

Birney Elementary

106216660060921

Principal's Name: Kristina Montez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Kristina Montez	X				
2. Chairperson – Tony Rodriguez				X	
3. Laura Chhan				X	
4. Rose Avila				X	
5. Danna Cruz		X			
6. Anna Alconcher		X			
7. Carolyn Hodge		X			
8. Veronica Valdez			X		
9. Teresa Ramirez					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kristina Montez		3/21/18
SSC Chairperson	Tony Rodriguez		3/21/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Birney - 0045

ON-SITE ALLOCATION

3010	Title I	\$67,660 *
7090	LCFF Supplemental & Concentration	\$270,193
7091	LCFF for English Learners	\$83,439
TOTAL 2018/19 ON-SITE ALLOCATION		\$421,292

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,592
Remaining Title I funds are at the discretion of the School Site Council	\$66,068
Total Title I Allocation	\$67,660

Birney Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	16.379	23.379
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.34	36.34
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	24.455	31.455

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

ACs began the CFA process, which included protocols for collecting, analyzing, and planning explicit next steps to address student need. ACs use this information as a grade level to drive instruction in standard by standard and student by student.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

ACs began the CFA process, which included protocols for collecting, analyzing, and planning explicit next steps to address student need. ACs use this information as a grade level to drive instruction in standard by standard and student by student.

EL Reclassification Rate (All grade levels)

Teachers received Professional Learning focused on ELD Standards and Designated/Integrated ELD Instruction to support our EL Students. Students were also supported by TFs, CT, and TSA for additional support.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Chronic absenteeism, tardies/leaving early, suspensions, and lack of parent support by not following through on recommendations and/or suggestions.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Chronic absenteeism, tardies/leaving early, suspensions, and lack of parent support by not following through on recommendations and/or suggestions.

EL Reclassification Rate (All grade levels)

There is a need to build staff capacity around ELD standards and instruction.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Reviewed and ranked our current actions, while suggesting new actions. They want to continue the use of iReady ELA, which is our online Intervention program. They also suggested to provide tutoring after school.

2 ELAC:

Reviewed and ranked our current actions, while suggesting new actions. They want to continue the use of iReady ELA, which is our online Intervention program.

3 Staff:

Reviewed and ranked our current actions, while suggesting new actions. They want to continue the use of iReady ELA, which is our online Intervention program. They also suggested we provide tutoring before/after school, and invest in iReady Math.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Teaching Fellows, Special Friends, HSL, and Materials/Supplies were funded from Title I funds last year and each was effective in supporting student achievement as evidence by gains in both ELA and Math district assessments. These actions will continue to be funded out of Title I, except for the changes bulleted below:

The changes for 2018-19 is the following:

- HSL will be funded out of 7091
- iReady ELA and Math will be funded out of Title I
- Classified Supplemental Contracts will be funded Title I
- Classified Extra Time (Interpreting and Baby Sitting) will be funded out of Title I
- Parent Engagement will be funded out of Title I

Action 1

Title: Increase of students who meet or exceed standards in ELA

Action Details:

Birney Elementary will implement a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades K-6 to meet grade level state reading, writing, listening and speaking standards. RtI will be implemented for 30-45 minutes daily, which will include: iReady, differentiated instruction by teacher, and independent practice. In addition, Certificated Tutor and Teaching Fellows will support RtI for students in K-3 via push in and/or pull out.

Staff will be offered supplemental contracts by site and district to provide before/after school tutoring to support student learning.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. FUSD Reports (ATLAS, SQII, Power BI)
2. DIBELS Data
3. iReady ELA & Math Data
4. BAS and Fluency Data
5. Interim Data
6. DRP Data
7. SBAC Data
8. AC Common Formative Assessments
9. Data Chats with teachers
10. Whole School Classroom and AC Goal Setting
11. Classroom walkthroughs, observations, feedback, reflective conversations

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Quality first teaching and classroom based intervention that focuses on grade level standards, goal setting, checking for understanding, Classroom Foundations, common formative assessments
- 1 CT funded by School to focus on RtI to focus on K-3 students and support Reading by 3rd grade. CT will use Dibels to progress monitor, as well as BAS, Fluency and iReady
- TSA funded by the District to support AC planning, data analysis, coaching/modeling, and intervention planning based on CFA data Tier 2 & 3.
- Tiers 1-2 will have 5 Teaching Fellows to support RtI as a push-in during intervention block for 1st - 3rd grades and kindergarten as available.
- RtI Intervention Model: Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data.
- Tier 2 Push-in support utilizing the TSAs when they are part of the PLC planning and implementation cycle.
- iReady ELA and Math will be used in the classroom during the intervention block to support Tier 1 and 2 students.
- RtI Tier 3 student support will be mostly pull-out during Non Core blocks by CT. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions. First Focus will be Foster Youth, African American, and Homeless students needing extra support, then open to other identified students.
- Tier 3 After School Library Tutoring for students that have significant gaps in ELA and/or Math. CT will provide small group support for identified students.
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive ELA support by providing push-in and/or pull-out support.
- 1X1 Technology 2nd - 6th Grades. Kindergarten has 6 tablets per classroom and 1st grade has 12 tablets per classroom.
- Graphics for visuals to support and enhance our adopted curriculum for ELA and Math will be sent to graphics and/or use of Birney Poster maker.
- Software and On-line Resources to enhance our adopted curriculum such as iReady ELA and Math.
- Technology to support instructional delivery and student learning such as Edge boards, tablets, projectors, document cameras, and other accessories, as needed.
- 6-10 PLI teachers trained on integrating technology with the ELA/Math adopted curriculum focusing on the State Standards.
- Materials and supplies to support our technology such as, but not limited to, bulbs, cables, printing

