

Burroughs Elementary

10621666006118

Principal's Name: Lorena Federico

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Lorena Federico', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 - Arlene Gonzalez					
3. Guadalupe Romo - DAC Rep				X	
4. Luisa Hernandez				X	
5. Marcela Leos- HSL			X		
6. Melissa Yeverino		X			
7. Cora Silva		X			
8. Guadalupe Reynoso		X			
9. Daniel Rivera			X		
10. Effie Sanchez				X	
11. Arlene Gonzalez				X	
12. Carmen Salazar				X	
13.					
14.					
15.					

Check the appropriate box below:

X ELAC reviewed the SPSA as a school advisory committee.

X ELAC voted to consolidate with the SSC. Date 2-27-26.

Required Signatures

School Name: Burroughs Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Lorena Federico		4/15/26
SSC Chairperson	Arlene Gonzalez		4/15/26

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

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

FY 2026/27

Burroughs - 0070

ON-SITE ALLOCATION

3010	Title I	\$81,006 *
7090	LCFF Supplemental & Concentration	\$231,936
7091	LCFF for English Learners	\$100,280

TOTAL 2026/27 ON-SITE ALLOCATION

\$413,222

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,348
Program Budget	\$78,658
Total Title I Allocation	\$81,006

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Burroughs Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		11.6 %	2024-2025	15 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		48 %	2024-2025	49.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		41.5 %	2025-2026	42.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		46.1 %	2025-2026	47.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		40 %	2025-2026	41.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.2 %	2025-2026	61.3 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		32.8 %	2025-2026	33.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		64.6 %	2025-2026	65.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		52.3 %	2025-2026	53.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		52.7 %	2025-2026	53.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		67.6 %	2025-2026	68.7 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		32.1 %	2025-2026	33.2 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-34.4 pts	-31.6 pts	2024-2025	-16.6 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		39.4 %	2024-2025	44.4 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-27.8 pts	-40.9 pts	2024-2025	-25.9 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		36.1 %	2024-2025	41.1 %	↑
Goal 2	Chronic Absenteeism - (Hispanic)		28.9 %	2024-2025	28.3 %	↓

Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		30.1 %	2024-2025	29.5 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		28.8 %	2024-2025	28.2 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	28 %	22.5 %	2025-2026	21.9 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	92.1 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	91.5 %	85 %	2025-2026	86.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		84 %	2025-2026	86 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	0.47 %	0.7 %	2025-2026	0.37 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

According to the metrics ELPAC Students Scoring a 4 will need to increase from 11% to 15%.

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

According to the metrics for the current goal the Fall Climate & Culture student survey - percent favorable in student in student health and wellness domain will increase from 84% to 87%

According to the metrics Fall Climate & Culture staff survey - percent favorable in organizational culture domain shows a decline of 6.5%.

According to the Fall Climate & Culture family survey - percent favorable in family engagement domain shows an increase of 3.9%.

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

According to the metrics in this current goal, chronic absenteeism is at 22.5 a decline of 5.5%.

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

According to the metrics in this current goal, suspensions have increased by 0.23%.

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

Students are not mastering vocabulary and reading comprehension.

There is a need in instruction to ensure the majority of ELA instruction has students reading physical books.

Staff continues to build on developing strong first tier instruction.

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.

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

Students are not feeling connected to school.

Students are not engaged in school.

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.

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.

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.

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.

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.

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

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Tiered System of Instructional Support

Fully Implemented

Burroughs implemented a tiered system of instructional support to increase student achievement in ELA, Mathematics, and EL status. Support was provided through RTI, tutoring, PLC structured to implement data collection and analysis to create next steps of supports for our students.

Effective PLC Teams Will Support Student Achievement

Fully Implemented

Burroughs PLC teams ensured 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 established a tiered support plan to meet students where they are to support continued academic growth. Lead teachers also met with the administration to assist in making important decisions for the school in alignment with the school's mission. PLCs were given the opportunities to have paid extra-PLC hours.

