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| <i>San Jose Unified School District</i> |
| Burnett Middle School |

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|------------------------------|
| 2016-2017 School Year |
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|---|---------------------------|----------|-----|
| <p>The Single Plan for Student Achievement (SPSA) is an articulated plan of strategies and actions grounded in current student achievement data for a school that aims to further accelerate and improve student learning. This plan and its contents align directly to the school district's strategic plan. The school district's strategic plan is the set of strategies that the organization is using to ensure fidelity to both Board Policy 0210 (Equity Policy) and the Voluntary Integration Plan (VIP). Further, this plan and its contents conforms to all applicable state and federal law. Additional information, including how the SPSA aligns to the Local Control Accountability Plan (LCAP) can be found in Appendix A (footnote).</p> <p>For additional information about this plan, other inquiries about this school's program, and how you can become involved locally, please contact:</p> | About this School: | | |
| | Grades Served: | 6th-8th | |
| | Total Students: | 724 | |
| | Ethnic Breakdown: | White | 7% |
| | | Hispanic | 79% |
| | | Black | 3% |
| | | Other | 11% |
| | Free lunch | 62% | 447 |
| | Reduced lunch | 14% | 103 |
| | Total FRPL | 76% | 550 |
| EL | 35% | 257 | |
| EO | 36% | 264 | |

| | | | |
|-------------------|------------------------------------|--------------------------|-------------|
| Contact: | Christina Castro | Foster Youth | |
| Position: | Principal | | |
| CDS Code2 | 43-69666-6062103 | Special Education | 13% 97 |
| Telephone: | 408-535-6267 | | |
| Email: | ccastro@sjusd.org | Program Offerings | |
| Address: | 850 N. 2nd St., San Jose, CA 95112 | | |

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| California Dashboard : State Indicators by Site |
|--|

| | | | | |
|------------------------------------|--------------------------------|-----------------|--------------------------|-----|
| Performance Category (High to Low) | | | | |
| Blue | Green | Yellow | Orange | Red |
| Academic Indicator: E/LA (3-8) | Academic Indicator: Math (K-8) | Suspension Rate | English Learner Progress | |
| O | O | R | B | |

* The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

<https://www.caschooldashboard.org/#/Home>

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| PLAN SUMMARY |
| <i>Provides an overall theory of action statement for this school during the academic year.</i> |

SAMPLE Elementary continues to be primarily focused on raising student achievement in early literacy in grades TK through 2nd grade. In addition, all staff at the school will continue to engage stakeholders in order to achieve the

following goals.

LANGUAGE ARTS:

Each year, each grade level will increase their percentage of students meeting/exceeding expectations on the WPA 20% from Fall to Spring.

By June 2020, our overall percentage of students meeting or exceeding standard on SBAC will be 51% or higher. (By July 2018, our overall percentage of students meeting or exceeding standard on SBAC will be 41%)

MATHEMATICS:

Each year, each grade level will increase the number of students at or above expectations on the PBA 20% from Fall to Spring.

By June 2020, the number of students meeting or exceeding standards on the Math SBAC will be 46% or higher. (By July 2018, the number of students meeting or exceeding standards on the Math SBAC will be 26% or higher.)

ENGLISH LANGUAGE LEARNERS:

By June 2019, a minimum of 80% of ELL students will increase one proficiency level as measured by the lexile bands within the Achieve 3000 College and Career Readiness measures and a minimum of 25% of ELL students will attain a "Meets or Exceeds" proficiency level as measured by the lexile bands within the Achieve 3000 College and Career Readiness measures.

By June 2019, 40% of students eligible for reclassification will meet or exceed standards on smarter balanced assessments.

ACADEMIC PERSEVERANCE:

By June 8, the percentage of students reporting "High" on the High Quality Learning Environment construct on the climate survey will increase by 5%.

By June 8, the percentage of students reporting "High" on the Academic Behaviors construct on the climate survey will increase by 5%.

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

*Select one Opportunity21 strategy that is most closely aligned to the school's goals.
 The goal(s) that are identified for the school must be specific, measurable, aligned, rigorous, and time-based (SMART).*

Objectives and Strategic Measures (Select One): Strategy 1.1. All schools and student groups will score in the two highest performance levels on the California School Dashboard

Goal 1: Each year, each grade level will increase their percentage of students meeting/exceeding expectations on the WPA 20% from Fall to Spring.

