

Birney Elementary

10621666006092

Principal's Name: Kristina Montez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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. Tiffanie Graham		X			
4. Carolyn Hodge		X			
5. Danna Cruz		X			
6. Veronica Valdez			X		
7. Laura Chhan				X	
8. Rose Avila				X	
9. Latricia Garica				X	
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		3/25/19
SSC Chairperson	Tony Rodriguez		3-25-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Birney - 0045

ON-SITE ALLOCATION

3010	Title I	\$76,140 *
7090	LCFF Supplemental & Concentration	\$276,860
7091	LCFF for English Learners	\$71,628
		\$424,628
TOTAL 2019/20 ON-SITE ALLOCATION		\$424,628

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,430
Remaining Title I funds are at the discretion of the School Site Council	\$73,710
Total Title I Allocation	\$76,140

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Birney Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	23.379 %	0.457 %	2017-2018	7.457 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.34 %	41.837 %	2017-2018	48.837 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.455 %	30.28 %	2017-2018	37.28 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-115.9 pts	2017-2018	-100.9 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-130.9 pts	2017-2018	-115.9 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

The below actions have been effective in achieving appropriate outcomes, as our ELA SBAC data shows a growth of 13%.

- Good first instruction with ELA Standards, adopted curriculum (Wonders) and in conjunction with ELD Standards
- Planning, Assessing, and Analyzing of CFAs aligned with Essential Standards
- Data Chat conferences with analysis of benchmark assessments
- Certificated Tutor for Rtl supporting grades 1st-3rd
- Teaching Fellows for Rtl supporting grades K-3rd
- Rtl for 30 minutes daily with use of iReady, Reading Counts, and teacher small group instruction.
- Focus on Academic Discourse
- After school tutoring
- Coaching cycles with Coach and/or TSA
- Weekly PLC meetings

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

SBAC data indicates the following student assessment data for school wide and various subgroups:

- All students: 42%
- African American: 27%
- Asian: 37%
- Hispanic: 44%
- White: 29%
- ELL: 13%
- Students with Disabilities: 9%
- Socio-Economically Disadvantage Students: 42%

As a site and in our PLCs, the subgroup data was not used to plan for specific and targeted intervention by subgroup.

Our lowest performing subgroup, Students with Disabilities has been identified as an area of focus. See

AC Teams were in initiating and implementing phase of Learning by Doing PLC Continuum. Areas of growth include:

- CFA Protocol and Development
- Progress Monitoring Tool
- Data Analysis Protocol
- Consistent feedback to teachers focused on ELA School wide commitments

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

The below actions have been effective in achieving appropriate outcomes, as our Math SBAC data shows a growth of 6%.

- Good first instruction with Math Standards, adopted curriculum (GoMath) and in conjunction with ELD Standards
- Planning, Assessing, and Analyzing of CFAs aligned with Essential Standards
- Data Chat conferences with analysis of benchmark assessments
- Certificated Tutor and TSA for 5th/6th grade Math support
- RtI for 30 minutes daily with use of iReady, and teacher small group instruction.
- Focus on Academic Discourse
- After school tutoring
- Coaching cycles with Coach and/or TSA
- Weekly PLC meetings

AC Teams were in initiating and implementing phase of Learning by Doing PLC Continuum. Areas of growth include:

- CFA Protocol and Development
- Progress Monitoring Tool
- Data Analysis Protocol
- Consistent feedback to teachers focused on Math School wide commitments

EL Reclassification Rate (All grade levels)

The below actions have been effective in achieving appropriate outcomes, as our SBAC data for our ELL students has shown a growth of 13% in ELA and a 5% growth in Math.

- Good first instruction with ELA Standards, adopted curriculum (Wonders) and in conjunction with ELD Standards
- Planning, Assessing, and Analyzing of CFAs aligned with Essential Standards
- Data Chat conferences with analysis of benchmark assessments
- Certificated Tutor for RtI supporting grades 1st-3rd
- Teaching Fellows for RtI supporting grades K-3rd
- RtI for 30 minutes daily with use of iReady, Reading Counts, and teacher small group instruction.
- Focus on Academic Discourse
- After school tutoring
- Weekly PLC meetings

AC Teams were in initiating and implementing phase of Learning by Doing PLC Continuum. Areas of growth include:

- CFA Protocol and Development

Goal 1 Action 4 for more information.

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

SBAC data indicates the following student assessment data for school wide and various subgroups:

- All students: 30%
- African American: 15%
- Asian: 31%
- Hispanic: 31%
- White: 29%
- ELL: 8%
- Students with Disabilities: 6%
- Socio-Economically Disadvantage Students: 30%

As a site and in our PLCs, the subgroup data was not used to plan for specific and targeted intervention by subgroup.

Our lowest performing subgroup, Students with Disabilities has been identified as an area of focus. See Goal 1 Action 4 for more information.

EL Reclassification Rate (All grade levels)

Inconsistent systematic response to Designated and Integrated ELD instruction that ensures all students make continuous progress and are able to demonstrate mastery of ELA/ELD standards

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Inconsistent implementation of grade level core curriculum.

Inconsistent District Professional Development provided to SPED teachers on use of baseline core curriculum

SBAC Math Distance from Level 3 (Students w/Disabilities)

Inconsistent implementation of grade level core curriculum.