College and Career Readiness

Partially Implemented

Students had opportunities to learn about college and careers. We hosted a career day, where presenters from various careers presented information to our students about their career. Students participated in real-world learning experiences via field trips. Academic instruction was tied to various career paths to motivate students to think about their future and career options. Our students were not able to visit college campuses.

School Connectedness

Partially Implemented

Students had a variety of opportunities to connect to school. In an effort to improve attendance and sustain low suspension rates, Burroughs provided students with access to social-emotional resources to ensure their success in school. Not all teachers held classroom meetings on a regular basis. Students who fell into the Tier 2 and Tier 3 attendance and behavior tier, received small group support from our Restorative Practices counselor, and/or our Resource Counseling Assistants. Students had opportunities to participate in enrichment activities in our After School Program and sports. Not many clubs were created for students' engagement.

Engage Students in Arts, Activities, and Athletics

Partially Implemented

Students had the opportunity to engage in culturally responsive activities, the arts, and athletics. Different cultures were celebrated this year compared to last year. Students participated in visual arts and music during the instructional day. A dance class was implemented the second semester of the school year. I was difficult to find coaches for all sports.

Professional Learning Opportunities

Fully Implemented

Burroughs provided access to high-quality professional learning. Our site provided access to trainings in ELD, Math (SWUN), early literacy (I3), DLI PLs, and UDL. All grade levels were given the opportunities to participate in PLs that best fitted their grade levels. Our teachers were given the opportunities to participate in having paid extra-PLC hours to continue working preparing instructional practices after analyzing data from iReady diagnostics, IAB's, FIAB's, Writing Samples, and PLs.

Recruitment of Diverse Staff

Partially Implemented

We continued to hire people with diverse backgrounds so that our students can see themselves in the staff that works with them. We also have continued to hire teachers and staff that best fit out or vision and mission to make sure our students are receiving opportunities to be successful.

Engaging Families in Professional Learning

Fully Implemented

Burroughs' parents continue to be an integral part of ensuring student success in school and were committed to providing high-quality learning opportunities for them to empower them to support their student/s. We continued to provide wo-way communication opportunities we participated in Family Engagement Hours, Parent workshop, and Parent-Teacher conferences, ELAC, SPSA planning and SSC to keep parents informed on school site changes, upcoming events and gather their input. Parents were involved in school wide invents such as award assemblies, performances and our annual color run

Creating a Welcoming School Environment

Fully Implemented

Burroughs parents have been a valued part of our learning community and are always welcomed onto campus to participate in a variety of school activities. Through ELAC and SSC we established parent volunteer protocol so parents can assist the school. Our office staff is always supportive in making sure parent's needs are met to make sure their students are successful.

ELAC/SSC

Fully Implemented

Burroughs parents were provided with opportunities to provide input on program implementation and budget expenditures through ELAC and SSC. The ELAC committee provided input on how to improve our ELD programs to improve re-designation rates. These parents have engaged in increasing our group participation. ELAC parents are very involved in making sure that our students receive the same or more opportunities that other school in our district receive by attending DELAC meeting and presenting the support and information parent need to support our students.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Tiered System of Instructional Support

Effective

The following Test Results will be analyzed quarterly:

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

Effective PLC Teams Will Support Student Achievement

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

College and Career Readiness

Partially Effective

- For the 26-27 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.

School Connectedness

Partially 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.

Engage Students in Arts, Activities, and Athletics

Partially 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.

Professional Learning Opportunities

Effective

- 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.

Recruitment of Diverse Staff

Partially Effective

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

- We will actively recruit diverse team members.

Engaging Families in Professional Learning

Effective

- 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.

Creating a Welcoming School Environment

Effective

- 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.

ELAC/SSC

Partially Effective

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

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.