Goal 2: By June 2020, our overall percentage of students meeting or exceeding standard on SBAC will be 51% or higher. (By July 2018, our overall percentage of students meeting or exceeding standard on SBAC will be 41%)

LANGUAGE ARTS DATA

Data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school.

2017-18 Language Arts: SBAC

| Grade Level | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Standard Exceeded | n = | % Standard Met & Exceeded | 2016-17 % Standard Met & Exceeded | 2015-16 % Standard Met & Exceeded |
|-------------|--------------------|-----------------------|----------------|---------------------|-----|---------------------------|-----------------------------------|-----------------------------------|
| Overall | | | | | | | 37% | 37% |
| Grade 6 | | | | | | | 35% | 34% |
| Grade 7 | | | | | | | 41% | 39% |
| Grade 8 | | | | | | | 33% | 38% |

2018 -19 Writing Performance Assessments (WPAs)

| Grade Level | 6 | 7 | 8 |
|---|--------------------------|--------------------------|--------------------------|
| 2018-19 % Students At/Above Expectation: WPA 1 | | | |
| | Pre Assessment 8/20-8/24 | Pre Assessment 8/20-8/24 | Pre Assessment 8/20-8/24 |
| 2018-19 % Students At/Above Expectation: WPA 2 | | | |
| 2017-18 % Students Proficient or Above: Spring | 24% | | 50% |
| 2016-17 % Students Proficient or Above: Spring | 21% | | 40% |

LANGUAGE ARTS: Actions to Support & Achieve Goals

This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.

| Action Description (Responsible Party) | Complete Date | Resource | Object | Amount |
|--|-------------------------------|---|---|----------|
| 2.0 Supplemental FTE for target students (district allocated) Based on 6-8 SBAC data, less than 40% of students are at grade level in Language Arts; we will provide targeted intervention through a daily "Power Hour" designed to build reading and/or writing skills depending on the student's needs. This 60 minutes of targeted intervention is based on student data and will use the instructional framework based on Fisher & Frey's Gradual Release of Responsibility teaching model. The instructional activities and involved students will be reviewed every three weeks during the school year to adjust based on local assessment data. The intervention will be evaluated using observational data, attendance data, and 2019 Spring SBAC data. | 8/15/2019 9/15/18 - 5/1/19 | Supplemental (Res 0010, Pgm 100) Title 1 Instruction (Res 3010, Pgm 100) | Certificated Personnel (FTE) Certificated Extra Duty | 7,000.00 |
| Based on SBAC data showing that less than 40% of our students are achieving at standard in language arts we will provide subs to release teachers for professional development to support our International Baccalaureate (IB) implementation. This professional development is research based and targets stronger alignment between subject areas. This expense will be assessed using 2019 SBAC data as well as observational data showing the implementation of teacher learning.(registration, substitutes, lodging, travel cost) | 0/1/18-06/01/18 | Title 1 Instruction (Res 3010, Pgm 100) | Travel and Confs | 8,500.00 |
| Based on 2017-18 WPA and SBAC data our students are not achieving grade level expectation in writing. We know that writing is an essential skill in achieving college and career goals. Staff will work with the instructional coach to receive professional development, observe peers, and collaborate on planning based on the professional development and observations. Extra focus will be made on the needs of ELs. This will be assessed based on 18-19 WPA data as well as observations to determine implementation of the professional development. Extra duty teacher pay for observing/collaborating/planning outside of grade-level course alikes for writing instruction. | 9/1/18 - 4/1/19 | Title 1 Instruction (Res 3010, Pgm 100) | Certificated Extra Duty | 5,000.00 |
| Materials/supplies for science magazine which develop application of literacy and math skills using NGSS. | 6/1/19 | Supplemental (Res 0010, Pgm 100) | Books and Supplies | 1,500.00 |
| Travel and conferences for training around instructional design and deliver of content. | 6/1/2019 | Supplemental (Res 0010, Pgm 100) | Travel and Confs | 6,000.00 |
| Extra duty for teachers providing after school academic support for to address the needs of targeted students. | 6/1/2019 | Supplemental (Res 0010, Pgm 100) | Certificated Extra Duty | 5,500.00 |

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals

Select one Opportunity 21 strategy that is most closely aligned to the school's goals.
The goal(s) that are identified for the school must be specific, measurable, aligned, rigorous, and time-based (SMART).