Owner(s):

1. Administrators
2. CT and RSP Teacher
3. AC Teacher Teams/Leads and ILT/Admin
4. K and 1st grade AC Teacher Teams/Leads and ILT/Admin
5. AC Teacher Teams/Leads and ILT/Admin
6. AC Teacher Teams/Leads and ILT/Admin
7. AC Teacher Teams/Leads and ILT/Admin
8. AC Teacher Teams/Leads and ILT/Admin
9. Teachers and Administrators
10. AC Teacher Teams/Leads and ILT/Admin and Students
11. AC Teacher Teams/Leads and ILT/Admin

Timeline:

1. Ongoing
2. Quarterly
3. Diagnostic 3x per year/Reports ongoing
4. Kinder - 1x per year/1st Grade 2x per year
5. 2x per year
6. 2x year
7. Yearly
8. Weekly
9. 2x per year
10. SBAC - yearly/Interim - 2x year
11. Daily

Specify enhanced services for EL students:

- Intervention that supports reading comprehension as well as English Language Development from Teacher, Teaching Fellows, CT, and/or TSA
- EL Re-designation Goal Setting Chats will be held with students.
- Academic Discourse
- Explicit instruction with language analysis
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials associated to support reading instruction and intervention program needs.
- ELPAC assessors

supplies.

- Materials and supplies to enhance our adopted curriculum such as Wonders theme related novels, picture books, Wonders Intervention resources
- Student goal setting with Class Goals for Lessons, CFA Assessments, DRP, Interim, & SBAC Data Chats will be provided by teachers quarterly
- Librarian will update and order as needed necessary materials and supplies to enhance and support student learning such as materials, graphics, technology, and software.
- Lease Copy Machine as funds are available
- Home School Liaison
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for teacher planning, peer observations, and AC planning
- CT to monitor response to intervention and Teaching Fellows
- Translators
- Direct maintenance and repairs
- Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs.
- Technology, which could include, but not limited to: Elmo's, poster maker, projectors, tablets, laptops, Smartboard, and/or accessories/supplies.
- Student incentives for gains in , but not limited to: SBAC, Interim, DRP, and /or ELPAC.
- Graphics

Explain the actions for Parent Involvement (required by Title I):

- Share ELA performance data to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences).
- Share strategies with parents on how to support students at home (Coffee Hour and Parent University).
- Home School Liaison and/or Interpreters will translate for parent meetings and/or events
- Parents will be made aware of the above through newsletter, flyers, school messenger, edutext, and marquee.

Describe Professional Learning related to this action:

- Backwards mapping of ELA standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate Item Bank and CFA Development
- iReady
- Technology to support literacy instruction
- Learning by Doing
- Making Thinking Visible
- Visible Learning
- ELA/ELD Frameworks in connection to Instructional Practice Guide Tenets
- Attend conferences and/or training to build capacity of staff.
- Materials/Supplies for staff PL
- Travel for conferences/PL

Action 2

Title: Increase of students who meet or exceed standards in Math

Action Details:

Birney will continue to implement a comprehensive and balanced Math program with intervention to promote mastery of Math skills in grades K-6 to meet grade level state standards. Personal Math trainer along with iReady Math will allow teachers to utilize a blended learning format to facilitate RtI in their classroom. . AC.s will continue to give students Common Formative Assessments and analyze the data. Teams will use data from AC created CFAs as well as District Common Formative Assessments to plan for instruction. Small group instruction will be provided by classroom teacher, tutoring after-school, and/or CT.