Full implantation of PLC Plus

Yellows to RTI Restructure

UDL Practice in the classroom

I3 Strategies

SWUN Math

Improve the implementation of Nextgen resources K-6

OG Implementation K-1

Guided Reading Practices K-6

PLC Data Driven

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

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

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

Food will be provided for guest speakers.

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

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

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

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

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

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

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

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

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.

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 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, Reflex Math, 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).	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.	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.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Tiered System of Instructional Support

Action Details

Early Literacy

1. Early Literacy and Literacy Intervention: 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. Literacy Intervention: 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 Literacy Coach 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 graduated 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.

Direct Instructional Services

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 all 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 for all EL students.
- Teachers will monitor Ellevation data to monitor and track all 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 proficiency 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?

Provide planning days for teachers to focus on lesson planning and data analysis

Professional learning opportunities to support student learning.

Provide babysitting for parent meetings and workshops.

Provide extra pay contracts for certificated and classified staff for additional academic after-school tutoring.

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

Literacy Coach

3 RCA's

2 Spanish HSL's

Materials and Supplies

Student Engagement

Staff Engagement

Teacher Subs for planning days and data analysis

Supplemental contracts for tutoring for certificated and classified employees

Books and references

Printers Leases

NextGen and Write Tools

Reflex Math Schoolwide

IXL Grades 3-6

EL Resources

SWUN curriculum and resources.

Interpreters for parent meetings, 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 literacy instruction for students in grades K-6th grade during RTI with support staff utilizing push in and pull out services (RSP and paras)

Targeted resources (Write Tools, NexGen Math, IXL, SWUN, Scholastic programs and Scholastic News, etc.) to increase student academic achievement.

Teachers will plan and provide students with high-quality, explicit, and systematic instruction through the quarterly planning days, professional development, and grade-level data chats.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement workshops will be provided for parents to support continued learning in the home, ELPAC and CAASPP preparation, effective parent teacher conferences etc.

Literacy Nights

Open House

Parent Teacher Conferences

Pastries With Loved Ones

Color Run

Professional Learning

Describe Professional Learning related to this action.

Professional learning will be provided to all staff to strengthen Tier 1 instructional practices across literacy, mathematics, science, social studies, and writing.

Student performance data will be used to identify and prioritize professional learning topics, and teachers will have opportunities to share their input on the areas where additional support is needed.

Literacy and academic coaches will offer instructional resources, targeted professional learning, and coaching cycles for teachers as appropriate. They will also host office hours focused on specific instructional needs aligned to student data.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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

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

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.

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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Effective PLC Teams Will Support Student Achievement

Action Details

Effective Staff

Burroughs PLC teams are committed to ensuring high levels of student learning by identifying essential standards and learning targets, developing common formative assessments, analyzing student performance, and modifying instruction based on formative data. PLCs will implement a tiered system of support designed to meet students where they are and promote ongoing academic growth.

To drive instructional improvement, PLC teams will review multiple data sources—including common formative assessments, i-Ready Diagnostic results, IAB, FIAB, ICA data, and writing assessments—to identify trends, share effective practices, and make informed instructional decisions.

PLCs will also receive training on the *PLC+ Playbook* to deepen their understanding of high-functioning professional learning communities and strengthen their collective efficacy.

Lead Teachers will meet with the administration twice a month to offer valuable feedback and support decision-making aligned with the school's mission and goals.

Additionally, **Burroughs will actively participate in regional Professional Learning Community work** to enhance teacher capacity through professional learning and collaborative calibration sessions focused on improving common formative assessments and student achievement. During these sessions, regional PLC teams will analyze common formative assessment data, i-Ready Diagnostics, IAB, FIAB, ICA, and writing assessment results to align expectations, share best practices, and further build collective efficacy.

Direct Instructional Services

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 engage in a balanced literacy program that includes opportunities for independent reading, instructional reading, and rigorous, grade-level text. Professional Learning Communities (PLCs) will collaborate to ensure consistent implementation across grade levels.