Objectives and Strategic Measures (Select One): Strategy 4.1. All schools and student groups, as measured both locally and by the state, will score in the two highest per

Goal 1: By June 2019, a minimum of 80% of ELL students will increase one proficiency level as measured by the lexile bands within the Achieve 3000 College and Career Readiness measures and a minimum of 25% of ELL students will attain a "Meets or Exceeds" proficiency level as measured by the lexile bands

Goal 2: By June 2019, 40% of students eligible for reclassification will meet or exceed standards on smarter balanced assessments.

ENGLISH LANGUAGE LEARNER DATA

This data provides the most recent information about this school's student performance. For information on CELDT, including AMAOs, see the Appendix tab.

2018-19 English Learners

| Grade Level | 6 | 7 | 8 |
|---------------------------|----|-----|----|
| Number (#) of EL students | 83 | 101 | 73 |

2017-18 CELDT Performance Levels by Grade

| Proficiency Level | 6 | 7 | 8 |
|---------------------------------|---|---|---|
| Beginning - % Students | | | |
| Early Intermediate - % Students | | | |
| Intermediate - % Students | | | |
| Early Advanced - % Students | | | |
| Advanced - % Students | | | |

2017-18 ELPAC Performance Levels by Grade

| Proficiency Level | 6 | 7 | 8 |
|-------------------|---|---|---|
| Level 1 | | | |
| Level 2 | | | |
| Level 3 | | | |
| Level 4 | | | |

Reclassification Rates

| 2018-19 | | | |
|-------------|-----|-----|-----|
| Grade Level | 6 | 7 | 8 |
| % Students | | | |
| 2017-18 | | | |
| Grade Level | 6 | 7 | 8 |
| % Students | 16% | 7% | 10% |
| 2016-17 | | | |
| Grade Level | 6 | 7 | 8 |
| % Students | 8% | 21% | 18% |

CELDT/ELPAC: 3 Year No Performance Level Growth

| Grade Level | 6 | 7 | 8 |
|--------------------|---|---|---|
| Number of students | | | |
| % of Students | | | |

ENGLISH LANGUAGE LEARNERS: Actions to Support & Achieve Goals

This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.

| Action Description (Responsible Party) | Complete Date | Resource | Object | Amount |
|---|------------------|---|------------------------------|----------|
| 0.4 English Learner Program Coordinator (district allocated) | 6/6/2019 | | | |
| 0.6 English Learner Instructional Coach (district allocated) | 6/6/2019 | | | |
| ELD Training/Professional Development/Conferences (CABE, other outside trainings/professional development) | 6/1/2019 | Supplemental (Res 0010, Pgm 100) | Travel and Confs | |
| Based on EL Reclassification and WPA data, ELs who are not reclassifying are struggling with their writing skills; we will provide targeted intervention through a daily "Power Hour" designed to build writing skills depending on the student's needs. This 60 minutes of targeted intervention is based on student data and will use the instructional framework based on Fisher & Frey's Gradual Release of Responsibility teaching model. The instructional activities and involved students will be reviewed every three weeks during the school year to adjust based on local assessment data. The intervention will be evaluated using observational data, attendance data, and 2019 ELPAC and reclassification data. | 6/1/2019 | Title 1 Instruction (Res 3010, Pgm 100) | Certificated Extra Duty | 5,500.00 |
| .6 FTE Academic Language Support Class for Long Term English Learners | 9/15/18 - 3/1/19 | | | 5,000.00 |
| Based on SBAC data showing that our English learners are not achieving at standard in language arts we will provide subs to release teachers for professional development regarding teaching thinking skills, inquiry statements, questions, and authentic assessments to support student skills in core subject areas. This professional development is research based and targets the areas of weakness in our SBAC data as well as observational walkthrough data. This expense will be assessed using 2019 SBAC data as well as observational data showing the implementation of teacher learning. | | Title 1 Instruction (Res 3010, Pgm 100) | Certificated Subs | |
| SBAC data identifies that our students are not at grade level. Two collaborate | 6/1/2019 | Supplemental (Res 0010, Pgm 100) | Certificated Personnel (FTE) | 1,500.00 |
| Provide teachers extra duty pay after school to address the academic needs of targeted students. Research illustrates when young people feel connected to school, they are less likely to skip school or be involved in fighting, bullying, and vandalism (Schapps, 2003; Wilson & Elliott, 2003). These students are more likely to succeed academically and graduate (Connell, Halpern-Felsher, Clifford, Crichtlow, & Usinger, 1995; Wentzel, 1999). The usefulness of the academic support will be measured by student grades, attendance and climate survey. I was planning it out to be as follows: | 6/1/19 | | | 5,000.00 |
| Training for staff on appropriate ELD strategies designed to support ELD stu | 6/1/2019 | Supplemental (Res 0010, Pgm 100) | Certificated Extra Duty | 1,000.00 |
| Supplemental materials for Academic Language and Skills classes for targete | June 2019 | Supplemental (Res 0010, Pgm 100) | Books and Supplies | |