Staff will be offered supplemental contracts by site and district to provide before/after school tutoring to support student learning.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. FUSD Reports (ATLAS, SQII, Power BI)
2. DIBELS Data
3. iReady ELA & Math Data
4. BAS and Fluency Data
5. Interim Data
6. DRP Data
7. SBAC Data
8. AC Common Formative Assessments
9. Data Chats with teachers
10. Whole School Classroom and AC Goal Setting
11. Classroom walkthroughs, observations, feedback, reflective conversations

Owner(s):

1. Administrators
2. CT and RSP Teacher
3. AC Teacher Teams/Leads and ILT/Admin
4. K and 1st grade AC Teacher Teams/Leads and ILT/Admin
5. AC Teacher Teams/Leads and ILT/Admin
6. AC Teacher Teams/Leads and ILT/Admin
7. AC Teacher Teams/Leads and ILT/Admin
8. AC Teacher Teams/Leads and ILT/Admin
9. Teachers and Administrators
10. AC Teacher Teams/Leads and ILT/Admin and Students
11. AC Teacher Teams/Leads and ILT/Admin

Timeline:

1. Ongoing
2. Quarterly
3. Diagnostic 3x per year/Reports ongoing
4. Kinder - 1x per year/1st Grade 2x per year
5. 2x per year
6. 2x year
7. Yearly
8. Weekly
9. 2x per year
10. SBAC - yearly/Interim - 2x year
11. Daily

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Quality first teaching and classroom based intervention that focuses on the grade level standards, goal setting, checking for understanding, Classroom Foundations, Common Formative assessments with Learning Targets.
- PLCs committed to 1 1/2 hour blocks for Math
- Full implementation of the GoMath Problem Solving Components: Think Smarter, Go Deeper, Unlock the Problem
- Manipulatives will be provided to students to support them with the rigorous concepts
- TSAs (primary & intermediate) to support AC planning, data analysis, coaching/modeling, and intervention planning based on CFA data Tiers 2 & 3.
- 5 Teaching Fellows to support the Intervention Blocks as a Push-in Support
- RtI Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and by PLC CFA/Learning Target data. Tier 2 Push-in support utilizing the TSA when they are part of the PLC planning and implementation cycle.
- CT will provide RtI Tier 3 student support will be mostly pull-out during the after school Library Tutoring block or Non-Core blocks. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions.
- RtI Tier 3 student support will be mostly pull-out during Non Core blocks by CT. Students pulled for Tier 3 supports will not miss Core instruction or Core support/interventions. First Focus will be Foster Youth, African American, and Homeless students needing extra support, then open to other identified students.
- 1X1 Technology 2nd - 6th Grades. Kindergarten has 6 tablets per classroom and 1st grade has 12 tablets per classroom.

Specify enhanced services for EL students:

- Intervention that supports ELD from Teacher, Teaching Fellow, CT, and/or TSA
- Academic Discourse in Math Content
- Visual Supports
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Math tools and resources
- Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials associated to support reading instruction and intervention program needs.
- Intervention that supports reading comprehension as well as English Language Development from Teacher, Teaching Fellows, CT, and/or TSA
- EL Re-designation Goal Setting Chats will be held with students.
- Academic Discourse
- Explicit instruction with language analysis
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials associated to support reading instruction and intervention program needs.
- ELPAC assessors

- Tier 3 After School Library Tutoring for students that have significant gaps in ELA and/or Math. CT will provide small group support for identified students.
- RSP Teacher as available will support unidentified as well as identified students who are needing intensive math support
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- Graphics for visuals to support and enhance our adopted curriculum for ELA and Math will be sent to graphics and/or use of Birney Poster maker.
- Software and On-line Resources to enhance our adopted curriculum such as iReady ELA and Math.
- Technology to support instructional delivery and student learning such as Edge boards, tablets, projectors, document cameras, and other accessories, as needed.
- 6-10 PLI teachers trained on integrating technology with the ELA/Math adopted curriculum focusing on the State Standards.
- Materials and supplies to support our technology such as, but not limited to, bulbs, cables, printing supplies.
- Materials and supplies to enhance our adopted curriculum such as Wonders theme related novels, picture books, Wonders Intervention resources
- Student goal setting with Class Goals for Lessons, CFA Assessments, DRP, Interim, & SBAC Data Chats will be provided by teachers quarterly
- Librarian will update and order as needed necessary materials and supplies to enhance and support student learning such as materials, graphics, technology, and software.
- Lease Copy Machine as funds are available
- Home School Liaison
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for teacher planning, peer observations, and AC planning
- CT to monitor response to intervention and Teaching Fellows
- Translators
- Direct maintenance and repairs
- Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs.
- Technology, which could include, but not limited to: Elmo's, poster maker, projectors, tablets, laptops, Smartboard, and/or accessories/supplies.
- Student incentives for gains in , but not limited to: SBAC, Interim, DRP, and /or ELPAC. Graphics
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for teacher planning, peer observations, and AC planning
- CT to monitor response to intervention and Teaching Fellows
- Translators
- Direct maintenance and repairs
- Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs.
- Technology, which could include, but not limited to: Elmo's, poster maker, projectors, tablets, laptops, Smartboard, and/or accessories/supplies.
- Student incentives for gains in , but not limited to: SBAC, Interim, DRP, and /or ELPAC.
- Graphics

[Explain the actions for Parent Involvement \(required by Title I\):](#)

[Describe Professional Learning related to this action:](#)

- Share Math performance data to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences).
- Share strategies with parents on how to support students at home (Coffee Hour and Parent University).
- Home School Liaison and/or Interpreters will translate for parent meetings and/or events
- Parents will be made aware of the above through newsletter, flyers, school messenger, edutext, and marquee.

