

SPSA Year 2017–18 2018–19 2019–20

[LCFF Accountability Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

Single Plan for Student Achievement (SPSA) Template

School Name William Burnett Elementary School

Contact Name and Title Richard P. Julian, Principal

Email and Phone

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2017-20 Plan Summary

School's STORY

Briefly describe the students and community and how the school serves them.

Mission Statement:

"We, the Burnett Community, are committed to providing a safe environment and developing self-motivated thinkers who are able to succeed in an ever-changing world."

Vision Statement:

All students, every day strive to reach their fullest potential in personalized and collaborative learning environments which support and inspire them to become innovative, life-long learners.

William Burnett Elementary School proudly serves approximately 600 students in transitional kindergarten through sixth grade. The ethnic population of Burnett School reflects the diversity of our community with 41% Asian, 22% Hispanic, 18% Filipino, 10% Caucasian, 3% African American, 1% American Indian, 2% Pacific Islander and 3% Multiple Ethnicities. Approximately 40% of our population is non-English speaking and 41% of our students are eligible for free and reduced lunch. Our staff is committed to working in partnership with our families and the community toward continuous improvement in educating all students. We believe that while no two students learn in the same way, all students can learn when given the necessary tools, motivation, and opportunities. It is our desire that students develop a passion for lifelong learning and experience success - academically, emotionally, socially, and physically. As a learning community with a heart for children, we are grateful for the opportunity to share our school with you.

School Theory of Action

The Burnett community is highly committed to excellence and we are proud of the work we are doing to prepare our students in our ever changing world. We have evolved into a school focused on having our students reach their fullest potential in personalized and collaborative learning environments that meet the rigorous demands of the Common Core Standards. In order to ensure these environments address the needs of all of our students, our professional teaching staff engage in weekly, grade level based Professional Learning Community meetings where they use Results Oriented Cycles of Inquiry for data analysis and emergent curriculum planning to ensure continuous organizational learning and improvement. In addition, we are using a Blended Learning model which consists of small group targeted instruction, collaborative learning opportunities and the leveraging of technology to personalize and differentiate learning. This allows students to learn concepts and content at their own pace as well as generate data for us to use to differentiate our teaching to meet specific needs of students. We will also be utilizing research-based assessments that assist teachers in identifying student needs in order to implement instruction and intervention programs that are designed for student progress.

In our primary grades, TK-3, we are implementing the SEAL model for ELD. SEAL supports our teachers in grades TK through third grade to implement powerful instructional strategies and to design exciting curriculum that will enable your child to learn the new Common Core and Next Generation Science Standards. SEAL is designed to build confident, joyful learners with strong language and literacy skills, providing access to the full curriculum.

Every student on our campus engages in our STEM program for an hour per week in our STEM Lab. There, students engage in activities around science, technology, engineering and mathematics. This program promotes creativity, collaboration, critical thinking and communication.

The Burnett staff is made up of a team of excellent certificated and classified staff including several teachers who have served as District mentors, teacher leaders, and professional development experts. Other staff members have previously served the district as specialists in areas such as mathematics, science, and literacy. Burnett staff members also serve on many District committees supporting assessment, instruction, and the implementation of Common Core State Standards. Several staff members have previously served the district as specialists in areas such as mathematics, science, and literacy and their expertise is utilized to further the Burnett teachers' professional development. Teachers keep current on best educational practices through Professional Learning Communities with colleagues, staff meetings and conferences throughout the year.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

Below are the key features of Burnett's SPSA...

Professional Learning Communities

At Burnett we are committed to Professional Learning Communities. Grade level teams meet once a week during the school day for an hour. Within those PLCs, teachers engage in Results Oriented Cycles of Inquiry (ROCI) focusing on student learning. They work collaboratively to identify a data-based inquiry question to guide their work, analyze various forms of student data to create SMART-E goals, and execute aligned work plans to meet student needs (including intervention as needed).

Underserved Students

Our most current SBAC data shows that our Hispanic/Latino students, Students with Disabilities, and Socioeconomically Disadvantaged students are not making the growth necessary to show that they are meeting or exceeding grade level Common Core State Standards. With that said, special attention will be given to these subgroups within our work as an Instructional Leadership Team, within Professional Learning Communities, and within staff meetings to ensure these students get what they need when they need it.

SEAL (Sobrato Early Academic Language)

At Burnett, we will continue our implementation of SEAL, a powerful language development and literacy approach. We are one of several schools in our district selected to participate in the SEAL (Sobrato Early Academic Language) model. Teachers in grades TK through third grade implement powerful instructional strategies and design exciting curriculum that will enable our students to learn the Common Core and Next Generation Science Standards. SEAL is designed to build confident, joyful learners with strong language and literacy skills, and to provide access to the full curriculum.

STEM

Our STEM program is going into its fifth year. Every child in our school accesses our STEM Center and engages in the work led by our STEM teacher an hour per week. Our teachers plan collaboratively with our STEM teacher to incorporate STEM into their SEAL and PBL units. Most importantly, weekly STEM time allows for our teaching staff to meet in their weekly PLCs.

Project-Based Learning

We continue to refine our PBL units across grades 4-6. Teachers engage their students in various units throughout the year. Within these units, students practice the 4 C's, experience rigorous learning targets, and are able to have voice and choice when it comes to their learning. This provides our students with a personalized learning experience.

Professional Development

Our professional teaching staff engages in embedded professional development within their professional learning communities as they tap into one another's expertise. We build capacity within our school as teachers attend various professional conferences and then, in turn, share their learning with their colleagues. We also have time set aside monthly for professional learning together as a staff. This coming school year we will focus our learning around the alignment of CCSS ELA Standards.

Family Engagement

At Burnett, we engage our families in various ways. We have a built-in family engagement component to our SEAL units and we involve families in our PBL units. The last Friday of each month our families are invited to our "Bulldog Bash" school celebration and our Principal's Coffee/Dessert Hour. In the mornings, prior to the start of school, we have a "Wake Up Walk" which has our students, their families and our staff walk together for ten minutes to music. We also hold "Family Learning" evening events focused on various topics of interest to our parents.