MATHEMATICS: Strategic Plan Alignment & Content Goals
Operational (Overt/Visible) strategy that is most closely aligned to the school's goals.
The goal(s) that is/are shared by the school and its parents, measurements, alignment, actions, and time-based (SMART).

Objectives and Strategic Measures (Select One): Strategy 1. All schools and student groups will score in the two highest performance levels on the California School Dashboard for English language arts, mathematics, ELD

Goal 1: Each year, each grade level will increase the number of students at or above expectations on the PSA 20% from Fall to Spring.

Goal 2: By June 2020, the number of students meeting or exceeding standards on the Math SBAC will be 46% or higher. (By July 2016, the number of students meeting or exceeding standards on the Math SBAC will be 26% or higher.)

MATHEMATICS DATA
 If several performance data provides the most recent summary information about the school's student outcomes in this subject, this should be supplemented by further disaggregated data from the school district data warehouse.

| 2017-18 Mathematics SBAC | | | | | | | | | |
|--------------------------|--------------------|-----------------------|----------------|---------------------|-----|---------------------------|-----------------------------------|-----------------------------------|--|
| Grade Level | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Standard Exceeded | n = | % Standard Met & Exceeded | 2016-17 % Standard Met & Exceeded | 2015-16 % Standard Met & Exceeded | |
| Overall | | | | | | | 15% | 15% | |
| Grade 6 | | | | | | | 1% | 12% | |
| Grade 7 | | | | | | | 16% | 13% | |
| Grade 8 | | | | | | | 17% | 15% | |

| 2018-19 Math Performance Based Assessments (PBAs) | | | | | | | | | |
|---|-----|--|--|----|--|--|-----|--|--|
| Grade Level | 8 | | | 7 | | | 6 | | |
| 2018-19 % Students A/Above Expectation: PBA 1 | | | | | | | | | |
| 2018-19 % Students A/Above Expectation: PBA 2 | | | | | | | | | |
| 2017-18 % Students A/Above Expectation: Spring | 1% | | | 2% | | | 1% | | |
| 2016-17 % Students A/Above Expectation: Spring | 27% | | | 5% | | | 15% | | |

MATHEMATICS: Actions to Support & Achieve Goals
 This action plan provides a guide to activities to guide and guide implementation, including a copy of projects.