- Backwards mapping of Math standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate Item Bank and CFA Development
- iReady
- Technology to support math instruction
- Mathematical Practices
- Attend conferences and/or training to build capacity of staff.

Action 3

Title: Increase English Learner re-designation

Action Details:

To further support the re-designation of our English Learners, we will focus on the progress of long term EL students, the staff will participate in professional learning that is focused on the ELD and ELA standards. As a result, the following actions will be areas of focus and development: Every AC Team will plan instruction using Common Core Standards and the ELD Standards. There will be Integrated ELD and Designated ELD instruction to serve EL students, and all students. Deep student academic discourse throughout the day.

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. ELPAC assessment results
2. Student/teacher goal setting and monitoring (ELPAC Chats and DRP goal setting)
3. DRP results for English Learners
4. SBAC results for English Learners
5. ATLAS and district data reports
6. Student Goal Setting and Monitoring
7. EL Redesignation Goal-setting Report

Owner(s):

1. AC Teacher Teams/Leads and ILT/Admin
2. AC Teacher Teams/Leads and ILT/Admin
3. AC Teacher Teams/Leads and ILT/Admin
4. AC Teacher Teams/Leads and ILT/Admin
5. AC Teacher Teams/Leads and ILT/Admin
6. AC Teacher Teams/Leads and ILT/Admin and Students
7. AC Teacher Teams/Leads and ILT/Admin

Timeline:

1. Once per year
2. Once to twice a year
3. Twice a year
4. Once a year
5. Weekly, as needed
6. Quarterly
7. Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Differentiated classroom instruction that is aligned to the Common Core State Standards in all subject areas and driven by the ELA/ELD Framework.
- TSA and contracted ELPAC Assessors will work in conjunction with teachers to administer the annual ELPAC assessment.
- Classroom teachers will provide Integrated and Designated ELD instruction.
- Teaching Fellow will work in conjunction with the TSA/CT to provide additional intervention to identified EL students.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, pens, markers, crayons, and other associated items, will be purchased to support instruction for EL students in all subject areas and intervention program needs.

Specify enhanced services for EL students:

- Intervention that supports reading comprehension as well as English Language Development from Teacher, Teaching Fellows, CT, and/or TSA
- EL Re-designation Goal Setting Chats will be held with students.
- Academic Discourse
- Explicit instruction with language analysis
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials associated to support reading instruction and intervention program needs.

- TSA and Teachers will monitor ELPAC growth to identify, plan, and facilitate appropriate interventions for EL students.
- Tablets for use of online resources
- Teaching Fellows to support small group reading instruction
- Home School Liaison
- Blended Learning/Differentiated Instruction/Response to Intervention materials - iReady, etc.
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for teacher planning, peer observations, and AC planning
- Direct maintenance and repairs
- Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs.
- Technology, which could include, but not limited to: Elmo's, poster maker, projectors, tablets, laptops, Smartboard, and/or accessories/supplies.
- Student incentives for gains in, but not limited to: SBAC, Interim, DRP, and /or ELPAC.
- Graphics

Explain the actions for Parent Involvement (required by Title I):

- Home School Liaison will provide translation to communicate ELPAC progress to parents.
- Parents will be notified regarding ELPAC results, EL status, and redesignation.
- The redesignation process and redesignation updates will be given to parents at meetings such as: Parent Coffee Hours, ELAC, and School Site Council

Describe Professional Learning related to this action:

- Backwards mapping of ELA standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate Item Bank and CFA Development
- iReady
- Technology to support literacy instruction
- Learning by Doing
- Making Thinking Visible
- Visible Learning
- ELA/ELD Frameworks in connection to Instructional Practice Guide Tenets
- ELD strategies to support Designated and Integrated EL instruction
- ELPAC blueprint assessments and information for instruction of assessment
- Attend conferences and/or training to build capacity of staff.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0045 Birney Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Quote ID 141628.2 i-Ready Site Licenses	28,800.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies (No incentives or food)	883.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to Support Academic and Behavior RtI	20,592.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady ELA and Math Professional Development On-Site	3,239.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Teachers - Tutoring above duty day	3,592.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Connections for Behavior RtI Program	200.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - New Purchases	5,932.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh lease for office copy/fax machine and color copy machine in Rm. 5	11,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Professional Learning for Staff	36,261.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies	999.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	30,859.00
G1A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting - SSC, ELAC, Coffee Hour and Parent Meetings	153.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	Certificated Tutor	37,732.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Event Numbers for Teacher Subs - PL	585.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	80,298.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Repair/Maintenance of Equipment, Technology, and other items.	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3750	Certificated Tutor	37,732.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00