REVIEW OF PERFORMANCE

Based on a review of performance on the **state indicators** and **local performance** indicators included in the LCFF Accountability Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most **proud** of and how does the school **plan to maintain** or **build upon that success**? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

At Burnett, we are proud of the progress our English Learners have made. As noted in the data below, the performance of our English Learners has **"Increased"** in English Learner Progress. We attribute this to the focus of our equity based professional learning communities engaging in results-oriented cycles of inquiry, creating SMARTER goals and specific work plans designed to aid our students in reaching those goals. In addition, we are in our third year of SEAL implementation and have worked hard to implement these powerful instructional strategies throughout all of our classrooms. We also offer specific and targeted Tier 2 and 3 after school interventions which are born from our PLC work and planned and facilitated by our teaching staff.

GREATEST PROGRESS

Our school plans to build upon that success as we continue to refine our SEAL model of language development across our TK-3 classrooms, as well as reflect and refine our work within our equity based professional learning communities. In addition, we will continue to offer specific and targeted after school Tier 2 and 3 interventions planned and facilitated by our teaching staff. As noted, we engaged in Results-Oriented Cycles of Inquiry and will continue to reflect upon our successes and what exactly attributed to those successes.

English Learner Progress - Student Group Five-by-Five Placement

Select an Indicator: Reporting Year:

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 75.0% to less than 85.0%	Orange (None)	Yellow (None)	Green (None)	Green English Learners	Blue (None)
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

William Burnett Elementary (Milpitas, CA)
Milpitas Unified

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator Reporting Year: 2017 (Fall)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Green (None)	Green <ul style="list-style-type: none"> ▪ All Students (School Placement) ▪ English Learners ▪ Asian ▪ Filipino 	Green (None)	Green (None)	Blue (None)
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Orange (None)	Orange <ul style="list-style-type: none"> ▪ Socioeconomically Disadvantaged ▪ Hispanic 	Orange (None)	Yellow (None)	Yellow (None)
Very Low More than 70 points below	Red <ul style="list-style-type: none"> ▪ Students with Disabilities 	Red (None)	Red (None)	Orange (None)	Orange (None)

William Burnett Elementary (Milpitas, CA)
Milpitas Unified

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: Reporting Year:

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green (None)	Green ▪ Asian	Blue (None)	Blue (None)	Blue (None)
High zero points to less than 35 points above	Green (None)	Green ▪ All Students (School Placement) ▪ English Learners	Green ▪ Filipino	Green (None)	Blue (None)
Medium 25 points below to zero	Yellow ▪ Socioeconomically Disadvantaged	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low More than 25 points below to 95 points below	Orange ▪ Students with Disabilities ▪ Hispanic	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Student Group Report

William Burnett Elementary - Santa Clara County

Enrollment: 574 Socioeconomically Disadvantaged: 35.2% English Learners: 35.7% Foster Youth: 0.2% Grade Span: K-6 Charter School: No

Dashboard Release:
Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
<u>Chronic Absenteeism</u>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			*	*			*	*				*	*	
<u>English Learner Progress (1-12)</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			*	*			*	*				*	*	*
<u>Mathematics (3-8)</u>			*	*			*	*				*	*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

i-Ready Math Diagnostic #4 (Inserted when complete)

i-Ready ELA Diagnostic #4 (Inserted when complete)

Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined **need significant improvement** based on review of local performance indicators or **other local indicators**. What **steps** is the school planning to take **to address** these **areas with the greatest need** for improvement?

GREATEST NEEDS

At Burnett, the progress of our Hispanic/Latino Students, Socioeconomically Disadvantaged Students, and our Students with Disabilities is our greatest need. This is noted in the data below in both English Language Arts and Mathematics.

In order to address these needs, we will immediately identify these “target students” and through our work in our Equity based Professional Learning Communities address their needs through SMARTER goals and specific Work Plans. In addition, we will...

- Create a Data Room that visually displays student academic progress
- Learning and sharing of essential practices to address the needs of students
- Engage student families
- Give target students priority to after school interventions
- Student Goal Setting Conferences
- Intentional articulation meetings between RSP teacher and general education teacher

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator Reporting Year: 2017 (Fall)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Green (None)	Green <ul style="list-style-type: none"> ▪ All Students (School Placement) ▪ English Learners ▪ Asian ▪ Filipino 	Green (None)	Green (None)	Blue (None)
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Orange (None)	Orange <ul style="list-style-type: none"> ▪ Socioeconomically Disadvantaged ▪ Hispanic 	Orange (None)	Yellow (None)	Yellow (None)
Very Low More than 70 points below	Red <ul style="list-style-type: none"> ▪ Students with Disabilities 	Red (None)	Red (None)	Orange (None)	Orange (None)

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: Mathematics (Grades 3-8) Indicator Reporting Year: 2017 (Fall)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green (None)	Green ▪ Asian	Blue (None)	Blue (None)	Blue (None)
High zero points to less than 35 points above	Green (None)	Green ▪ All Students (School Placement) ▪ English Learners	Green ▪ Filipino	Green (None)	Blue (None)
Medium 25 points below to zero	Yellow ▪ Socioeconomically Disadvantaged	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low More than 25 points below to 95 points below	Orange ▪ Students with Disabilities ▪ Hispanic	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Referring to the LCFF Accountability Dashboard, identify any state indicator for which performance for any student group was **two or more** performance levels **below** the **“all student”** performance. What **steps** is the school planning to take **to address these performance gaps**?

PERFORMANCE GAPS

As noted in the data below, Burnett shows performance gaps for our Hispanic/Latino students, Socioeconomically Disadvantaged Students, and Students with Disabilities. These gaps are evident in both Math and English Language Arts. This was also noted in our “Greatest Needs” section of this document. These performance gaps will be addressed by...

- Learning and sharing of essential practices to address the needs of students
- Engage student families
- Give target students priority to after school interventions
- Student Goal Setting Conferences
- Intentional articulation meetings between RSP teacher and general education teacher

Student Group Report

William Burnett Elementary - Santa Clara County

Enrollment: 574 Socioeconomically Disadvantaged: 35.2% English Learners: 35.7% Foster Youth: 0.2% Grade Span: K-6 Charter School: No

Dashboard Release:
Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			*	*			*	*				*	*	
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			*	*			*	*				*	*	*
Mathematics (3-8)			*	*			*	*				*	*	*

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year **2018-19**

\$279,672

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2017-2018**

Briefly describe any differences between budgeted and expended resources for 2017-18.