| Action Description (Responsible Party) | Completion Date | Resource | Object | Amount |
|---|-----------------|------------------|-------------------------|-----------|
| C. Supplemental TE for target students (costs allocated) Based on 8-8 SBAC data, 63% of students are below grade level in mathematics; we will provide targeted intervention through a daily "Power Hour" assigned to build math skills depending on the student's needs. This 80 minutes of targeted intervention is based on student data and will use the instructional framework based on Power & Copy's Critical Features of Instructional Design model. This instructional framework and student data will be reviewed every three weeks during the school year to adjust based on local assessment data. This intervention will be evaluated using observational data, attendance data, and 2019 Spring SBAC data. | 01/19 | Title 1 Instruct | | 7,500.00 |
| Supplemental Instructional Materials - Adaptive programs Based on our 11-18 SBAC data, 37% of our students scored at grade level standard or above. There is need to send our staff to professional development courses. The 80 training are provided to assist teachers in teaching higher order thinking skills. We will measure the impact of student achievement through the implementation of concepts and criterion-based resources obtained from 80 training evidenced through achievement walk through data and unit plans turned into Managebac. | 01/19 | Supplemental | Certificated Extra Duty | 7,500.00 |
| Supplemental Instructional Materials - Adaptive programs Based on our 11-18 SBAC data, 37% of our students scored at grade level standard or above. There is need to send our staff to professional development courses. The 80 training are provided to assist teachers in teaching higher order thinking skills. We will measure the impact of student achievement through the implementation of concepts and criterion-based resources obtained from 80 training evidenced through achievement walk through data and unit plans turned into Managebac. | 01/19 | Title 1 Instruct | Software Licenses | 14,368.00 |
| Travel and conferences for training around instructional design and level of course. Based on 8-8 SBAC data, less than 20% of students are at grade level in Mathematics. Additionally parent feedback indicates that students need support with school assignments outside of the school day. We will provide homework center for an hour after school four days a week in order to support students, with a focus on language arts and math. The attendance will be necessary to make sure that the resources is being used and additional advertising will occur throughout the year to make sure that students and parents are aware of the location and time. The intervention will be evaluated using observational data, attendance data, and 2019 Spring SBAC data. | 01/19 | Title 1 Instruct | Travel and Confs | 5,000.00 |
| Supplemental Based on Math SBAC data showing that less than 20% of our students are at grade level in math, we will purchase online math supports. DreamBox, Springboard, Khan Academy and IXL are all research based programs that are proven to positively affect student math achievement. This purchase will be evaluated using 2019 SBAC and observational data. | 01/19 | Supplemental | Certificated Extra Duty | 6,643.00 |
| Supplemental Spent for coordinating community volunteers for tutoring/mentoring in mathematics. | | Supplemental | Certificated Extra Duty | |
| Travel and conferences for training around instructional design and level of course. | 01/2019 | Supplemental | Travel and Confs | 4,000.00 |
| Extra duty for teachers for collaboration and planning to address the instructional materials including math and supplies to support equitable classroom instruction for target students. | 01/2019 | Supplemental | Certificated Subs | 5,000.00 |
| Instructional material including manipulatives to support classroom instruction for targeted students. Materials will be purchased based on student data and the effectiveness will be assessed using SBAC data. | 01/2019 | Title 1 Instruct | Books and Supplies | 4,000.00 |
| 1:0 Intervention Specialist will provide targeted instruction to students as determined by district and formative assessments. | 01/2019 | Supplemental | Certificated Extra Duty | 4,000.00 |
| Additional technology (ipads, chrome books) to provide students with heavy duty century skills. All students have access to technology using the district refresh funds however, we plan to increase access using Title I funds in order to improve access for our struggling students. The effectiveness of this strategy will be assessed using SBAC scores. | 01/2019 | Title 1 Instruct | Equipment | 10,000.00 |
| Printer and Educational Supplies | 01/19 | Site Flex (for | Books and Supplies | 5,000.00 |

Monitoring (district inserted)

SCHOOL CLIMATE: Strategic Plan Alignment & Content Goals
 Select one Opportunity21 strategy that is most closely aligned to the school's goals.
 The goal(s) that are identified for the school must be specific, measurable, aligned, rigorous, and time-based (SMART).

Objectives and Strategic Measures (S) Strategy 3.1. At least 80% of students will feel supported and have positive adult connections.

Goal 1: Goal 1: The percentage of students ranking Burnett "high" on sense of belonging constructs in the school climate survey will increase by 9% by June 2020. (The percentage of students ranking Burnett "high" on sense of belonging constructs will increase by 3% each year)

Goal 2: Goal 2: The percentage of students ranking Burnett "high" on safe environment constructs in the school climate survey will increase by 9% by June 2020. (The percentage of students ranking Burnett "high" on sense of belonging constructs will increase by 3% each year)

School Climate Data
 This data provides the most recent information about this school's student performance.

