

Burroughs Elementary

10621666006118

Principal's Name: Lorena Federico

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Lorena', followed by a long horizontal flourish.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
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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

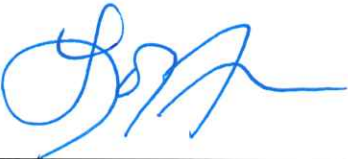
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 rewritten 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 -					
3. Co-Chairperson- Luisa Hernandez				X	
4. Teacher- Melissa Yeverino		X			
5. Teacher- Cora Silva		X			
6. Teacher- Guadalupe Reynoso		X			
7. Staff- Marcela Leos			X		
8. Parent DAC Rep. – Guadalupe Romo				X	
9. Parent- Effie Sanchez				X	
10. Parent- Arlene Gonzalez				X	
11. Parent- Guadalupe Romo				X	
12. Parent – Carmen Salazar				X	
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 _____.

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		3/12/25
SSC Co-Chairperson	Luisa Hernandez		3/12/25

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

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

FY 2025/26

Burroughs - 0070

ON-SITE ALLOCATION

3010	Title I	\$86,112 *
7090	LCFF Supplemental & Concentration	\$272,214
7091	LCFF for English Learners	\$123,816

TOTAL 2025/26 ON-SITE ALLOCATION

\$482,142

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,496
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Program Budget	\$83,616
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Total Title I Allocation	\$86,112
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ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Burroughs Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		48.2 %	2023-2024	49.3 %
SBAC ELA - Average distance from standard	✓	-51 pts	-49.4 pts	2023-2024	-34.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30 %	36.2 %	2023-2024	41.2 %
SBAC Math - Average distance from standard	✓	-55 pts	-42.8 pts	2023-2024	-27.8 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-169.6 pts	2023-2024	-154.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	30 %	36 %	2023-2024	41 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- POP 1:
According to the metrics in the current goal students are 49.4 points below standards in ELA with EL's being 74.8 points below standards and SWD students being 159.2 points below standard.
- POP 2:
According to the metrics in the current goal students are 42.8 points below standards in Math with EL's being 62.3 points below standards and SWD students being 159.2 points below standard.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

POP 1:

- C.1-Students are not mastering vocabulary and reading comprehension.
- C.2-There is a need in instruction to ensure the majority of ELA instruction has students reading physical books.
- C.3-Staff continues to build on developing strong first tier instruction.

C4-DLI

POP 2:

- C.1-Students are not mastering conceptual math skills.
- C.2-The is a need for developing effective teaching strategies to build conceptual understanding in Math.
- C.3-The need for having adequate resources to provide Math RTI time for struggling students.
- C.4-Students not mastering foundational skills in the primary grades.
- C.5-Staff continues to build on developing strong first tier instruction.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

POP 1:

- Professional learning opportunities for staff to learn proven strategies in assisting our students with greater literacy skills
- Work on increasing our RTI program by continuing to train our tutors with the same strategies our teachers are using for the identified students not on grade level.
- Using IAB assessments for ELA and IAB's for ELPAC will increase the opportunities for our teachers to understand where our students need the most help with to increase literacy skills.
- Provide Parent Engagement opportunities for them to access resources and strategies that will allow for them to assist their students at home.
- Providing grade leveled readers to all classrooms will assist with students having access to books.
- Providing our staff with continuous PL's and training to develop strong first tier instruction in and ELA

POP 2-

- Professional learning opportunities for staff will allow for greater PLC work to develop well planned lessons which will be data driven.
- Using IAB data to plan next steps in instruction will assist our students with academic growth. PLC time is to be structured with the intent review this data.
- Consistent checking for understanding in Math and ELA throughout instruction, group work, independent work to assist students with goal setting and teachers planning next steps.
- Working with teachers to alternative RTI times with both ELA and Math to help struggling students.

Staff continues to build on developing strong first tier instruction in and Math and ELA

Outside Consultants working with different grade levels and SWD. I3 Grades PS-1st / UDL/ MLD SWUN Grades 2-6 will assist with development of teachers using different strategies to be able to assist students' academic growth.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Tiered System of Instructional Support Fully Implemented

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.