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$238,883

Percentage of SPSA Budget that is Supplemental or Concentration Funds

85%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

Our allotted Supplemental and Concentration Funds have allowed us to offer targeted interventions both embedded in the school day and before and after school. It also allows us to offer stipends to our Instructional Leadership team, employ an EL Paraprofessional, four paraprofessionals, and a clerk to monitor attendance and support our neediest students. From those funds, we are able to purchase instructional materials and software to target their needs.

In addition, it also has allowed us to offer all of our students a school-wide STEM program which affords them additional opportunities that they may not get outside of the school day.

Stakeholder Engagement

SPSA Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

Teaching Staff

April 23, 2018 - Shared school-wide SBAC data and facilitated open discussion on “glows and grows.” Specifically, we discussed the actions that support our target students in 17-18 and gathered input on improving these actions for 18-19.

[Agenda](#)

[Survey Results](#)

School Site Council

April 12, 2018 - Shared both i-Ready and school-wide SBAC data and facilitated an open discussion around “glows and grows.” Looked at our current expenditures and how they address our needs. SSC consists of Certificated Staff, Classified Staff and parents.

[Agenda](#)

[SSC Input](#)

Parent Community

ELAC/PTA/School-wide family survey

[ELAC Input](#)

[PTA Input](#)

[Family Survey](#)

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

Engaging all stakeholders in planning for the upcoming school year is vital to our success. Through these meetings, as we looked back and looked forward, it was affirmed that we will continue most of the actions in the plan while adding additional ones to address our students' needs as we move forward into the next school year. We will continue monitoring our progress throughout the year to ensure we are addressing the needs of all of our students, as well as the families.

Goals, Actions, & Services

New Modified X Unchanged

Goal 1

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.
 Burnett: All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

LOCAL _____

Identified Need

Our SBAC data illustrates that 59% of our students met or exceeded the standard in Math and 63% of our students met or exceeded the standard in ELA. Overall, we need to consistently improve those numbers over the next three years school-wide to ensure that all students demonstrate continuous improvement.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline (2016-2017)	2017-18	2018-19	2019-20
SBAC Math	58% Met or Exceeded Standard	Goal: 63% Met/Exceeded Standard Actual:	Goal: 69% Met/Exceeded Standard Actual:	Goal: 74% Met/Exceeded Standard Actual:
SBAC ELA	60% Met or Exceeded Standard	Goal: 65% Met/Exceeded Standard Actual:	Goal: 73% Met/Exceeded Standard Actual:	Goal: 77% Met/Exceeded Standard Actual:
iReady Math (Progress Monitoring)	Tier 1: 68% Tier 2: 29% Tier 3: 4%	Goal: Tier 1: 75% Actual:	Goal: Tier 1: 77% Actual:	Goal: Tier 1: 82% Actual:
iReady ELA (Progress Monitoring)	Tier 1: 62% Tier 2: 27% Tier 3: 11%	Goal: Tier 1: 75% Actual:	Goal: Tier 1: 72% Actual:	Goal: Tier 1: 77% Actual:

Goal **1** Action **1**

Multi-Tiered System of Supports Description: Tier 1 Academic Program: Weekly release time for ROCI	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Professional Learning Communities: Teachers will meet weekly to engage in ROCI process creating SMARTER goals, work plans, and common assessments. Aligned to: Priority 2 (State Standards) Priority 4 (Student Achievement) Priority 7 (Course Access) Priority 8 (Other Pupil Outcomes)	ACTUAL Links to agendas, smarte goals, work plans, etc.
	BUDGETED \$51,000 (Cost of STEM Teacher. STEM provides time for PLCS)	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Grade level teachers TK-6 meet one time weekly for 70 minutes where they engage in the ROCI process to ensure student achievement. During this time, their students receive STEM instruction. We begin this within the first 2 weeks of school and continue it throughout the school year right up until the end of the year.	Grade level teachers TK-6 meet one time weekly for 70 minutes where they engage in the ROCI process to ensure student achievement. During this time, their students receive STEM instruction. We begin this within the first 2 weeks of school and continue it throughout the school year right up until the end of the year.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$51,000	Amount \$51,000	Amount
Source 709100	Source 709100	Source

Budget Reference	1000	Budget Reference	1000	Budget Reference	
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Goal **1** Action **2**

Multi-Tiered System of Supports Description: Tier 1 Academic Program: Release time Unit Development & ILT Planning	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Teacher Collaboration/Planning Days: Teachers will be released to engage in collaborative planning days focused on creating and refining SEAL units/PBL units and various units of study. In addition, members of the ILT will be released to engage data analysis, PD planning, and monitoring the school's theory of action. Aligned to: Priority 1 (Basic Services) Priority 2 (State Standards) Priority 4 (Student Achievement) Priority 7 (Course Access) Priority 8 (Other Pupil Outcomes)	ACTUAL Links to planning notes
	BUDGETED \$10,000 (Subs)	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers grades TK-3 will be released 6-8 times during the year to collaborate and refine their existing SEAL units. Teachers grades 4-6 will be released 3-5 times during the year to refine their existing PBL units and create new units as well.	Teachers grades TK-3 will be released 3-5 times during the year to collaborate and refine their existing SEAL units. Teachers grades 4-6 will be released 3-5 times during the year to refine their existing PBL units and create new units as well. ILT members will be released 3	

times per year to engage in data analysis, PD planning, and theory of action monitoring.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$9,000	Amount	\$10,000	Amount	
Source	709100	Source	709100	Source	
Budget Reference	1000	Budget Reference	1000	Budget Reference	