\$303,857.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	92.593	99.593

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Provided clubs and activities that were accessible for all students, such as Walk/run Club and Reading Club. • Provided intramural sports for 3rd - 6th graders. • Provided extra pay contract for teacher to facilitate after school clubs. 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Disproportionality would be attributed to poor attendance and lack of club sponsorship.
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC was impressed with our Goal 2 data. Their suggestions were to offer more clubs and activities for all students and widen the options for kids in Pre K-2nd.</p>	<p>2 ELAC:</p> <p>ELAC was pleased with our Goal 2 data. Their suggestions were to offer more clubs and activities for all students.</p>	<p>3 Staff:</p> <p>The Staff was appreciative that we of the opportunities that are provided for students.</p>
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Action 1

Title: Increase Goal 2 Activity through Clubs/Activities

Action Details:

Birney Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, performances, field trips, school wide activities, class sponsored activities, meaningful work through student jobs, and elective wheel classes.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS
2. SQII Data
3. SEL Data
4. Power BI

Owner(s):

1. AC Teacher Teams/Leads and ILT/Admin
2. AC Teacher Teams/Leads and ILT/Admin
3. AC Teacher Teams/Leads and ILT/Admin
4. AC Teacher Teams/Leads and ILT/Admin

Timeline:

1. Quarterly
2. Quarterly
3. Yearly
4. Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Purchase orders for: athletics, clubs/activities, and the arts.
- Supplemental contracts will be offered to staff to facilitate clubs/activities.
- Transportation services to attend an activity or event.
- Materials and Supplies will include, but not limited to: copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives and other materials.
- Lease of copy machine

Specify enhanced services for EL students:

- Monitor, provide opportunities, and encourage ELL students to be engaged in Goal 2 activities.
- Send home club notifications and permission forms in Spanish and Hmong
- Student clubs to perform during parent meetings such as Parent Coffee Hour, ELAC, Title 1 Parent Meeting, and Back to School Night in order to inform parents of clubs and recruit additional students to participate

Explain the actions for Parent Involvement (required by Title I):

- Administration/Staff will present Goal 2 opportunities for parents at Back to School Night, Open House, Title 1 Meeting, Coffee Hours, ELAC and SSC meetings, as well as our Monthly Newsletter and School Messenger.

Describe Professional Learning related to this action:

- We will have a PL with staff to generate club/activity opportunities for students.
- Staff will be trained to record events and attendance, which will be monitored through ATLAS and SQII.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0045 Birney Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Field Trips	1,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics Certificates, Posters, Copies, and Incentives	1,000.00

\$2,000.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	97.872	100
Exposure to Careers - 4th Grade	74.783	94.783
Exposure to Careers - 6th Grade	91	98

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was due to absences related to illness or other family obligation.

Exposure to Careers - 6th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was due to absences related to illness or other family obligation.

Exposure to Careers - 4th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was due to absences related to illness or other family obligation.e.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was due to absences related to illness or other family obligation.

Exposure to Careers - 6th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was due to absences related to illness or other family obligation.

Exposure to Careers - 4th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was due to absences related to illness or other family obligation.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC was pleased to hear that students were receiving exposure to different career and college experiences in 3rd, 4th, and 6th grades. They did express a desire to expand the opportunities for the other grade levels not mentioned above, as well.

2 ELAC:

ELAC was pleased to hear that students were receiving exposure to different career and college experiences in 3rd, 4th, and 6th grades. They did express a desire to expand the opportunities for the other grade levels not mentioned above, as well.

3 Staff:

Staff would appreciate the opportunity for each grade level to participate in a career and/or college experience.

Action 1

Title: Increase attendance of Goal 3 Experiences for grades 3, 4, 6

Action Details:

Birney Elementary will expose students to a variety of career opportunities through field trips, career speakers, career fairs and research presentations. ACs are planning their grade level experiences, we will ensure they have selected an optimum date, which allows for highest student participation.

We will develop opportunities and student activities for all students throughout the year, such as Meaningful Jobs, Career Day, I Pledge and I AMREADY assemblies, and readers from our community, which promote character and workplace competencies with the expectation of being College and Career Ready.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS Engagements
2. Attendance Data
3. SEL Student Survey

Owner(s):

1. AC Teacher Teams/Leads and ILT/Admin
2. AC Teacher Teams/Leads and ILT/Admin
3. AC Teacher Teams/Leads and ILT/Admin

Timeline:

1. Quarterly and as needed
2. Quarterly and as needed
3. Yearly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- I Pledge and I AMREADY assemblies
- Guest speakers and community visitors during school-wide events such as Red Ribbon Week and Read Across America (Dr. Seuss Week)
- Meaningful Work
- Provide transportation to attend event or activity, if needed.
- Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives and other materials.

Specify enhanced services for EL students:

- As a result of our goal being 100% participation, our EL students are included in this target.
- Inform families of goal 3 experiences during Title 1 Parent Meeting, ELAC, Parent Coffee Hour, SSC, and Back to School Night
- Translators provided during meetings with families

Explain the actions for Parent Involvement (required by Title I):

- Administration/Staff will present Goal 3 opportunities for parents at Back to School Night, Open House, Title 1 Meeting, Coffee Hours, ELAC and SSC meetings, as well as our Monthly Newsletter and School Messenger.