Action 2: Effective PLC Teams Will Support Student Achievement Fully Implemented

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.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Tiered System of Instructional Support Partially Effective

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. NextGen dashboard
- 9. Dibels (RTI)

Action 2: Effective PLC Teams Will Support Student Achievement

Partially Effective

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

Common ELPAC IABs

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Full implantation of PLC Plus

Yellows to RTI Restructure

UDL Practice in the classroom

I3 Strategies

SWJN Math

Improve the implementation of Nextgen resources K-6

OG Implementation K-1

Guided Reading Practices K-6

PLC Data Driven
Coach Rudy ExSElent Teaching to support Tier I

Section D: 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.

SSC:

SSC is supportive of providing students with academic interventions to promote student success, such as RTI, purchase of data-based programs to enhance student learning as AR, ReflexMath, Scholastics, IXL, Gen Math, receiving training from outside consultants focused on Literacy, SWUN/MLD, I3, Playmakers/UDL, DI PL Trainings, Supplemental Contracts, Sub Release Day to plan as a PLC, SEL training from Coach Rudy).

ELAC:

Many of the ELAC parents are also part of our SSC members and have provided with the same information in our ELAC meetings. ELAC parents also agree with SPSA items to provide support for our students with academic interventions, SEL to promote student success. ELAC also agrees that attendance is very important and would incentives to be a part of supporting our students to succeed.

Staff:

Funds will used to continue programs that have assisted in growing student's academic learning in Math and ELA PLC support will continue with PLC+ training. Also, continuous PL opportunities will continue for teachers to be able to support students in meeting grade level requirements. Incentives will be used to support in increasing student attendance and academic growth.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

- Hire Teaching Fellows to provide push-in and pull-out support during RTI
- Provide planning days for teachers to focus on lesson planning and data analyzēs
- Professional learning opportunities to support student learning.
- Provide babysitting for parent meetings and workshops.
- Provide extra pay contracts for certificated and classified for after school tutoring.

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

- TSA
- 2 RCA

- 2 HSL
- Tech Assistant
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for planning days and data analyzes
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- NextGen and Write Tools District
- EL Resources
- Teaching Fellows to provide push-in and pull-out support during RTI
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

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

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services (TSA, teaching fellows, RSP and paras)
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. -Classroom walk throughs utilizing the FUSD Instructional Practice Guide -Provide immediate and actionable feedback for teachers to implement and improve practices. -Outcomes measured by Walkthroughs, data from IAB's and FIAB's, CFAs Data and Checks for understanding Monitor iReadyMyPath lesson data Outcomes monitoredbyPrincipal, VP, and teachers	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. -District benchmark, iReadyDiagnostic reading assessments, SBAC -Interim assessments Outcomes measuredby Growth from assessment to assessment and through iReadyPersonalized Learning Lessons. 52%of students met their stretch growth mid year (40%and above) 24/25 will increase by12%points for 25/26 mid year Outcomes monitoredbyteachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. -SBACResults: decrease the distance from meeting standards in ELAfrom -61.8 to -46 Outcomes measuredby Growth from distance from standard. Outcomes monitoredbyPrincipal and teachers.

Action 2 :

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 monthlyto 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 capacitythrough 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Students in all grades will participate in a balanced literacyprogram 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 complextext 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

We will use a portion of TitleOne 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 .

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

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

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

We will continue to partner with the EL department to strengthen our knowledge of the ELDstandards, the Ellevation EL data platform and TLCimplementation. Teachers will continue to provide Designated and Integrated ELDto students. Teachers will continue to provide Tier 2 supportwill be provided for students who are not meeting grade level standards. Tier 3 intervention services will be provided for students reading two levels belowgrade level.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

-Classroom walk throughs utilizing the FUSD Instructional Practice Guide

-Provide immediate and actionable feedback for teachers to implement and improve practices.

-Outcomes measured by Walkthroughs, data from IAB's and FIAB's, CFAs Data and Checks for understanding Monitor iReadyMyPath lesson data Outcomes monitoredbyPrincipal, VP, and teachers

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

-District benchmark, iReadyDiagnostic reading assessments, SBAC

-Interim assessments Outcomes measuredby Growth from assessment to assessment and through iReadyPersonalized Learning Lessons. 52%of students met their stretch growth mid year (40%and above) 24/25 will increase by12%points for 25/26 mid year Outcomes monitoredbyteachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

-SBACResults: decrease the distance from meeting standards in ELAfrom -61.8 to -46 Outcomes measuredby Growth from distance from standard. Outcomes monitoredbyPrincipal and teachers.