Goal 1 Action 3

Multi-Tiered System of Supports Description: Tier 1 Academic Program: Materials & Supplies for Units	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED SEAL/PBL: TK-3 teachers will engage students in the SEAL model and 4-6 teachers will engage students in Project Based Learning ensuring rigor and progression through all DOK levels. Aligned to: Priority 1 (Basic Services) Priority 2 (State Standards) Priority 4 (Pupil Achievement) Priority 5 (Pupil Engagement) Priority 7 (Course Access) Priority 8 (Other Pupil Outcomes)	ACTUAL Grade Level agendas and PLC notes
	BUDGETED \$3000 (Supplies & Materials)	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will continue our SEAL work in grades TK-3 and PBL work in grades 4-6. To make this happen, supplies and materials such as teacher resource books, student books,(fiction and non-fiction) art supplies, paper, printer ink.	We will continue our SEAL work in grades TK-3 and PBL work in grades 4-6. To make this happen, supplies and materials such as teacher resource books, student books,(fiction and non-fiction) art supplies, paper, printer ink.	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$3000	Amount	\$3000	Amount	
Source	010703	Source	010703	Source	
Budget Reference	4000	Budget Reference	4000	Budget Reference	

Goal 1 Action 4

Multi-Tiered System of Supports Description: Tier 1: Parent Engagement with Emphasis on Academics	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>Parent Engagement(Academic): We will create a partnership with our parents providing them with the necessary tools to aid in our students' learning through the following-</p> <p>SEAL & PBL Family Engagement Sessions Family Engineering Night Family Math & Science Night Principal Coffee/Dessert Hours New Family Orientation Family Resource Space Various "Family Nights"</p> <p>Aligned to:</p>	<p>ACTUAL</p> <p>To be monitored and measured through attendance at events.</p>
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Priority 3 (Parent Involvement) Priority 4 (Pupil Achievement) Priority 5 (Pupil Engagement) Priority 6 (School Climate)	
BUDGETED \$5000(supplies & materials)	ESTIMATED ACTUAL

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
In grades TK-3, we will conduct at least one SEAL family engagement session per month. Our TK Parent Workshop Series will take place one evening per month. Both Family Engineering Night and Math and Science Night will be a one night event. Bulldog Parent University will be held once during the school year and have a menu of choices for families. Principal Coffee/Dessert Hours will take place monthly. New Family Orientation will be held early on in the year as a one time event.	In grades TK-3, we will conduct at least one SEAL family engagement session bimonthly. Both Family Engineering Night and Math and Science Night are one night events. Principal Coffee/Dessert Hours will take place monthly. New Family Orientation will be held early on in the year as a one time event. We will create a family resource space on campus to give families access to educational resources, learning, and support.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$2000	Amount: \$5000	Amount:
Source: 010703	Source: 010703	Source:
Budget Reference: 4000	Budget Reference: 4000	Budget Reference:

Goal **1** Action **5**

Multi-Tiered System of Supports Description: Tier 1 Academic Program: Use of Technology to Personalize Learning	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED	ACTUAL Monitor through generated data and teacher survey
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<p>Blended Learning: Continue refinement and implementation of blended learning allowing students to access and leverage technology learning platforms to personalize learning.</p> <p>i-Ready Front Row Brain Pop Learning A-Z Scholastic</p> <p>Chromebooks</p> <p>Aligned to: Priority 1 (Basic Services) Priority 2 (State Standards) Priority 4 (Pupil Achievement) Priority 5 (Pupil Engagement) Priority 7 (Course Access) Priority 8 (Other Pupil Outcomes)</p>	
<p>BUDGETED</p> <p>\$25,000</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>We will continue our Blended Learning Model in all classrooms TK-6. Students will engage in online learning platforms to personalize learning while teachers access the generated data to plan and inform instruction. The following online learning platforms will be purchased for student use: i-Ready, Front Row, Brain-Pop, Learning A-Z. In addition, 30 Chromebooks will be purchased to continue our 1-1 initiative in grades 4-6.</p>	<p>We will continue our Blended Learning Model in all classrooms TK-6. Students will engage in online learning platforms to personalize learning while teachers access the generated data to plan and inform instruction. The following online learning platforms will be purchased for student use: i-Ready, Front Row, Brain-Pop, Learning A-Z. In addition, Chromebooks will be purchased to continue our 1-1 initiative.</p>	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$14,000</p>	<p>Amount</p> <p>\$25,000</p>	<p>Amount</p>
<p>Source</p> <p>30100, 709100</p>	<p>Source</p> <p>30100, 709100</p>	<p>Source</p>
<p>Budget Reference</p> <p>4000</p>	<p>Budget Reference</p> <p>4000</p>	<p>Budget Reference</p>

Goal **1** Action **6**

Multi-Tiered System of Supports Description: Tier 2 Targeted academic support				
<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Targeted Extended Day Services: Teachers will identify students in all grades, specifically in early primary, in need of extended day services through PLC work, create the specific services and provide those services during, before and/or after school. Aligned to: Priority 1 (Basic Services) Priority 2 (State Standards) Priority 4 (Pupil Achievement) Priority 7 (Course Access) Priority 8 (Other Pupil Outcomes)	ACTUAL Links to collected assessment data
	BUDGETED \$10,000 (Salary & Benefits)	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Targeted extended day services will be provided for students both before school and after school by certificated staff. Students who are not responding to Tier 1 and Tier 2 instruction will be identified through the analysis of data by teachers in PLCs. Services will target the specific needs of students and be created by the staff who will be facilitating those services and progress will be monitored by those staff members These services will be provided both before and after school. These services will begin in late September.	Targeted extended day services will be provided for students both before school and after school by certificated staff. Students who are not responding to Tier 1 and Tier 2 instruction will be identified through the analysis of data by teachers in PLCs. Services will target the specific needs of students and be created by the staff who will be facilitating those services and progress will be monitored by those staff members These services will be provided both before and after school. These services will begin in late September.	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$10,000	Amount	\$10,000	Amount	
Source	709100	Source	709100	Source	
Budget Reference	1000	Budget Reference	1000	Budget Reference	

