Lab to support our instructional program.	30,000.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : Tutors will be provided for push in and pull out RTI intervention program implementation. ELF Tutors	46,822.00
G1A1	One-time School	Instruction	Subagreements			*Other* : PLI contract to train teachers on blended learning best practices.	7,000.00

\$408,530.00

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	✓		85.83 %	2021-2022	86.93 %

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 a high-quality education by integrating real-world learning opportunities into the educational setting.

Implementation

Career Day- Virtual Career Day was implemented for students in grades 4-6. Speakers spoke to our students about their educational background and their profession. Students were able to engage with the speakers and ask questions.

Field Trips- Students in 6th grade were able to attend a day camp. Due to the pandemic, they were not able to stay the night. 3rd grade attended the Art museum and our music students were able to perform at Sunnyside high school. 3rd grade had Bricks for Kids lessons to spark an interest in STEM skills. Not all students, in all grade levels, were able to attend a field trip like in the past due to the pandemic.

Students are recognized monthly. Each month, teachers select a student that demonstrate good character to represent their class as the Bronco of the Month. Students are celebrated with a pizza party, a professional photo and a certificate.

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

Not all students, in all grade levels, were able to attend a field trip like in the past due to the pandemic.

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).

The major differences between our written and implemented actions were the following:

- Only grades 4-6 participated in Career Day
- Only specific classes got 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 2022-23 SPSA.

As a result of our analysis, next year we will ensure the following:

- Grades K-6 will participate in Career Day
- Grades K-6 will participate in field trips

Step 4: Educational Partner 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 I-Ready student achievement data. Parents also felt we needed to provide more field trips and college and career activities.

2 ELAC:

ELAC members were presented with I-Ready student achievement data. Parents also felt we needed to provide more ways students could learn about the world around them.

3 Staff:

Staff members at Burroughs also value field trips and career day.

Action 1

Title: College and Career Readiness

Action Details:

For the 22-23 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 educational background and share information about their profession. They will inform students on the available 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. We will tie college and career readiness activities into our Read Across America week like "Oh The Places You'll Go" career day.

RCA's, CWAS and our Restorative Practices counselor can initiate the Meaningful Work initiative to provide students with on-campus jobs to help students learn responsibility, imbed school pride and provide them 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

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

Field Trips - We will have a spreadsheet to monitor field trips by classroom.

Read Across America Week- Calendar of events

Owner(s):

Vice Principal/TSA

Lead Teachers

Librarian/ Vice Principal

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, classroom reward parties, Meaningful Work student incentives and reward parties.

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.

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.

Funds will be provided for T-shirts to promote college and career readiness.

Materials and supplies for CWAS, counselors and RCAs to implement the Meaningful Work initiative.

Materials and supplies to implement Peace Makers.

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

Assembly - First Responders

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	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		49.74 %	2021-2022	49.14 %
Suspension Rate - Semester 1	✓		4.55 %	2021-2022	4.22 %

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 ways to be engaged in our school and our community.

School connectedness

Due to the pandemic, and extremely high numbers of Covid cases in our school community during semester one, 50% of our students have fallen into the chronic and severely chronic attendance bands which has made getting students connected to school a challenge. Although we were able to hold classroom meetings in our classrooms, students were absent for long periods of time and missed lessons unless teachers taught virtually. This semester we are beginning to incorporate more SEL small group interventions with our RCA. We lost one of our RCA's at the beginning of the year which has impacted our Goal 3 implementation so we haven't been able to put a student council or leadership group together as of yet.

Suspensions

Engage Students in Arts, Activities and Athletics

Due to the pandemic, we had to pause all of these initiatives to reduce the spread of Covid-19.

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 only had a CWAS 1 day a week, which was not enough support for the 747 students enrolled 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 747, we budgeted for a second RCA as we have done for the past 2 years, but at the start of this school year one of our RCA's was moved to a different site at the beginning of the school year. We still haven't gotten that position filled due to a lack of candidates that are able to work 5 days a week. We have been without a school counselor for the entire year. We had a guest counselor who was with us for a short period of time which was helpful for re-entry meetings and repair circles. We now have a wonderful TSA from the Climate and Culture department who helps us out 2 days a week. We are grateful for her help but this year has been rough for SEL support for our students because we have only had 1 RCA consistently all year who is trying to fill in for our counselor and second RCA and at times our school psychologist.