2025-2026 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	2,616.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Educational and Leadership Foundation: ELF Tutors: Split Funds With 7091 Budget.	81,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release for SSTs	9,541.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Math/ELA CAASP Push	30,651.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental Contracts	6,875.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Supplemental Instructional Programs: AR/Primary--IXL--Dibbles--Next-GEN Math to Support MTSS.	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	63,100.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			New Technology or Replacement of Technology	4,800.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease **Ricoh**	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct-Graphics	2,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500	Assist Site/Students with Tech Support	58,015.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	9,808.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Scholastics News	3,001.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,500.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Educational and Leadership Foundation: ELF Tutors: Split With 3010 Budget.	47,000.00

\$350,407.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	85.1 %	87.8 %	2024-2025	88.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

POP1:

According to the metrics for the current goal the Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain shows a 2.7 favorable growth.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Different grade levels offer opportunities for students to have field trips and real-world experiences off site.
- We value and prioritize having students in leadership roles to add to their experience at Burroughs.
- We offer all elementary sports and a variety of leadership clubs for students to learn and demonstrate life-long skill to develop as a life-long learners.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Continue to offer field trips at all grade levels.
- Allocate site funds towards additional Goal 2 opportunities.
- Have more site assemblies where students can demonstrate leadership on site.
- Continue to expand our sports, clubs and programs to offer more opportunities for all students to participate.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: College and Career Readiness

Fully Implemented

For the 25-26 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.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: College and Career Readiness

Effective

For the 25-26 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.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- 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 not 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 RCAs to implement the Meaningful Work initiative.
- Funds will be provided for assemblies promoting real-world learning experiences.

Section D: 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.

SSC:	ELAC:	Staff:
Consider bring community partners to speak to our students regarding different careers. Provide Field Trip opportunities. Start community service or meaningful work experiences. Provide extra tutoring opportunities.	Provide educational and enrichment assemblies. Continue to provide opportunities for different types of field trips.	Teachers support students having opportunities to participate in real-world learning experiences Do a career fair. Bring in more real-life work experiences and presentations for the school site. Add new clubs that have to do with real-life work experiences.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 not 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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 EL elevation 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.
- Targeted 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.

Student Groups

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

We will use a portion of TitleOne 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.

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

As a site: What are the 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 students. Teachers will continue to provide Tier 2 support will be provided for students who are not meeting grade-level standards.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year. Outcomes measured through ATLAS reports. Outcomes measured through Principal, VP and TSA

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed at each semester for increases compared to last year. Outcomes measured through ATLAS reports. Outcomes measured by Principal, VP and TSA

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Responses on the Climate and Culture Surveys will increase by 6% compared to last year. Outcomes measured through ATLAS reports. Outcomes monitored by Principal, VP and TSA

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		28.6 %	2023-2024	28 %
Suspension Rate	✓	1.29 %	0.8 %	2023-2024	0.47 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

POP1:
According to the metrics in this current goal, chronic absenteeism is at 28.6 a decline of 7%.

POP2:
According to the metrics in this current goal, suspensions have declined by 3.2%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

POP1: Students are not feeling connected to school.

POP2: Students are not engaged in school.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- We need to work on creating student-centered classrooms.
- We need professional learning on how to create classroom environments that nurture, validate and affirm students for who they are and what gifts they bring to the classroom.
- We need to increase positive teacher to parent interactions through phone class, communication and school events.
- We need to increase home visits, and attendance meetings
- We need to build parent compacity to have a better understanding of the importance of attendance through parent workshops, coffee hours and communication.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: School Connectedness

Not Implemented

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.

Action 2: Engage Students in Arts, Activities, and Athletics

Not Implemented

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.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: School Connectedness

Effective

- 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.

Action 2: Engage Students in Arts, Activities, and Athletics

Effective

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.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will work with consultants to learn how best to create student-centered learning spaces. We will learn how to get students connected to school.

Section D: 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.

SSC:	ELAC:	Staff:
Continue to provide students with clubs and athletics to keep students engaged. Continue with attendance incentives. Continue to present to parents opportunities to assist their students at home.	ELAC is also supportive of providing students with clubs and athletics to keep students connected to school. Continue to support SEL lessons to our students. Continue with the support from HSL such as our newsletters and parent engagement opportunities in their home languages.	Staff is supportive of providing students with clubs and athletics to keep students engaged, would like to keep on improving our tier 2 supports, add more assemblies to discuss different topics with our students.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

- Work with students to create attendance goals, purchase incentives for attendance clubs.
- Reward exemplary behavior with Stable Club raffles and prizes.