Goal 1 Action 7

Multi-Tiered System of Supports Description: Tier 1 Academic Program

Students to be Served

All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____

English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>STEM: All students will participate in our school-wide STEM program designed to engage students in collaborative activities that integrate science, technology, engineering and mathematics and connect to their units in their classrooms.</p> <p>Note: Provides release time for teachers to engage in PLCs</p> <p>Aligned to: Priority 1 (Basic Services) Priority 2 (State Standards) Priority 4 (Pupil Achievement) Priority 5 (Pupil Engagement) Priority 7 (Course Access) Priority 8 (Other Pupil Outcomes)</p>	<p>ACTUAL</p> <p>Monitor via student survey/teacher survey</p>
	<p>BUDGETED</p> <p>\$51,000 (Cert. Salary & Benefits) \$29,000 (Classified Salary & Benefits)</p>	<p>ESTIMATED ACTUAL</p>
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<p>2017-18</p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>	<p>2018-19</p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>	<p>2019-20</p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>
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Every student at Burnett will engage in 70 minutes of STEM weekly taught by one certificated staff and assisted by two classified staff. This program begins in the third week of school and continues to the end of the year. Students engage in collaborative activities that integrate science, technology, engineering and mathematics. The work students do in STEM will connect to their units in their classrooms.	Every student at Burnett will engage in 70 minutes of STEM weekly taught by one certificated staff and assisted by two classified staff. This program begins in the third week of school and continues to the end of the year. Students engage in collaborative activities that integrate science, technology, engineering and mathematics. The work students do in STEM will connect to their units in their classrooms.	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$51,000	Amount	\$80,000	Amount	
Source	709100, 013000	Source	709100, 013000	Source	
Budget Reference	1000, 2000	Budget Reference	1000, 2000	Budget Reference	

Goal 1 Action 8

Multi-Tiered System of Supports Description: Tier 1 Academic Program: Professional Development	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

	PLANNED	ACTUAL
Actions/Services	Professional Development: Teachers will engage in professional development opportunities aligned to identified student needs via conferences, workshops, and site developed trainings to build capacity and impact student learning. <u>Needs to be determined through work in PLCs.</u> Aligned to: Priority 1 (Basic Services) Priority 2 (State Standards) Priority 4 (Pupil Achievement) Priority 7 (Course Access)	Agendas from PD
Expenditures	BUDGETED \$10,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers will have the opportunity to attend conferences and workshops that directly tie into our school's vision and mission and their grade level work plans. In addition, teachers will engage in site level professional development potentially provided by colleagues and/or outside consultants. The specific needs will be determined through PLC work and the analysis of data.	Teachers will have the opportunity to attend conferences and workshops that directly tie into our school's vision and mission and their grade level work plans. In addition, teachers will engage in site level professional development potentially provided by colleagues and/or outside consultants. The specific needs will be determined through PLC work and the analysis of data.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: \$10,000	Amount:
Source: 709100	Source: 709100	Source:
Budget Reference: 5000	Budget Reference: 5000	Budget Reference:

Goals, Actions, & Services

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 2	All MUSD students' are fully invested to thrive academically, socially and emotionally in a safe nurturing and culturally responsive school environment. All MUSD students' are fully invested to thrive academically, socially and emotionally in a safe nurturing environment. Burnett: Burnett staff will successfully address the social emotional needs of our students through intervention, service and support.		

State and/or Local Priorities Addressed by this goal:

Identified Need

STATE 1 2 3 4 5 6 7 8

LOCAL _____

Attracting parent participation in classrooms and parent education workshops has been challenging for us. Our immediate need to address this situation and monitor it through surveys, attendance and creating a Family Engagement Leadership Team.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey Data	Data to be collected in 17-18 to provide baseline data	Parent Survey data		
Attendance Data	Data to be collected in 17-18 to provide baseline data	Data on student absences & tardies August 2017 - April 2018.		
Counseling Survey Data	Data to be collected in 17-18 to provide baseline data	To be inputted when received from CASSY		

Goal 2 Action 1

Multi-Tiered System of Supports Description: Tier 1 Academic Program, Tier 1 Social Emotional Support	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Assistant Principal: Our Assistant Principal will be responsible for engaging our families, coordinating and conducting our Student Success Team and overseeing the implementation of our PBIS program. Aligned to: Priority 3 (Parent Involvement) Priority 4 (Pupil Achievement) Priority 5 (Pupil Engagement) Priority 6 (School Climate)	ACTUAL Family Engagement, SST, PBIS
	BUDGETED .2 FTE Salary/Benefits - \$31,040	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
To begin the year, the instructional coach will meet monthly with grade level teams, TK-3, to establish coaching cycles. A	The Assistant Principal will spearhead our school’s work around family engagement. She will monitor attendance,	

coaching form/process will be established for coaching cycles. By mid-year, she will begin cycles with grades 4-6. In addition, our coach will facilitate one professional development session per month. Decision was made to not have an Instructional Coach	work with staff to create “family nights,” help to coordinate SEAL Gallery Walks and PBL culminating events, co-plan Principal Coffee/Dessert Hours. She will lead the year one implementation of PBIS to create a positive school climate that effectively supports all students’ social and emotional growth. In addition, she will work closely with the SST Coordinators to carefully monitor the progress students are making toward their goals.	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$62,000	Amount	\$31,040	Amount	
Source	709100	Source	709100	Source	
Budget Reference	1000	Budget Reference	1000	Budget Reference	

Goal 2 Action 2

Multi-Tiered System of Supports Description: Tier 1 academic program, Tier 2 social emotional strategic support	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED	ACTUAL
	Family/Student Engagement (Non-academic; school community-building): We will engage our families and students through various events/extra-curricular club incentives to build school community and support the social/emotional well-being of our students. Back to School Kickoff Celebration Bulldog Bash (Last Friday of every month) Lunch Bunch Club Primary Puzzle Club Student Council	Monitoring attendance at family engagement events Disaggregate attendance by student demographics

Expenditures

<p>Various Student Council school-wide events Spirit Days Bulldog Tech Leadership Club Glee Club Intramural Sports Yearbook Club Science Club Teacher Aide Club Bulldog Hub Club Garden Club Office Helpers Club Art Club Stock Market Club Coding Club Students of the Month Bulldog Bucks Attendance Awards Academic Growth Awards Principal/Student Check-in Meetings</p> <p>Aligned to: Priority 3 (Parent Involvement) Priority 5 (Pupil Engagement) Priority 6 (School Climate)</p> <p>BUDGETED</p> <p>\$3000 (Supplies/Materials)</p>	<p>ESTIMATED ACTUAL</p>
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
At Burnett. We engage our families and students through various events/extra-curricular club incentives to build school community and support the social/emotional well-being of our students (listed above). In order to make these activities happen, supplies and materials need to be purchased such as paper, certificates, food, printer ink, art supplies, puzzles, garden supplies, board games, and athletic supplies.	At Burnett, we engage our families and students through various events/extra-curricular club incentives to build school community and support the social/emotional well-being of our students (listed above). In order to make these activities happen, supplies and materials need to be purchased such as paper, certificates, food, printer ink, art supplies, puzzles, garden supplies, board games, and athletic supplies.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$3000	Amount	\$3000	Amount	
Source	010703	Source	010703	Source	
Budget Reference	4000	Budget Reference	4000	Budget Reference	