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 2022-23 SPSA.

Next year we hope to have a full TST team to support our growing needs. We will have a full-time school psychologist, a .5 CWAS, hopefully counseling support and hopefully 2 RCA's to help us with getting students connected to school. Next year, if our Covid numbers remain low, we hope to fully implement arts, activities, and athletics.

Step 4: Educational Partner 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 presented with suspension data and they agree school connectedness and sports are important to build a positive school culture.

2 ELAC:

ELAC was presented with suspension data and they agree school connectedness and sports are important to build a positive school culture.

3 Staff:

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
- RCA's
- 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, 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.

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, Zumba, Esports, gardening club, recycle club and Peace Makers.

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

Teachers will develop their classroom management plans at the beginning of the school year to address Tier 1 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 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 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

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 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.

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:

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.

2022-2023 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	0.4375		14,781.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,556.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Extra Time - RCA extra hours	15,706.00
G3A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified ELPAC Assessors, Classified staff lead clubs	13,080.00

\$58,123.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓		81.98 %	2021-2022	83.08 %

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 20/21 SPSA we planned to provide staff with access to a variety of training topics relevant to: Common Core State Standards; Social Emotional best practices; Curriculum usage to enhance teaching practices; and Cultural Proficiency.

We provided PL on these topics, but due to the pandemic and fewer PL hours in the second and third quarters, our meeting times for PLs were limited.

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 3.33%, Homeless 0%, SDC 0%, RSP 0%, SwD 1.28%)

(ELA diagnostic 2: Foster Youth 0%, ELLs 10.98%, 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 practice.

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).

Due to the pandemic and the reduction of PLC meetings and PL hours, we were not able to fully implement our professional learning plan.

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 2022-23 SPSA.

Leverage Designated Staff learning hours, staff meeting time, and Buyback institute hours for professional learning

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 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 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 SEL support for students

2 ELAC:

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

3 Staff:

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

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:

- Funds will be allocated to provide professional learning on The 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.
- 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, **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.

Specify Professional Development or Staff Services to support EL students:

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.

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.

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

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.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Standards Based Professional Learning for teachers	6,621.00
G4A1	One-time School	Instruction	Teacher-Subs			4 sub release days for PLI Teacher Training.	7,835.00
G4A1	One-time School	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Standards Based Professional Learning for teachers.	8,379.00

\$22,835.00

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	✓		78.99 %	2021-2022	80.09 %

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.

Due to covid-19 restrictions, on-campus parent events were paused well into quarter 3. As a result, we reached out to parents virtually, hosting several opportunities for parents to connect in support of their students. Participation in these events was low.

As a remedy, we offered two sessions for parents to learn how to engage (download, login and connect) with Microsoft TEAMS. We also started using QR codes to make it easier for parents to login to meetings. Additionally, we begin to offer virtual coffee chats during the third quarter. Effectiveness: parent participation/attendance continues to be low.

Due to district modernization project, digital marquee was not purchased by site since it will be provided by the district within the next 24 months. Electric/automatic gate will be installed summer of 2022 to ensure student/staff safety.

Funding 2 Home School Liaisons (HSL) benefitted the site as we had an increase in communication with our Spanish/Hmong speaking parents. Due to confusion, an RCA position was deleted. We are still attempting to hire a second RCA.

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

According to the metric, family engagement remains below our goal. Due to restrictions, we continue to look at new ways to engage our families.

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).

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

- Marquee was not purchased out of site funds as it will be provided by District Modernization Project.
- Electric/Automatic will be installed using the funds that were originally meant for the Marquee.
- 1 HSL will be provided by the district (22/23 school year); we still plan on funding a second 3.5 hour HSL

- Site will continue funding 2 RCAs

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 2022-23 SPSA.

- CDC permitting the resuming of parent on-campus engagement events (Open house, Family Science Night, Pastries with Parents, Picture with Parents, Awards, Father/Daughter and Mother/Son Dance, Parent Workshops [technology], Color Run, Folklorico, Zumba.