All students will participate in Bronco Time, a small-group, differentiated instructional block within the classroom. This takes place during the grade-level Response to Intervention (RTI) period, where students receive targeted support aligned to their identified academic needs.

Students in grades TK–3 will engage in integrated reading and writing using complex texts to develop and solidify foundational literacy skills. Tier 1 reading instruction will be provided in the classroom, with additional support as needed.

Students in grades 4–6 will work with complex texts and receive targeted remediation of reading skills through differentiated instruction with their classroom teacher and pull-out intervention provided by the Reading Intervention Program.

DIBELS will be purchased to provide more frequent progress monitoring of student literacy development.

Technology, equipment, and supplemental instructional materials will be purchased to enhance learning, increase equity, and create more interactive and engaging educational experiences for students.

Funds will be allocated to support **technology maintenance, equipment upkeep, and graphics-related instructional needs**.

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

Students will use programs such as **i-Ready, iXL, NextGen Math, Scholastic News, and Accelerated Reader** to strengthen skills in reading, writing, listening, speaking, and mathematics.

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

Funds will also be designated for **Scholastic Magazine**, providing teachers with an additional resource to build literacy skills while connecting students to current events and the world around them.

Accelerated Reader (AR) will support independent reading at home, helping students develop strong literacy habits. Students will take the **STAR assessment three times per year**—at the beginning, middle, and end of the year—to monitor progress toward their reading goals. Growth will also be measured through common assessments and other schoolwide assessment tools.

Teachers will receive **planning time and data analysis opportunities**.

Student incentives will be purchased to help motivate and encourage academic effort.

Sub-release time for PLCs will be provided to support improved academic outcomes and build collective efficacy.

Substitute Administrators will be provided to support ongoing 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.
- Schoolwide ELPAC interim assessments will be given twice a year to track EL student progress.
- Teachers will hold data chats with students following each EPLAC Interim administration to support 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 small group ELPAC prep support will be provided to EL students to prepare them for the ELPAC testing structure.

- An extended day EL intervention will be provided for LTEL and Newcomers.

Student Groups

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

English Learner (EL):

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

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

English Learner (EL):

Scholastic Magazine, contracts for tutors to provide small-group language acquisition support, IXL, Nextgen math, Reflex math online programs will support language acquisition.

Supplemental material and supplies such as collaborative boards, student white boards, dry-erase markers, chart paper, visuals, math manipulatives, highlighters, and technology.

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

English Learner (EL):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement workshops will be provided for parents to support continued learning in the home, ELPAC and CAASPP preparation, effective parent teacher conferences etc.

Literacy Nights

Open House

Parent Teacher Conferences

Pastries With Loved Ones

Professional Learning

Describe Professional Learning related to this action.

Professional learning will be provided to all staff to strengthen Tier 1 instructional practices across literacy, mathematics, science, social studies, and writing.

Student performance data will be used to identify and prioritize professional learning topics, and teachers will have opportunities to share their input on the areas where additional support is needed.

Literacy and academic coaches will offer instructional resources, targeted professional learning, and coaching cycles for teachers as appropriate. They will also host office hours focused on specific instructional needs aligned to student data.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			New Technology or Replacement of Technology	3,658.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Educational and Leadership Foundation: ELF Tutors Split Funded 2 ways with 6211 Budget	75,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release Time **Budget lines for personnel include salaries and related benefits	11,937.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Math/ELA CAASP Push **Budget lines for personnel include salaries and related benefits	36,810.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Supplemental Instructional Programs AR/Primary, IXL, Dibbles, Next Gen Math to support MTSS.	43,254.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	38,280.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Direct Graphics	1,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Machine	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance for School Repairs	4,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	1,228.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Scholastics News	3,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	46,640.00
G1A2	Sup & Conc	Instruction	Travel			Travel	250.00

\$280,557.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

College and Career Readiness

Action Details

College & Career Readiness

For the 26-27 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.