Goal 2 Action 3

Multi-Tiered System of Supports Description: Tier 2 social emotional strategic support	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities X [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Social/Emotional Support Services: Students identified through the SST process shall receive targeted support services to address social/emotional needs. Aligned to: Priority 5 (Pupil Engagement) Priority 6 (School Climate)	ACTUAL End of year data collection
	BUDGETED \$15,000(Contract)	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Students identified through the SST process shall receive support services to address social/emotional needs through a contracted counseling service. These services include individual counseling sessions, group sessions and social groups. This is monitored via SST.	Students identified through the SST process shall receive support services to address social/emotional needs through a contracted counseling service. These services include individual counseling sessions, group sessions and social groups. This is monitored via SST.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$5000	Amount	\$15000	Amount	
Source	010703	Source	010703	Source	
Budget Reference	1000	Budget Reference	1000	Budget Reference	

Goal 2 Action 4

Multi-Tiered System of Supports Description: Tier 1 academic program, Tier 2 social emotional strategic support	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Implementation of PBIS Model Aligned to: Priority 5 (Pupil Engagement) Priority 6 (School Climate)	ACTUAL PBIS Leadership Team Agendas PBIS matrix Schoolwide behavior data
	BUDGETED \$1000 (Supplies/Materials)	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will continue the Peacemaker Student Leadership Program at Burnett. This program is facilitated by staff members and is supported by a contract with Soul Shoppe. Soul Shoppe trains students solve peer conflicts and provide allyship and communication support on the playground and	We will begin implementation of Positive Behavioral Intervention & Supports(PBIS). We will create our Tier 1 supports this summer to implement on day 1 of the 18-19 school year. Throughout the year, our PBIS Leadership Team will be trained to fully understand the model and begin working on creating Tier 2 and Tier 3 interventions and supports.	

in the classroom. This coming year, we will be training teachers so they, too, can fully support the program.

Decision was made not to continue the Peacemaker Program.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$7500	Amount	\$1000	Amount	
Source	010703	Source	010703	Source	
Budget Reference	1000	Budget Reference	1000, 4000	Budget Reference	

2 Action 5

Goal

Multi-Tiered System of Supports Description: Tier 1 academic program, Tier 2 social emotional strategic support

Students to be Served

All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

	PLANNED	ACTUAL
Actions/Services	PBIS Leadership Team Aligned to: Priority 5 (Pupil Engagement) Priority 6 (School Climate)	Meeting agenda/notes
Expenditures	BUDGETED \$4000 (Stipends)	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

<p>In the coming year, we will create 4 leadership teams that teachers will serve on; School Community, School Environment(Physical), Family Engagement, School Climate/Student Accountability. These committees are aimed at supporting our students while providing an avenue for teachers to share in our school leadership. Each committee will receive a budget of \$250 to purchase the necessary supplies and materials to ensure the success of each respective committee.</p> <p>Decision was to not have these Leadership Teams.</p>	<p>We have recruited a PBIS leadership team that includes primary and intermediate teachers, Special Education teachers, and classified staff members. The leadership team will meet over the summer to begin work on our Tier I supports. The leadership team will also participate in PBIS trainings at the county office throughout the year. In addition, the PBIS leadership team will meet on site between county trainings and will provide regular updates to staff on PBIS implementation.</p>	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$1000	Amount	\$4000	Amount	
Source	010703	Source	010703	Source	
Budget Reference	4000	Budget Reference	1000	Budget Reference	

Goal 2 Action 6

Multi-Tiered System of Supports Description: Tier 1 academic program	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

<p>Actions/Services</p>	<p>PLANNED</p> <p>Art: Burnett students will be enriched through engaging in Art taught by a specialist.</p> <p>Aligned to: Priority 5 (Pupil Engagement) Priority 6 (School Climate) Priority 7 (Course Access)</p>	<p>ACTUAL</p> <p>Teacher feedback surveys</p>
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Expenditures

<p>BUDGETED</p> <p>\$6,000 (Contract)</p>	<p>ESTIMATED ACTUAL</p>
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>All students will have the opportunity to be enriched through both an Art and Music program. Students will attend a 45 minute Art period 4-5 times per year and a 45 minute Music period 6-8 times per year. These classes will be taught by specialists who will be paid via contract.</p>	<p>All students will have the opportunity to be enriched through a schoolwide art program. Students will attend a 45-minute art class 4-5 times yearly. These classes will be taught by a specialist who will be paid via contract.</p>	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<p>Amount \$9,000</p>	<p>Amount \$6000</p>	<p>Amount</p>
<p>Source 010703</p>	<p>Source 010703</p>	<p>Source</p>
<p>Budget Reference 1000</p>	<p>Budget Reference 1000</p>	<p>Budget Reference</p>

Goal **2** Action **7**

Multi-Tiered System of Supports Description: Tier 1 academic program	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] Hispanic or Latino
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services

<p>PLANNED</p> <p>Attendance Monitoring: We will monitor attendance of identified students and continuously work with families to ensure students are in school through letters, in school meetings and home visits.</p>	<p>ACTUAL</p> <p>Attendance data</p>
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Expenditures

Aligned to: Priority 3 (Parent Involvement) Priority 5 (Pupil Engagement) Priority 6 (School Climate)	
BUDGETED No cost	ESTIMATED ACTUAL

2017-18

2018-19

2019-20

New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The attendance of identified students will continuously be monitored by attendance clerk, Asst. Principal, teachers, and the ILT. Our Asst. Principal will work with families to ensure attendance is consistent. To motivate students, we will continue our Monthly Attendance awards at our Bulldog Bash.	The attendance of students will continuously be monitored by attendance clerk, Asst. Principal, teachers, and the ILT. Our Asst. Principal will work with families to ensure attendance is consistent. To motivate students, we will continue our Monthly Attendance awards at our Bulldog Bash.	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	No cost	Amount	No cost	Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