| 2017-18 CLIMATE SURVEY RESULTS: Students | | | |
|--|-----|-----|-----|
| Climate Survey Constructs | 6 | 7 | 8 |
| Safe Environment - % High | 37% | 41% | 44% |
| Quality Learning Environment - % High | 35% | 25% | 24% |
| Sense of Belonging - %High | 20% | 11% | 20% |
| Academic Behaviors - %High | 35% | 28% | 30% |

| 2016-17 CLIMATE SURVEY RESULTS: Students | | | |
|--|-----|-----|-----|
| Climate Survey Constructs | 6 | 7 | 8 |
| Safe Environment - % High | 47% | 52% | 44% |
| Quality Learning Environment - % High | 45% | 26% | 23% |
| Sense of Belonging - %High | 33% | 26% | 23% |
| Academic Behaviors - %High | 44% | 28% | 29% |

| 2017-18 Parent Involvement | |
|--|---------------------------|
| | Always / Most of the time |
| I am invited to participate in decisions that affect the school community. | 54% |
| I participate in decisions that improve school achievement. | 20% |
| Agree / Strongly Agree | |
| I feel welcome when I visit my child's school. | 85% |
| <i>* Parents take this survey for the youngest SJUSD student in the family</i> | |

| 2016-17 Parent Involvement | |
|--|---------------------------|
| | Always / Most of the time |
| I am invited to participate in decisions that affect the school community. | 64% |
| I participate in decisions that improve school achievement. | 30% |
| Agree / Strongly Agree | |
| I feel welcome when I visit my child's school. | 91% |
| <i>* Parents take this survey for the youngest SJUSD student in the family</i> | |

| 2018-19 SUSPENSIONS AND EXPULSIONS | | | |
|---|---|---|---|
| Grade Level | 6 | 7 | 8 |
| Suspension - Overall # | 0 | 0 | 1 |
| Suspension - Hispanic Students As # Overall | 0 | 0 | 1 |
| Expulsion - Overall # | 0 | 0 | 0 |
| Expulsion - Hispanic Students As # Overall | 0 | 0 | 0 |

School Climate: Actions to Support & Achieve Goals
 This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.

| Action Description (Responsible Party) | Complete Date | Resource | Object | Amount |
|--|-----------------|--|-------------------------|----------|
| 1.0 Supplemental Assistant Principal for target students (district allocated) According to 2017-2018 Climate Survey Data, 72% of students do not report a high sense of belonging. We will provide an orientation program to increase students' sense of belonging, based on the Boomerang Project WEB program. This program is documented to reduce Ds/Fs, absences, and suspensions. Funds will be used for extra-duty teacher pay. This program will be evaluated using 2018-2019 Climate Survey Data. Extra duty hourly pay for teacher to run WEB - program for 7th/8th grade students to mentor 6th graders to foster safe and welcoming campus. | 8/1/18 - 4/1/19 | Supplemental (Res 0010, Pgm 100) | Certificated Extra Duty | 4,000.00 |
| Extra Duty teacher pay for planning and running Cub Week, a summer bridge program for incoming 6th graders. Burnett Middle School's climate data identifies that 40% of our student population feel like they do not fit in with their classmates. According to Shoshani and Slone (2013), students transitioning from elementary to middle school demonstrate "a drop in self-esteem, declines in competence and perceived self-efficacy, lower achievement and academic competence, and increases in anxiety symptoms and absenteeism following the transition to middle school" (p. 1164). The WEB-Cub week program helps to build student's sense of belonging at middle school. We will access the efficacy of this program by our 18-19 Climate Survey Data. | 6/1/2019 | Title 1 Instruction (Res 3010, Pgm 100) | Certificated Extra Duty | 5,000.00 |
| 58% of parents do not feel that they participate in decisions at our school. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. In an effort to incentivize parents to engage in the process and in decision making at our school, we need to provide supplies and refreshments for our parents. This will be evaluated using student participation data for events (Back to School Night, Open House, Literacy or Math Nights, Parent Classes, SSC, SELAC, etc.) and School Climate data. | 8/1/18 - 5/1/19 | Title 1 Parent Involvement (Res 3010, Pgm 025) | Other | 750.00 |
| Monthly principal's coffee & workshop for parents regarding a variety of topics (criterion-based grading, college, bullying, etc.) - Extra duty teacher pay for prep work & subbing as needed. | 6/1/2019 | Title 1 Parent Involvement (Res 3010, Pgm 025) | Other | |
| 1.0 Instructional Coach will support teachers to differentiate learning for students based on formative assessment. | | | | |