Describe Professional Learning related to this action:

- Staff will be provided with the information they need to ensure all experiences are scheduled and all arrangements are made within the appropriate timelines.
- Climate and Culture Team to present trainings
 - SEL
 - 2nd Step
- RP and Psychologist to provide trainings
 - Class Meetings
 - Positive Interactions

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	22.826	20.826
Suspensions Per 100	17.321	16.321
Student Survey - Included	82.963	89.963

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

- CWA identifies chronically absent students
 - Counsels students individually and in small group
 - Meets with parents and connects them with outside resources
 - Conducts informational meetings with parents
- HSL contacts parents to verify student absences on a daily basis, while inquiring of any support needed.

Suspensions Per 100

- Tier 1 support
 - Safe and Civil school wide procedures and initiatives.
 - Quarterly Data collection, review, and action plan around: 3:1 Positive/Negative Interaction and Off task behaviors
 - RP counselor
- Tier 2 and 3 supports
 - IEPs, SSTs, Behavior Response to Intervention: Behavior interventionist (Teaching Fellows), Connections (RCA, SE Pare, TF), Meaningful Work, Social Emotional Groups, Care and Connect Room, Mindfulness (Danny Vartan), and Counselor (ABC).

Student Survey - Included

- Safe and Civil
- 2nd Step
- Meaningful Jobs Program
- ABC Counselor
- RP Counselor
- Class Meetings
- Climate and Culture Team
- CWAS

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

- Inconsistent parent support and follow-through
 - Communication
 - Attending meetings
 - Emergency card information not updated
 - Transiency

Suspensions Per 100

- Inconsistent parent support and follow-through
 - Communication, responding to school
 - Attending conferences/SSTs/Suspension Meetings
 - Emergency card information not updated

Student Survey - Included

- Inconsistent in identifying new students and ensuring they feel welcome

- Resource Counseling Assistant
- Clubs/Activities
- Behavior RtI Program
 - Behavior interventionist (Teaching Fellows), Connections (RCA, SE Para, TF), Meaningful Work, Social Emotional Groups, Care and Connect Room

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC was concerned with Chronic Absenteeism and Suspension rate. Suggestion was to offer incentives for parents to attend various informational meetings: SSC, ELAC, Coffee Hours, Parent/Teacher Conferences, Back to School, and Open House.

2 ELAC:

ELAC was concerned with Chronic Absenteeism and Suspension rate.

3 Staff:

Staff was concerned with Chronic Absenteeism and Suspension rate. They inquired on how to hold parents more accountable.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Teaching Fellows, Special Friends, HSL, and Materials/Supplies were funded from Title I funds last year and each was effective in supporting student achievement as evidence by gains in both ELA and Math district assessments. These actions will continue to be funded out of Title I, except for the changes bulleted below:

The changes for 2018-19 is the following:

- HSL will be funded out of 7091
- iReady ELA and Math will be funded out of Title I
- Classified Supplemental Contracts will be funded Title I
- Classified Extra Time (Interpreting and Baby Sitting) will be funded out of Title I
- Parent Engagement will be funded out of Title I

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

Birney Staff (CWA, HSL's, Teachers, Admin.) will meet with chronically absent students weekly to discuss the importance of attendance and goal set for improved attendance individually and/or in groups. Meetings and/or conferences will be documented onto ATLAS. The Home School Liaison and CWA will make weekly visits to homes of chronically absent students. Designated staff will make daily phone calls to parents of chronically absent students. SART meetings will continue to be held bi-monthly with parents for chronically absent students. We will continue to offer incentives for students who are at school and on time.

Admin. and CWA will hold attendance meetings to support and educate parents about the importance of ensuring their child is consistently at school. CWA will continue to support and educate students about the importance of attendance by meeting in small groups. Admin/Staff will support and educate parents about the importance of ensuring their child is consistently at school through Back to School, Open House, Coffee Hour, SSC, and ELAC.

During SST and IEP meetings, referrals for outside services will be shared to assist parent with medical and/or social emotional concerns, in regards to chronic absenteeism. Referrals may be made to our Counselor that will be on site for 1 day, to be supported by one of our Mentors, and our to Special Friends.

In addition, we will focus on students with chronic absenteeism and provide incentives and quarterly recognition for them, as attendance improves.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. ATLAS attendance reports
2. CWAS data collection and attendance conferences
3. Student participation in Girl Power and Young Men of Character for chronically absent students
4. SQII data
5. Goal 2 Participation

Owner(s):

1. Administrators, Office Assistant, HSL, and CWA
2. CWA and Administrators
3. CWA
4. Administrators and CWA
5. AC Teacher Teams/Leads and ILT/Admin

Timeline:

1. Daily
2. Weekly
3. Weekly
4. Weekly
5. Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Principal, VP, CWA, HSL will conference with students, provide incentives, celebrate improved student attendance of identified students.
- Encourage students to participate in Goal 2 (activities/clubs and meaningful work).
- Counselor through Family Foundations Counselors will be provided 1 day a week for 7 hrs. to support students.
- Mentoring through Hand in Hand Mentoring, 3 mentors 5 hours a day for 5 days a week.
- Special Friends will support our Primary Students.
- Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, incentives, notebooks, paper, pencils, crayons, markers, pens, and other materials

Specify enhanced services for EL students:

HSL to support EL students and families with translations, home visits, and outreach.