	New	Modified	X Unchanged
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Goal 3

All MUSD unduplicated - Low Income, English Learners, and Students with Disabilities will make accelerated growth to close the achievement gap. Burnett: Supplemental students consisting of English Learners, specifically Latino ELs, Low Income students, and Special Education students demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

LOCAL _____

[Identified Need](#)

Our most urgent need is the progress of our non-reclassified English Learners, our Hispanic students, our Students with Disabilities, and our Socioeconomically Disadvantaged students, in both Math and ELA as shown in the data below.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline (2016-2017)	2017-18	2018-19	2019-20
SBAC ELA	<p><u>ELL (no RFEP)</u> 13% Proficient</p> <p><u>Socioeconomically Disadvantaged</u> 50% Proficient</p> <p><u>Hispanic</u> 43% Proficient</p> <p><u>Students With Disabilities</u> 14% Proficient</p>	<p><u>ELL (no RFEP)</u> Goal: 18% Proficient Actual:</p> <p><u>Socioeconomically Disadvantaged</u> Goal: 55% Proficient Actual:</p> <p><u>Hispanic</u> Goal: 48% Proficient Actual:</p> <p><u>Students With Disabilities</u> Goal: 19% Proficient Actual:</p>	<p><u>ELL (no RFEP)</u> Goal: 23% Proficient Actual:</p> <p><u>Socioeconomically Disadvantaged</u> Goal: 60% Proficient Actual:</p> <p><u>Hispanic</u> Goal: 53% Proficient Actual:</p> <p><u>Students With Disabilities</u> Goal: 24% Proficient Actual:</p>	<p><u>ELL (no RFEP)</u> Goal: 28% Proficient Actual:</p> <p><u>Socioeconomically Disadvantaged</u> Goal: 65% Proficient Actual:</p> <p><u>Hispanic</u> Goal: 58% Proficient Actual:</p> <p><u>Students With Disabilities</u> Goal: 29% Proficient Actual:</p>

SBAC Math	<p>ELL (no RFEP) 37% Proficient</p> <p>Socioeconomically Disadvantaged 44% Proficient</p> <p>Hispanic 29% Proficient</p> <p>Students With Disabilities 22% Proficient</p>	<p>ELL (no RFEP) Goal: 42% Proficient Actual:</p> <p>Socioeconomically Disadvantaged Goal: 49% Proficient Actual:</p> <p>Hispanic Goal: 34% Proficient Actual:</p> <p>Students With Disabilities Goal: 27% Proficient Actual:</p>	<p>ELL (no RFEP) Goal: 47% Proficient Actual:</p> <p>Socioeconomically Disadvantaged Goal: 54% Proficient Actual:</p> <p>Hispanic Goal: 39% Proficient Actual:</p> <p>Students With Disabilities Goal: 32% Proficient Actual:</p>	<p>ELL (no RFEP) Goal: 52% Proficient Actual:</p> <p>Socioeconomically Disadvantaged Goal: 59% Proficient Actual:</p> <p>Hispanic Goal: 44% Proficient Actual:</p> <p>Students With Disabilities Goal: 37% Proficient Actual:</p>
Reclassification Data	27 students	Goal: 29 students Actual: 27 students	Goal: 32 students Actual:	Goal: 35 students Actual:

Goal **3** Action **1**

Multi-Tiered System of Supports Description: Tier 2 supports, and Tier 3 intensive supports

Students to be Served	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] Latino
	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>Target Students/Gap Students:</p> <p>Teachers will use data from SBAC, i-Ready, DRA2 and common assessments to identify and monitor such students as they meet weekly to engage in ROCI process create SMARTER goals and work plans.</p> <p>Aligned to: Priority 1 (Basic Services)</p>	<p>ACTUAL</p> <p>Links to agendas, smarte goals, work plans, etc.</p>
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Expenditures

Priority 2 (State Standards) Priority 4 (Pupil Achievement) Priority 7 (Course Access) Priority 8 (Other Pupil Outcomes)	
BUDGETED \$51,000 (Cost of STEM Teacher. STEM provides time for PLCS)	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
In order to support our target/gap students, our teachers will consistently monitor their progress through the analysis of data during weekly PLC meetings. Such data includes SBAC, i-Ready, DRA2 and common assessments. In addition, our target/gap students will be monitored through monthly ILT meetings.	In order to support our target/gap students, our teachers will consistently monitor their progress through the analysis of data during weekly PLC meetings. Such data includes SBAC, i-Ready, DRA2 and common assessments. In addition, our target/gap students will be monitored through monthly ILT meetings.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$51,000	Amount: \$51,000 (Amount referenced in Goal 1)	Amount:
Source: 709100	Source: 709100	Source:
Budget Reference: 1000	Budget Reference: 1000	Budget Reference:

Goal **3** Action **2**

Multi-Tiered System of Supports Description: Tier 2 strategic support, Tier 3 intensive academic intervention	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]_ Hispanic or Latino <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services

PLANNED Targeted Extended Day Services: All teachers will identify Tier 2/3 students in need of extended day services through PLC	ACTUAL Progress monitoring data
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work,create the specific services and provide those services during, before, and/or after school. Aligned to: Priority 1 (Basic Services) Priority 2 (State Standards) Priority 4 (Pupil Achievement) Priority 7 (Course Access) Priority 8 (Other Pupil Outcomes)	
BUDGETED \$10,000 (salaries/benefits)	ESTIMATED ACTUAL

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Once identified through PLC work, students in need of extended services will receive such services before, after and during the school day. Teachers will identify the specific needs of students and create and provide that service. The process will begin in September after results of i-Ready Diagnostic #1 are analyzed. Current Tier 3 supplemental students who are being monitored through SST will be eligible for Read 180 after school intervention to begin the school year. Extended services outside of the school day will be planned and facilitated by teachers and they will be compensated as per the academic rate.	Once identified through PLC work, students in need of extended services will receive such services before, after and during the school day. Teachers will identify the specific needs of students and create and provide that service. The process will begin in September after results of i-Ready Diagnostic #1 are analyzed. Extended services outside of the school day will be planned and facilitated by teachers and they will be compensated as per the academic rate.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$20,000	Amount	\$10000	Amount	
Source	709100	Source	709100	Source	
Budget Reference	1000	Budget Reference	1000	Budget Reference	

Goal **3** Action **3**

Multi-Tiered System of Supports Description: Tier 2 supports, and Tier 3 intensive supports

Students to be Served

- All District
 All School
 Students with Disabilities
 X [Specific Student Group(s)] Hispanic or Latino
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services

PLANNED

Family Engagement: We will engage our Hispanic/Latino families in “parent meetings” to create a partnership with them so they are able to support their children at home.