| | | | | | | |
|--|---|-------------------|------------------|---------------|--------------------|------------------|
| Burnett Middle School | Single Plan for Student Achievement (SPSA) | | | | Christina Castro | |
| AVAILABLE BUDGET | | | | | | |
| <i>The dollar amounts below are the resources available to be allocated at your school site.</i> | | | | | | |
| Burnett Middle School | | | | | | |
| Resource Name | | Resource # | Program # | Budget | Planned For | Available |
| Site Flex (Res 0002, Pgm 100) | | 0002 | 100 | 38,069.00 | 38,069 | 0 |
| Supplemental (Res 0010, Pgm 100) | | 0010 | 100 | 63,180.00 | 63,180 | 0 |
| Title I Instruction (Res 3010, Pgm 100) | | 3010 | 100 | 109,388.09 | 109,388 | 0 |
| Title I Parent Involvement (Res 3010, Pgm 025) | | 3010 | 025 | 2,228.67 | 2,229 | 0 |

ACADEMIC PERSEVERANCE: Strategic Plan Alignment & Content Goals

Academic Perseverance is defined as a student's persistence through scholastic obstacles to achieve short-term and long-term academic goals. The focus areas for improving academic perseverance are:

1. Cultivate School Environment Values Effort: Adults cultivate growth mindsets and show students that SJUSD values effort through language, culture, and instructional practices that rewards effort along with ability.
2. Develop Student Skills: Adults teach students how to problem solve in specific content areas, help them acquire successful academic habits, and provide opportunities for all students to seek extra help.
3. Foster Strong Positive Student – Adult Relationships: Adults cultivate opportunities and activities for students to develop positive relationships with adults and teachers in their school.

Select one Opportunity21 strategy that is most closely aligned to the school's goals.
The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).

Objectives and Strategic Measures (Select One): Strategy 3.1. At least 80% of students will feel supported and have positive adult connections.

Goal 1 (Staff Goal): By June 8, the percentage of students reporting "High" on the High Quality Learning Environment construct on the climate survey will increase by 5%.

Goal 2 (Student Goal): By June 8, the percentage of students reporting "High" on the Academic Behaviors construct on the climate survey will increase by 5%.

Academic Perseverance Data

This data provides the most recent information about this school's student performance.

STAFF RESULTS FOR ACADEMIC PERSEVERANCE

| School Team Chooses Measure | Teachers | Other Staff |
|--|----------|-------------|
| Choose one that aligns with your PDSA plan. (Examples: Classroom lang. rubric; Staff survey) | xx% | xx% |

2017-18 STUDENT CLIMATE SURVEY RESULTS FOR ACADEMIC PERSEVERANCE

| Climate Survey Constructs | 6 | 7 | 8 |
|-------------------------------|-----|-----|-----|
| Academic Perseverance- % High | 30% | 34% | 26% |

2016-17 STUDENT CLIMATE SURVEY RESULTS FOR ACADEMIC PERSEVERANCE

| Climate Survey Constructs | 6 | 7 | 8 |
|-------------------------------|-----|-----|-----|
| Academic Perseverance- % High | 35% | 27% | 23% |

Academic Perseverance: Actions to Support & Achieve Goals

This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.

| Action Description (Responsible Party) | Complete Date | Resource | Object | Amount |
|---|-----------------|---|--------------------|----------|
| Purchase student planners for each Burnett Middle School Student. Our 17-18 school climate data reflects that 52% of our student population does not have a sense of academic perseverance. Our indicators for the 17-18 school climate data also show that 58% of our students do not study for test or quizzes and 44% of our students do not complete homework. According to (Fletcher, 2005, p. 5), "the process of engaging students as partners in every facet of school change for the purpose of strengthening their commitment to education." Data collection will take place through samples of student planners usage, administration walkthroughs and documentation from classroom instruction. | 8/15/18-6/1/19 | Title 1 Instruction (Res 3010, Pgm 100) | Books and Supplies | 5,000.00 |
| According to our climate survey data, Burnett students self-report low levels of academic perseverance when compared with the middle school district average. We will provide awards and incentives for a variety of academic behaviors including grade point average, improvement, and learner profile characteristics. Student of the Month, Academic Awards, Attendance Awards, scholar bracelets, dogtags, etc. for recognizing academic behaviors of students. This will be evaluated using student surveys and climate survey data. | 9/1/18 - 6/1/19 | Title 1 Instruction (Res 3010, Pgm 100) | Books and Supplies | 5,000.00 |
| | | | | |
| | | | | |

SCHOOL SITE COUNCIL (SSC) MEMBERS

The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A secondary school must have at least 12 members on their SSC. Parent or guardian can not be employed at the school site. For additional information, including examples, see Appendix A.