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

Purchase rewards and incentives to enhance our attendance rate.

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

- Work with students to create goals.
- Get students involved in leadership roles, such as school council.
- Promote student involvement in clubs.
- Stable Club raffles for exemplary behavior.
- Motivate students by providing engaging, high-interest student activities.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

RCA and School Psych will support students identified through TST/referrals - Opportunities for students to be involved in clubs, sports, site activities and events Outcomes measured by Measured by ATLASentries School engagement report through ATLAS Attendance at events Outcomes monitored by VP, and teachers, TST, RCA, School Psych, HSL, OA

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Fall Climate and Culture Survey results, attendance reports, behavior reports Outcomes measured by Increase attendance Decrease in behavior reports Decrease in Scores Increase attendance at events Outcomes monitored Principal, VP, and teachers, TST, Tier 2, RCA, School Psych, HSL, OA

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Fall vs. Spring Climate and Culture Survey Data - Outcomes Climate and Culture Surveys, Attendance reports Behavior Reports Outcomes monitored VP, and teachers, TST, Tier 2, RCA, School Psych, HSL, OA

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

- Hire bilingual intervention tutors.
- Purchase materials and supplies to support learning.
- Schedule EL parent workshops to share strategies and resources that parents can use to support students academically at home.

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

- Hiring tutors
- Purchasing materials and supplies

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

- Hire bilingual intervention tutors.
- Purchase materials and supplies to support learning.
- Schedule EL parent workshops to share strategies and resources that parents can use to support students academically at home.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Engagement participation will be analyzed quarterly for increases compared to last year. Outcomes measured through ATLAS reports. Outcomes measured through Principal, VP and TSA	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Engagement participation will be analyzed at each semester for increases compared to last year. Outcomes measured through ATLAS reports. Outcomes measured by Principal, VP and TSA	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Responses on the Climate and Culture Surveys will increase by 6% compared to last year. Outcomes measured through ATLAS reports. Outcomes monitored by Principal, VP and TSA

2025-2026 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	Assist Students with School Connectedness and SE Support	23,860.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist Students with School Connectedness and SE Support	18,169.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA Classified Extra Support	8,280.00
G3A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Extra Time	5,236.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified Extra Support	2,872.00
G3A2	Sup & Conc	Instruction	Direct Trans			Busses for Student Engagement Fieldtrips	2,500.00

\$60,917.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	90.4 %	2024-2025	91.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

POP1:

According to the metrics Fall Climate & Culture staff survey - percent favorable in organizational culture domain shows minimal growth of .4%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Teachers need more opportunities to be involved in the planning of events, assemblies and schoolwide incentive programs.

Our site had to create opportunities to create a Staff Respect Agreement.

Our staff needs more schoolwide events to build camaraderie and community.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, feedback forms and open discussion meetings.

We will continue to leverage leadership decisions utilizing ILT and PLC's to identify areas where growth can occur.

We will continue to provide weekly updates to keep staff connected.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Professional Learning Opportunities

Not Implemented

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 PL 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.

Action 2: Recruitment of Diverse Staff

Not Implemented

We will continue to hire people with diverse backgrounds so that our students can see themselves in the staff that works with them.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Professional Learning Opportunities

Ineffective

- 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.

Action 2: Recruitment of Diverse Staff

Ineffective

- We will select diverse candidates to interview from the HR list.

- We will actively recruit diverse team members.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue to hire staff members with diverse backgrounds and provide high quality professional learning.

Section D: 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.

SSC:

SSC is supportive of increasing the recruitment and retention of diverse staff. Make sure all voices are heard. Continue to work with staff in building a great partnership with students, parents, and community. Provide staff opportunities to listen to their feedback.

ELAC:

ELAC is supportive of increasing the recruitment and retention of diverse staff. Continue to build our teachers capacity to assist our EL students with planning opportunities and trainings. Continue to inform the parents of opportunities provided to staff in which they assist our EL population.

Staff:

Staff is supportive of increasing the recruitment and retention of diverse staff. Would like subs for planning and peer observations. Would like more opportunities for our paras to get trainings.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

Materials and resources to support classroom projects.