Explain the actions for Parent Involvement (required by Title I):

- Principal, VP, CWA, HSL, will present Attendance Information/Data to parents at Coffee Hour, SSC, ELAC, SST, and during Parent-Teacher Conferences.
- Meetings will be scheduled with parents of students who are classified as Chronic and/or Severe Chronic.
- CWA and HSL will contact parents and make home visits, as necessary to promote positive attendance.
- Admin. and CWA will hold attendance meetings to support and educate parents about the importance of ensuring their child is consistently at school.
- Admin/Staff will support and educate parents about the importance of ensuring their child is consistently at school through Back to School, Open House, Coffee Hour, SSC, and ELAC.
- Use of Edutext for home-school communications
- HSL to provide interpreting for parent meetings

Describe Professional Learning related to this action:

- Ongoing PL in Safe and Civil School strategies and Restorative Practices to help connect students to school, resulting in improved attendance.
- Ongoing PL by school psychologist on Behavior Rtl (Tier 1 and Tier 2) foundational strategies to build and strengthen student-teacher and student-school connections.
- Whole school re-boot of our Olweus Anti-Bullying Program.
- Ongoing PL in Safe and Civil School strategies and Restorative Practices to help connect students to school, resulting in improved attendance.
- Attendance data analysis with teachers by class

Action 2

Title: Reduce Out-of-School Suspension Rate

Action Details:

We will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility, provide social-emotional support inside and outside of the classroom and social skills, resulting in fewer conflicts with staff and other students. Students will be supported through our RCA, Counselor, TF, Special Friends, and/or Mentors.

Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be referred for an SST/IEP. Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. FUSD Data (ATLAS, SQII, Power BI)
2. Office Referrals
3. SSTs
4. Behavior Rtl
5. SEL Data

Owner(s):

1. Administrators, Office Assistant, HSL, and CWA
2. Administrators, RP, and Teachers
3. Administrators, Psych, RSP, Teachers
4. Administrators, Psych, Teachers
5. Administrators, Climate/Culture, Teachers

Timeline:

1. Ongoing
2. Weekly
3. Weekly
4. Weekly
5. Yearly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Administration will meet with severely and chronic and chronic behavior students.
- Teachers will focus on self-selected students to build positive relationships using data from Positive/Negative Ratios and Engagement practice.
- Identified students will be targeted to participate in Goal 2 activities (clubs and meaningful work).
- Teacher quarterly rating scales, CHAMPS, Class meetings, restorative/repair circles, 2 Step Program, and Olweus Prevention Program
- TF, RCA, Counselor, and/or Mentor will work with identified students to increase positive behavior.
- Counselor through Family Foundations Counselors will be provided 1 day a week for 7 hrs. to support students.
- Mentoring through Hand in Hand Mentoring, 3 mentors 5 hours a day for 5 days a week.
- Special Friends position to support primary students
- Daniel Vartan will support Tier 3 students with Mindfulness training and strategies.
- Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives and other materials

Specify enhanced services for EL students:

- HSL to support EL students and families with translations, home visits, and outreach

Explain the actions for Parent Involvement (required by Title I):

- Administration/HSL will present suspension data for parents at Coffee Hours, ELAC and SSC meetings.

Describe Professional Learning related to this action:

- School psychologist will provide PL for teachers and staff on: 1. strategies for redirecting Tier 2 and Tier 3

- Provide strategies for parents to utilize, as well as provide any needed resources.
- Administration/Teachers/Staff will meet with parents/students as needed to address classroom behavior concerns.
- School Messenger
- Translations and Interpreting
- Parent University
- Home School Liaison

- behaviors. 2. Positive/Negative Ratios and Engagement Participation, 3. Teacher Quarterly Rating Scales and Behavior Response to Intervention.
- Restorative Practice Coach and Climate/Culture Team will provide PL for teachers and staff on Olweus Prevention Program, Class Meetings, Restorative Circles, Re-entry Meetings, CHAMPS&STOIC, levels of misbehaviors and responses, and SEL.
- TSA will provide PL for teachers and staff on Birney BEARS Program to engage students in school activities that promote academic success, school pride, and builds positive relationships with all students.