School Site Council (SSC) Officers

| | |
|-------------------|-------|
| Eric Schoennauer | Chair |
| Elizette Martinez | |
| LaNette Parker | |

Classroom Teachers

Craig Orth
Desiree Atken
Millie Crosby

Other School Personnel

Kari Barton

Principal

Christina Castro

Parents/Community Members

Gabriela Reynoso SCC Member
Danny Garza SCC Member

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians, or both, of ELL students who are not employed by the school district shall constitute a majority of the committee. For additional information, see Appendix X.

Classroom Teachers

Olga Barron

Other School Personnel

Jessica Perez

Principal

Christina Castro

Parents/Community Members

Graciela Reynoso
Magdalena Ramirez
Hilda Martinez
Hisu Ku
Patricia Cardenas

(If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

School English Learner Advisory Committee (SELAC) Officers

| | |
|--|--|
| | |
| | |
| | |

The SELAC has voted to give governance to the SSC on this date:

The name of the parent SELAC representative to the SSC is:

Gabriela Reynoso

| Council Size | Principal | Classroom Teachers | Other School Personnel | Parent/ Community Members |
|--------------|-----------|--------------------|------------------------|---------------------------|
| 10 | 1 | 3 | 1 | 5 |
| 12 | 1 | 4 | 1 | 6 |
| 14 | 1 | 5 | 1 | 7 |
| 16 | 1 | 6 | 1 | 8 |

| | | | | | | |
|----|---|---|---|----|--|--|
| 18 | 1 | 7 | 1 | 9 | | |
| 20 | 1 | 8 | 1 | 10 | | |

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present. The smallest size of an elementary council consists of 10 members

| | | | | |
|---|---|------------------------------------|--|------------------|
| Burnett Middle School | Single Plan for Student Achievement (SPSA) | | | Christina Castro |
| 3 Year Plan: August 2017 - June 2020 | | | | |
| SCHOOL SITE COUNCIL (SSC) | | | | |
| RECOMMENDATIONS AND ASSURANCES | | | | |
| School: | Burnett Middle School | | | |
| School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following: | | | | |
| <p>1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.</p> <p>2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.</p> <p>3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)</p> | | | | |
| | | English Learner Advisory Committee | | 9/11/18 |
| | | Other (list) | | |
| <p>4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.</p> <p>5. This plan 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.</p> | | | | |
| 6. This plan was adopted by the School Site Council at a public meeting on: | | | | |
| Attested: | | | | |
| School Principal Name | Signature of School Principal | | | Date |
| (use blue ink) | | | | |
| SSC Chairperson Name | Signature of SSC Chairperson | | | Date |
| (use blue ink) | | | | |

[6] From the SJUSD 06-22-17 Special Session Board Meeting

San José Unified is renewing its commitments to the district's community through an updated strategic plan. The district's updated vision, strategic plan, and strategic measures are included as part of the 2017-2020 local control and accountability plan (LCAP) and budget, all of which are accessible at: <https://sjusd.box.com/v/2017-2018-LCAP-Budget>
Education Code 52062(b)(2) requires that a governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to Section 42127(a)(2).

Further, Education Code 42127(a)(2) requires that the governing board of each school district shall adopt a budget. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board of the school district shall file that budget with the county superintendent of schools. The budget and supporting data shall be maintained and made available for public review. For the 2014-2015 fiscal year and each fiscal year thereafter, the governing board of the school district shall not adopt a budget before the governing board of the school district adopts a local control and accountability plan, if an existing local control and accountability plan or annual update to a local control and accountability plan is not effective for the budget year. As described and detailed in the budget document, San José Unified is submitting a qualified budget for the 2017-2020 fiscal years as changes will be necessary in order for the district to meet its financial obligations in the 2019-2020 school year.

[6] From the SJUSD 06-22-17 Special Session Board Meeting

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| | | |
|--|---|------------------|
| Burnett Middle School | Single Plan for Student Achievement (SPSA) | Christina Castro |
| 3 Year Plan: August 2017 - June 2020 | | |
| Additional Data & Reports can be found at the SJUSD Data Warehouse wiki. | | |