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

Materials for classroom projects.

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

Teachers will use engaging instructional strategies such as the CLEAR Model during classroom instruction.
Students will have opportunities to engage in community and classroom projects.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Survey Spring 24/25 School Building Committee Agendas Outcomes measured by PLC Alignment of instruction, and monitoring of PLCs by admin Staff participation of extra-curricular events Staff participation in team building events Encouragement of staff's professional growth Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Survey Fall 25/26 School Building Committee Agendas Outcomes measured by Encouragement of staff's professional growth Staff participation of extracurricular events Staff participation in team building events Outcomes monitored by Principal, VP, and teachers	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. them. Climate and Culture Survey Spring 25/26 School Building Committee Agendas Outcomes measured by Encouragement of staff's professional growth Staff participation of extracurricular events Staff participation in team building events Outcomes monitored by Principal, VP, and teachers.

Action 2 :

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

- Hire Teaching Fellows to provide push-in and pull-out support during RTI
- Provide planning days for teachers to focus on lesson planning and data analyzes
- Professional learning opportunities to support student learning.
- Provide babysitting for parent meetings and workshops.
- Provide extra pay contracts for certificated and classified for after school tutoring.

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

- TSA
- 2 RCA
- 2 HSL
- Tech Assistant
- Staff Engagement opportunities
- Teacher Subs for planning days and data analyzes
- Supplemental contracts for tutoring for certificated and classified employees
- Printers Leases
- NextGen and Write Tools District
- EL Resources
- Teaching Fellows to provide push-in and pull-out support during RTI
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support teachers in the classroom.

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

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services (TSA, teaching fellows, RSP and paras)
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Progress Monitoring: Outcomes

Reasoning for using this action			☐ Strong Evidence	☐ Moderate Evidence	☒ Promising Evidence
Short-Term (Learning) Expect to see			Medium-Term (Change in Behavior or Performance) Want to see		Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will measure the effectiveness of professional development around Foundational Skills during the first semester. Outcomes measured with iReady1 and iReady2 Diagnostic administrations. There will be an 5% increase of students who meet 40%or above stretch growth. Outcomes monitored byPrincipal, VP, TSA, academic coach and teachers.			<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will see an increase from the Fall Climate &Culture surveyo the Spring survey. Outcomes measured by staff participation. There will be an increase of 5 %favorable. Outcomes measured byPrincipal, VP and TSA		<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will see an increase in the Fall Climate &Culture family survey from last year to this year. Outcomes measured bystaff participation. There will be an increase of 3 1/2%favorable. Outcomes monitored byPrincipal, VP and TSA

2025-2026 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	Travel			Professional Learning Conferences	259.00

\$259.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	91 %	2024-2025	92.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

POP1
According to the Fall Climate & Culture family survey - percent favorable in family engagement domain decreased by 1%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Conflicting parent work schedules.
Perceived lack of relevance.
Need for additional event promotion.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Meeting and events need to be scheduled at various times.
Parent input needs to be considered when planning meetings and events.
Engagement opportunities need additional advertisement.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Engaging Families in Professional Learning

Not Implemented

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.

Action 2: Creating a Welcoming School Environment

Not Implemented

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.

Action 3: ELAC/SSC

Not Implemented

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.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Engaging Families in Professional Learning

Ineffective

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.

Action 2: Creating a Welcoming School Environment

Ineffective

- 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

- 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: 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.

Action 3: ELAC/SSC

Ineffective

- **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.**

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will schedule meetings and events at various times of day to help support working parents.

We will survey parents to get input on the topics that they would like to learn more about and get feedback on ideas for community engagement events.

We will promote opportunities for family engagement on multiple platforms including Parent Square, Social Media Platforms, printed forms, school newsletters, monthly calendars and posted signs.

There will be more opportunities for staff to build camaraderie and community through events on campus.

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

School-wide events that promote increased connectedness to school.

Invite parent to volunteer and attend grade level class visits.

Section D: 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.

SSC:

ELAC:

Staff:

SSC approves of inclusive opportunities for families to engage in their students. Continue with parent engagement meetings. Continue to communicate with parents regarding events, attendance or any other items that can have them help their students at home.