Direct Instructional Services

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, drama club, Spelling Bee, gardening club, yearbook club, Folklorico dance 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 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.
- Targeted ELPAC support will be provided to EL students to prepare them for the ELPAC testing structure.
- EL students will attend an ELPAC kick-off assembly to inform and motivate.
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family engagement workshops. Monthly ELAC informative meetings.
- Invite families to share cultural and career experiences.
- Provide monthly family conversation prompts that encourage students to talk with family members about goals and future career interests.

Professional Learning

Describe Professional Learning related to this action.

- Strategies for meaningful family communication.
- PL on how to support students in reflecting on learning and communicating goals with families.
- PL on communication platforms and strategies that keep families informed and involved.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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

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 instructional coaches.

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 instructional coaches.

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 instructional coaches.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28: Student Engagement in Arts, Music, and Dance

Action Details

Life Skills

Burroughs students will participate in visual arts and dance during the instructional day. Burroughs will ensure that all students have the opportunity to engage in culturally responsive activities such as arts, music, and dance. 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.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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 art, music, after school dance club.

Supplemental pay for after school dance club instruction and supervise students on positive engagement activities to support social-emotional and behavioral development.

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

Student incentives/food will be provided to support engagement activities.

Funds will be allocated to provide field trips so that students can engage in arts and music for performances.

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.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

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.

Professional Learning

Describe Professional Learning related to this action.

Staff will be able to attend trainings to further develop professional skills in their subject matter.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent involvement to support student engagement *No Food or Incentives*	2,348.00

\$2,348.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Creating a Welcoming School Environment

Action Details

Community Engagement

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.

Direct Instructional Services

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.

- Student engagement opportunities such as Career Day, ELPAC assemblies.
- 3 RCA's hired to coordinate groups building social and emotional support needed for success.
- School-wide events to promote community such as the Color Run, Pastries with Loved Ones.
- Teachers will provide all 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 for all EL students.
- Teachers will monitor Ellevation data to monitor and track all 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 proficiency 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?

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.
Family engagement workshops will be provided for parents to support continued learning in the home, ELPAC and CAASPP preparation, effective parent teacher conferences etc. Literacy Nights Open House Parent Teacher Conferences Pastries With Loved Ones Color Run

Literacy Nights

Parent Teacher Conferences

Color Run

Describe Professional Learning related to this action.
Monthly ELAC informative meetings with a variety of informative topics such as reading readiness and specialty apps.

Monthly ELAC informative meetings with a variety of informative topics such as reading readiness and specialty apps.

Reasoning for using this action:		
Short-Term (Learning) Expect 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	Medium-Term (Change in Behavior or Performance) Want to see <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	Long-Term (Change in Condition) Hope to see <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

 Promising Evidence

Expect to see

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

Want to see

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

Hope to see

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0070 Burroughs Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Extra time **Budget lines for personnel include salaries and related benefits	11,701.00
G3A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental Classified **Budget lines for personnel include salaries and related benefits	7,151.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		18,217.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	**Budget lines for personnel include salaries and related benefits	17,391.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	**Budget lines for personnel include salaries and related benefits	17,757.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA Extra Support **Budget lines for personnel include salaries and related benefits	8,288.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local Milage-HSLs	400.00
G3A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Extra Time **Budget lines for personnel include salaries and related benefits	3,901.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Classified Extra Support **Budget lines for personnel include salaries and related benefits	3,109.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Parental Support, with communication and attendance **Budget lines for personnel include salaries and related benefits	20,923.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	**Budget lines for personnel include salaries and related benefits	19,407.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Translators for Parent Teacher Conferences **Budget lines for personnel include salaries and related benefits	2,072.00