Action 3

Title: Increase percentage of students who feel included

Action Details:

Birney Elementary will implement a plan to ensure all new students are welcomed and have a peer to show them around during their first few days of school. We will continue to identify students who are showing signs of being disconnected, sad, or uninterested in school through our Behavior screening. Students will be supported through our RCA, Counselor, TF, Special Friends, and/or Mentors.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. FUSD Data (ATLAS, SQII, Power BI)
2. Office Referrals
3. SSTs
4. Behavior RtI
5. SEL Data
6. Teacher Feedback

Owner(s):

1. Administrators
2. Administrators and Climate/Culture Team
3. Administrators, SST Team, Teachers
4. Administrators, BRTI Team, Teachers
5. Administrators, Climate/Culture Team, and Teachers
6. Administrators and Teachers

Timeline:

1. Ongoing
2. Weekly
3. Weekly
4. Weekly
5. Yearly
6. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will focus on self-selected students to build positive relationships using data from Positive/Negative Ratios and Engagement practice.
- Identified students will be targeted to participate in Goal 2 activities (clubs and meaningful work).
- Teacher quarterly rating scales will be utilized to identify students who seem disconnected from school.
- SSTs will be held for students identified from the rating scales, teacher/admin. recommendation, and/or parent request. BRTI supports will be prescribed, as needed.
- CHAMPS, Class meetings, restorative/repair circles, 2 Step Program, and Olweus Prevention Program
- TF, RCA, Counselor, and/or Mentor will work with identified students to increase positive behavior.
- Special Friends will support our Primary students.
- Meaningful Work will provide students with a positive outlet and feel included at school.
- Students will be recognized during lunch recess for student of the month with certificates, incentives and food/drink.

Specify enhanced services for EL students:

HSL to support EL students and families with translations, home visits, and outreach.

- Students will be recognized at lunch and/or in the classroom for participating in walk/run and reading club.
- Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives and other materials

Explain the actions for Parent Involvement (required by Title I):

- Administration/HSL/RP counselor will present SEL information, strategies, and resources for parents at Coffee Hours, ELAC and SSC meetings.
- Administration/Teachers/Staff will meet with parents/students as needed to address concerns, but not limited to SSTs.
- School Messenger
- Translations and Interpreting
- Parent University
- Home School Liaison

Describe Professional Learning related to this action:

- School psychologist will provide PL for teachers and staff on: 1. strategies for redirecting Tier 2 and Tier 3 behaviors. 2. Positive/Negative Ratios and Engagement Participation, 3. Teacher Quarterly Rating Scales and Behavior Response to Intervention.
- Restorative Practice Coach and Climate/Culture Team will provide PL for teachers and staff on Olweus Prevention Program, Class Meetings, Restorative Circles, Re-entry Meetings, CHAMPS&STOIC, levels of misbehaviors and responses, and SEL.
- TSA will provide PL for teachers and staff on Birney BEARS Program to engage students in school activities that promote academic success, school pride, and builds positive relationships with all students.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0045 Birney Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Child Aide	0.4375		11,742.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Ext			Interpreter	651.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation - Material/Supplies (No incentives or food)	1,600.00
G4A1	Sup & Conc	Parent Participation	Direct-Food			Food for Parent Meetings	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	HSL 3 hr. Position	10,849.00
G4A2	Sup & Conc	Instruction	Subagreements			Hand in Hand Mentoring Sevice : Student Mentoring	58,000.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Daniel Vartan : Mindfulness Provider	5,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counseling Fee	266.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Counseling for Students and Families 1 day a week for 7 hrs.	13,300.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		13,027.00

\$115,435.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0045 Birney Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Quote ID 141628.2 i-Ready Site Licenses	28,800.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies (No incentives or food)	883.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to Support Academic and Behavior RtI	20,592.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady ELA and Math Professional Development On-Site	3,239.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Teachers - Tutoring above duty day	3,592.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Connections for Behavior RtI Program	200.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - New Purchases	5,932.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh lease for office copy/fax machine and color copy machine in Rm. 5	11,000.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Professional Learning for Staff	36,261.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials/Supplies	999.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	30,859.00
G1A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting - SSC, ELAC, Coffee Hour and Parent Meetings	153.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	Certificated Tutor	37,732.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Event Numbers for Teacher Subs - PL	585.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	80,298.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Repair/Maintenance of Equipment, Technology, and other items.	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3750	Certificated Tutor	37,732.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Field Trips	1,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics Certificates, Posters, Copies, and Incentives	1,000.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Child Aide	0.4375		11,742.00
G4A1	Title 1 Basic	Instruction	Ins Aide-Ext			Interpreter	651.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation - Material/Supplies (No incentives or food)	1,600.00
G4A1	Sup & Conc	Parent Participation	Direct-Food			Food for Parent Meetings	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	HSL 3 hr. Position	10,849.00
G4A2	Sup & Conc	Instruction	Subagreements			Hand in Hand Mentoring Service : Student Mentoring	58,000.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Daniel Vartan : Mindfulness Provider	5,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counseling Fee	266.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Counseling for Students and Families 1 day a week for 7 hrs.	13,300.00

\$421,292.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,660.00
Sup & Conc	7090	\$270,193.00
LCFF: EL	7091	\$83,439.00
Grand Total		\$421,292.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$303,857.00
G2 - All students will engage in arts, activities, and athletics	\$2,000.00
G4 - All students will stay in school on target to graduate	\$115,435.00
Grand Total	\$421,292.00