ELAC approves of inclusive opportunities for families to engage in their students. Agrees to Continue with parent engagement meetings. Continue to communicate with parents regarding events, attendance or any other items that can have them help their students at home. Wants the continuations of having HSLs that can communicate in their languages. Keep providing Parent Engagement Meetings.

Staff approves of inclusive opportunities for families to engage in their students. Create opportunities for parent engagement that allows for parents to be part of their students' cultural events. The communication sources will be a key making sure our parents will increase parent participation at our events.

Action 1 :

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 Reflexmath, 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

Purchase materials and supplies for family literacy events.

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

Purchase multicultural books and EL resources.

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

Purchase multicultural books and EL resources for students in PreK-6

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Family Survey Spring 24/25 Parent Feedback form after school wide meetings and events Outcomes measured by Data collected by survey and feedback Outcomes monitored by VP, and CCT, HSL

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Family Survey Fall 25/26 Parent Feedback form after school wide meetings and events Outcomes measured by Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Family Survey Spring 25/26 Parent Feedback form after school wide meetings and events Outcomes measured by Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

Multicultural materials and resources to provide to families during engagement opportunities.

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

Multicultural materials and resources to provide to families during engagement opportunities.

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

Provide families with materials and resources during engagement events.

Progress Monitoring: Outcomes

Reasoning for using this action		
☐	Strong Evidence	☐
	Moderate Evidence	☒
		Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Family Survey Spring 24/25 Parent Feedback form after school wide meetings and events Outcomes measured by Data collected by survey and feedback Outcomes monitored by VP, and CCT, HSL	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Family Survey Fall 25/26 Parent Feedback form after school wide meetings and events Outcomes measured by Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Family Survey Spring 25/26 Parent Feedback form after school wide meetings and events Outcomes measured by Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

HSL
Materials and resources

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

HSL
Materials and resources

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

HSL
Materials and resources

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Family Survey Spring 24/25 Parent Feedback form after school wide meetings and events Outcomes measured by Data collected by survey and feedback Outcomes monitored by VP, and CCT, HSL

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Family Survey Fall 25/26 Parent Feedback form after school wide meetings and events Outcomes measured by Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Family Survey Spring 25/26 Parent Feedback form after school wide meetings and events Outcomes measured by Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL

2025-2026 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 nor Incentives **	2,496.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified Extra Time	9,164.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375	Support with translation, monitoring attendance, home visits, parent contact and communication.	31,277.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Support with translation, monitoring attendance, home visits, parent contact and communication.	21,052.00
G5A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance for School Repairs	4,500.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translators for Parent Teacher Conferences	2,070.00

\$70,559.00

2025-2026 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	2,616.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: Split Funded 3 ways with 7090 & 7091 Budget.	81,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release for SSTs	9,541.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Math/ELA CAASP Push	30,651.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental Contracts	6,875.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Supplemental Instructional Programs: AR/Primary--IXL--Dibbles--Next-GEN Math to Support MTSS.	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	55,448.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			New Technology or Replacement of Technology	4,800.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: Split Funded 3 ways with 3010 & 7091 Budget.	7,652.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease **Ricoh**	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct-Graphics	2,500.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.7500	Assist Site/Students with Tech Support	58,015.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	9,808.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Scholastics News	3,001.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,500.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: Split Funded 3 ways with 3010 & 7090 Budget.	47,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist Students with School Connectedness and SE Support	23,860.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Assist Students with School Connectedness and SE Support	18,169.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA Classified Extra Support	8,280.00
G3A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Extra Time	5,236.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified Extra Support	2,872.00
G3A2	Sup & Conc	Instruction	Direct Trans			Busses for Student Engagement Fieldtrips	2,500.00
G4A1	Sup & Conc	Instruction	Travel			Professional Learning Conferences	259.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement: Materials and Supplies**No Food nor Incentives **	2,496.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified Extra Time	9,164.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.4375	Support with translation, monitoring attendance, home visits, parent contact and communication.	31,277.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Support with translation, monitoring attendance, home visits, parent contact and communication.	21,052.00
G5A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance for School Repairs	4,500.00
G5A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translators for Parent Teacher Conferences	2,070.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$86,112.00
Sup & Conc	7090	\$272,214.00
LCFF: EL	7091	\$123,816.00
Grand Total		\$482,142.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$350,407.00
G3 - Increase student engagement in their school and community	\$60,917.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$259.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$70,559.00
Grand Total	\$482,142.00