Step 4: Educational Partner 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 supports Goal 5 initiatives.

2 ELAC:

ELAC supports Goal 5 initiatives.

3 Staff:

Staff representatives were 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 curricula being utilized in the classroom such as Nearpod, Teams, I-Ready, ELPAC, Wonders and GoMath. We will provide a 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 Parent Coffee Chats, 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

Parent Activity Sign In Sheets

Parent Survey Data

Reclassification

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 **(as permitted by CDC)**.

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 such as Pastries with Parents event, pictures with Santa, pictures with pets, Valentine's Day pictures, will be implemented o build parent connection with the school
- An electronic marquee will be provided to improve the school to home communication.
- An automatic Fence will be provided to ensure a safe staff parking lot.
- A single point of entry will be installed to ensure all visitors check-in at the school office.
- RCAs will provide support in the form of targeted social-emotional skill-building groups. RCAs 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 (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 volunteers.
- Parent involvement at our Bronco movie nights.

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:

RCAs 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

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

2022-2023 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	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	3.5 HSL Spanish	15,866.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		19,088.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent involvement - Materials and Supplies **No food or incentives**	2,760.00
G5A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	36,811.00
G5A2	Sup & Conc	Instruction	Nc-Equipment			: Remodel Library/Care and Connect room furniture/ New carpet for the office.	50,000.00
G5A2	LCFF: EL	Instruction	Direct-Graph			Graphics for parent communication.	1,500.00
G5A2	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified extra time to assist with events like pastries with parents.	7,330.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translators for parent teacher conferences.	3,142.00

\$136,497.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0070 Burroughs Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Tutors will be provided to support our push-in and pull-out RTI intervention program implementation. Split funded ELF tutors	77,970.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release for teachers to attend SST meetings.	3,617.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to run math club at lunch for Tier 2 students.	17,332.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplemental Material	37,950.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh Lease Color Printer for instructional materials.	12,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for supplemental instructional materials.	1,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500		49,250.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,076.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	34,264.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Tutors will be provided for push in and pull out RTI intervention program implementation. ELF tutors	34,920.00
G1A1	One-time School	Instruction	Bks & Ref			Supplemental programs to support our tiered academic support system for students. Scholastic, IXL, Lumio, Movey,	26,000.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology to support blended learning instructional program.	9,829.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology to support our blended learning instructional program.	15,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology for our Learning Lab to support our instructional program.	30,000.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : Tutors will be provided for push in and pull out RTI intervention program implementation. ELF Tutors	46,822.00
G1A1	One-time School	Instruction	Subagreements			*Other* : PLI contract to train teachers on blended learning best practices.	7,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,781.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,556.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Extra Time - RCA extra hours	15,706.00
G3A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified ELPAC Assessors, Classified staff lead clubs	13,080.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Standards Based Professional Learning for teachers	6,621.00
G4A1	One-time School	Instruction	Teacher-Subs			4 sub release days for PLI Teacher Training.	7,835.00
G4A1	One-time School	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Standards Based Professional Learning for teachers.	8,379.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	3.5 HSL Spanish	15,866.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375		19,088.00

G5A2	Title 1 Basic	Parent Participation	Mat & Supp	: Parent involvement - Materials and Supplies **No food or incentives**	2,760.00
G5A2	Sup & Conc	Instruction	Mat & Supp	Materials and supplies	36,811.00
G5A2	Sup & Conc	Instruction	Nc-Equipment	: Remodel Library/Care and Connect room furniture/ New carpet for the office.	50,000.00
G5A2	LCFF: EL	Instruction	Direct-Graph	Graphics for parent communication.	1,500.00
G5A2	LCFF: EL	Parent Participation	Cls Sup-Ext	Classified extra time to assist with events like pastries with parents.	7,330.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext	Translators for parent teacher conferences.	3,142.00
					\$625,985.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$80,730.00
Sup & Conc	7090	\$275,990.00
LCFF: EL	7091	\$118,400.00
One-time School	7099	\$150,865.00
Grand Total		\$625,985.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$408,530.00	
G3 - Increase student engagement in their school and community	\$58,123.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$22,835.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$136,497.00	
Grand Total		\$625,985.00