\$130,317.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0070 Burroughs Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0070	1110	1000	4400	Nc-Equipment					G1A1	New Technology or Replacement of Technology	3,658.00
060	3010	0070	1110	1000	5110	Subagreements					G1A1	Education and Leadership Foundation : Educational and Leadership Foundation: ELF Tutors Split Funded 2 ways with 6211 Budget	75,000.00
060	3010	0070	1110	2495	4300	Mat & Supp					G2A1	Parent involvement to support student engagement *No Food or Incentives*	2,348.00
030	7090	0070	1110	1000	1120	Teacher-Subs					G1A1	Sub Release Time **Budget lines for personnel include salaries and related benefits	11,937.00
030	7090	0070	1110	1000	1160	Teacher-Supp					G1A1	Supplemental Contracts for Math/ELA CAASP Push **Budget lines for personnel include salaries and related benefits	36,810.00
030	7090	0070	1110	1000	2160	Ins Aide-Sup					G3A1	Classified Extra time **Budget lines for personnel include salaries and related benefits	11,701.00
030	7090	0070	1110	1000	4200	Bks & Ref					G1A1	Supplemental Instructional Programs AR/Primary, IXL, Dibbles, Next Gen Math to support MTSS.	43,254.00
030	7090	0070	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies	38,280.00
030	7090	0070	1110	1000	4300	Mat & Supp					G1A1	Direct Graphics	1,500.00
030	7090	0070	1110	1000	5221	Travel					G1A2	Travel	250.00
030	7090	0070	1110	1000	5631	Off Eq Lease					G1A1	Ricoh Machine	15,000.00
030	7090	0070	1110	1000	5723	Direct-Maint					G1A1	Direct Maintenance for School Repairs	4,000.00
030	7090	0070	1110	2495	2960	Oth Cls-Supp					G3A1	Supplemental Classified **Budget lines for personnel include salaries and related benefits	7,151.00
030	7090	0070	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Iriarte, Adriana	0.4375	G3A1		18,217.00
030	7090	0070	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Ramos, Alyana	0.4375	G3A1	**Budget lines for personnel include salaries and related benefits	17,391.00
030	7090	0070	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	(New/Open Position)	0.4375	G3A1	**Budget lines for personnel include salaries and related benefits	17,757.00
030	7090	0070	1110	3130	2230	Cls Sup-Ext					G3A1	RCA Extra Support **Budget lines for personnel include salaries and related benefits	8,288.00
030	7090	0070	1110	3130	5211	Local Mileag					G3A1	Local Milage-HSLs	400.00
030	7091	0070	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	1,228.00
030	7091	0070	4760	1000	2160	Ins Aide-Sup					G3A1	Classified Extra Time **Budget lines for personnel include salaries and related benefits	3,901.00
030	7091	0070	4760	1000	4200	Bks & Ref					G1A1	Scholastics News	3,000.00
030	7091	0070	4760	1000	4300	Mat & Supp					G1A1	Materials and Supplies	46,640.00
030	7091	0070	4760	2495	2230	Cls Sup-Ext					G3A1	Classified Extra Support **Budget lines for personnel include salaries and related benefits	3,109.00
030	7091	0070	4760	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	Chavarin, Rosa	0.4375	G3A1	Parental Support, with communication and attendance **Budget lines for personnel include salaries and related benefits	20,923.00
030	7091	0070	4760	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	(New/Open Position)	0.4375	G3A1	**Budget lines for personnel include salaries and related benefits	19,407.00
030	7091	0070	4760	3130	2230	Cls Sup-Ext					G3A1	Translators for Parent Teacher Conferences **Budget lines for personnel include salaries and related benefits	2,072.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$81,006.00
Sup & Conc	7090	\$231,936.00
LCFF: EL	7091	\$100,280.00
Grand Total		\$413,222.00

\$413,222.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$280,557.00
G2 - The Whole Child (SEL and Engagement)	\$2,348.00
G3 - Operational Excellence	\$130,317.00
Grand Total	\$413,222.00