Aligned to:
 Priority 3 (Parent Involvement)
 Priority 4 (Pupil Achievement)
 Priority 5 (Pupil Engagement)
 Priority 6 (School Climate)

ACTUAL

Monitor attendance at events

Expenditures

BUDGETED

\$1000

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
We will work to engage our Hispanic/Latino families through various parent evenings and monthly community meetings during the school day. These events will be facilitated by our EL Paraprofessional. The goal of such events is to create a true educational partnership allowing our families to learn to they are able to support their children at home.	We will work to engage our Hispanic/Latino families through various parent evenings and monthly community meetings during the school day. These events will be facilitated by our EL Paraprofessional. The goal of such events is to create a true educational partnership allowing our families to learn to they are able to support their children at home.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$1000	Amount: \$1000	Amount:
Source: 709100	Source: 709100	Source:
Budget Reference: 4000	Budget Reference: 4000	Budget Reference:

Goal **3** Action **4**

Multi-Tiered System of Supports Description: Tier 2 supports, and Tier 3 intensive supports	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities X <u>[Specific Student Group(s)]</u> Hispanic or Latino/Vietnamese <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>EL Paraprofessionals: Our EL Paraprofessional(s) will work with our ELs who demonstrate the greatest academic needs, as determined by ELPAC data and teacher observation (this includes our newcomers and Long-Term English Learners). Our EL Paraprofessionals will use a combination of pull-out small group instruction and push-in classroom support to target the learning of these EL students. The EL Paraprofessional will regularly collaborate with classroom teachers and the Assistant Principal to monitor the effectiveness of the program and make changes to the students receiving support/support services.</p> <p>Aligned to: Priority 1 (Basic Services) Priority 2 (State Standards) Priority 4 (Pupil Achievement) Priority 7 (Course Access)</p>	<p>ACTUAL</p> <p>Analyze ELPAC data, teacher survey data, and EL Paraprofessional-generated data</p>
	<p>BUDGETED</p> <p>\$34,000(Salary/Benefits)</p>	<p>ESTIMATED ACTUAL</p>
Expenditures		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
In order to adequately support and serve our CELDT level 1 & 2 students, our EL paraprofessionals will be assigned to work with those students through a push-in/pull-out model. The paraprofessionals will collaborate with teachers to understand the specific needs of each student in order to best personalize their learning and promote growth.	Our EL paraprofessionals will be assigned to work with newcomer ELs and LTELs based on demonstrated need through both push-in and pull-out services. The paraprofessional(s) will collaborate with teachers to understand the specific needs of each student they work	

with in order to best personalize their learning and promote growth.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$34,000	Amount	\$34,000	Amount	
Source	709100	Source	709100	Source	
Budget Reference	2000	Budget Reference	2000	Budget Reference	

Goal 3 Action 5

Multi-Tiered System of Supports Description: Tier 2 supports, and Tier 3 intensive supports	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School X Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] Hispanic or Latino/Vietnamese <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

	PLANNED	ACTUAL
Actions/Services	Special Ed/General Ed Articulation: 3 times per year, the RSP teacher and the general education teachers who have RSP students will collaborate through scheduled articulation meetings. Aligned to: Priority 1 (Basic Services) Priority 2 (State Standards) Priority 4 (Pupil Achievement) Priority 7 (Course Access) Priority 8 (Other Pupil Outcomes)	
Expenditures	BUDGETED \$4000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
	In order to meet the unique needs of our RSP students, our RSP teacher and our general education teachers who have RSP students will meet 3 times during the year; once at the beginning of the year and two other times at trimester's end. They will discuss goals, progress and create a plan on how to address needs in the general education setting.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
	\$4000 (Subs)	
	709100	
	2000	

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Richard Julian	Principal	rjulian@musd.org	May 3, 2018
2. Hanna Asrat	Asst. Principal	hasrat@musd.org	May 3, 2018
3. Julie Wells	Other School Staff	jwells@musd.org	May 3, 2018
4. Nicole Wilburn	Classroom Teacher	nwilburn@musd.org	May 3, 2018
5. Lillian McCall	Classroom Teacher	lmccall@musd.org	May 3, 2018

6. Kathryn Peterson	Classroom Teacher	kpeterson@musd.org	May 3, 2018
7. Cynthia DeLuca	Parent	chernandezdeluca@gmail.com	May 3, 2018
8. Richelle Mirto	Parent	richelle2562@hotmail.com	May 3, 2018
9. Amy Dawson	Parent	creativeaim@hotmail.com	May 3, 2018
10. Kelly Chuan	Parent	kelly.chuan@yahoo.com	May 3, 2018
11. Nick Laino	Parent	sprtboy@yahoo.com	May 3, 2018
12. Juanita Garoana	Parent	jack_nita714@yahoo.com	May 3, 2018

Total Number of School Site Council Members

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	2	6	0

[May 3rd, 2018 SSC Meeting Sign-In Sheet](#)

[May 3rd, 2018 SSC Meeting Minutes](#)

School Site Council Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.
 - PTA
 - Parent Community
 - ELAC
 - Certificated Staff
 - Classified Staff
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the LCAP .
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on a **thorough analysis of student academic performance**. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was approved by the SSC at a public meeting on: **Thursday, May 6th, 2018.**

Richard P. Julian
Typed name of School Principal



Signature of School Principal

5/6/18
Date

Amy Dawson
Typed name of SSC Chairperson


Signature of SSC Chairperson

5/6/18
Date