Inconsistent District Professional Development provided to SPED teachers on use of baseline core curriculum

- Progress Monitoring Tool
- Data Analysis Protocol
- Consistent feedback to teachers focused on ELD School wide commitments

SBAC ELA Distance from Level 3 (Students w/Disabilities)

No Comparison Data

SBAC Math Distance from Level 3 (Students w/Disabilities)

No Comparison Data

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Each action was effective in supporting student achievement as evidenced by gains in both ELA and Math district assessments. Additional funding will continue to be allocated for:

- CT
- Teaching Fellows
- Social Worker
- Mentors
- iReady
- Reading Counts
- Technology

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Eliminate: Special Friends, RCA, and Counselor

Implement: District Funded Tier II Behavior Interventionist and Social Worker

Changes reflected in Goal 1,2, 3, 4

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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:

The Staff would like the following supports to continue: Certificated Tutor, Teaching Fellows, Mentors, and iReady ELA/Math.
The Staff suggested adding Sub days for Demos, Peer Observation,

The Committee suggested adding more counseling and Campus Security.

The Committee suggested adding English Classes and Campus Security.

and Planning.

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. Necessary intervention through a systematic Multi-tiered System of Support will improve ELA/Literacy instruction at each level of intervention to ensure that student make continuous progress and are able to demonstrate mastery of 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 and/or lunch 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 and Power BI)
2. DIBELS Data
3. iReady ELA 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, AC, classroom, and student Goal Setting
11. Classroom walkthroughs, observations, feedback, reflective conversations
12. IAB Assessments
13. KAIG
14. ELPAC

Owner(s):

1. Administrators
2. CT, RSP, and Teachers
3. AC Teacher Teams/Leads, ILT and Admin
4. K and 1st grade AC Teacher Teams
5. AC Teacher Teams/Leads, ILT and Admin
6. AC Teacher Teams/Leads, ILT and Admin
7. AC Teacher Teams/Leads, ILT and Admin
8. AC Teacher Teams/Leads, ILT and Admin
9. Teachers and Administrators
10. AC Teacher Teams/Leads and ILT/Admin and Students
11. AC Teacher Teams/Leads, ILT and Admin
12. AC Teacher Teams/Leads, ILT and Admin
13. Kindergarten AC, ILT, and Admin
14. AC Teacher Teams/Leads, ILT and 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
12. Quarterly IAB Assessments (Gr.3-6)
13. Quarterly
14. Yearly

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 4 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.

- iReady ELA (Curriculum and Associates) will be used in the classroom during the intervention block to support students.
- RtI Tier 3 student support will be mostly pull-out by CT.
- Tier 3 After School Library Tutoring for students that have significant gaps in ELA. CT will provide small group support for identified students, as provided by the District.
- 1X1 Technology in 2nd - 6th grade classrooms. Kindergarten and 1st grade classrooms have 12 tablets per classroom.
- Graphics for visuals to support and enhance our adopted curriculum for ELA 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 (Curriculum and Associates) and Reading Counts.
- 6-10 PLI teachers trained on integrating technology with the ELA 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.
- Goal setting and Data Chats: Whole School, AC, classroom, and student around CFA Assessments, DRP, Interim, ELPAC, & SBAC.
- 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
- Home School Liaison
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for Demos, 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 to support instructional delivery and student learning such as Edge boards, Elmos, poster maker, tablets, Smartboard, tablets, projectors, document cameras, and other accessories/supplies, as needed.
- Student incentives
- Substitutes for Administration to attend meetings, conferences, or Professional Learning
- Direct Food Services
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Barnes and Noble, Peaceworks, Savemart, Pacifica, Victory Grill, and Peppas.

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

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.
- Parent meetings to support use of EduText, ATLAS, Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger, etc.

Specify enhanced services for low-performing student groups:

SBAC data indicates the following low performing assessment data:

- Students with Disabilities: 9%

Some of the enhanced services provided will be:

After School Tutoring

Targeted RtI through MTSS

Weekly Special Education classroom visits

Meet monthly with SDC and RSP teachers (Data chats) on CFA, IAB, Interim, and Formative with kid by kid status on academics

Refer to Goal 1 Action 4 for more information

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
- On-Site PI and Planning with support of district Instructional Coaches, TSA, and Admin Team to build capacity.
- iReady
- Use of components of Instructional Practice Guide (IPG) for Literacy
- Technology to support literacy instruction

- Interpreters and babysitting for Parent Meetings.

- Learning by Doing
- Research-based Professional Readings
- ELA/ELD Frameworks in connection to Instructional Practice Guide Tenets
- Materials/Supplies for staff PL
- Travel and Cost 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. . A.C.s will continue to collaboratively develop and implement Common Formative Assessments and IABs, analyze the data, and plan instruction. Small group instruction will be provided by classroom teacher, CT, and Teaching Fellows to address gaps in 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:	<input checked="" type="checkbox"/> Strong Evidence	<input 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 Reports (ATLAS, and Power BI)
2. iReady Math Data
3. Interim Data
4. SBAC Data
5. AC Common Formative Assessments
6. Data Chats with teachers
7. Whole School, AC, classroom, and student Goal Setting
8. Classroom walkthroughs, observations, feedback, reflective conversations
9. IAB Assessments
10. KAIG

Owner(s):

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

Timeline:

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

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
- 1 CT funded by School to provide explicit instructional support to K-3 students.
- 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 4 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.
- iReady Math (Curriculum and Associates) will be used in the classroom during the intervention block to support students.
- RtI Tier 3 student support will be mostly pull-out by CT.
- Tier 3 After School Library Tutoring for students that have significant gaps in Math. CT will provide small group support for identified students, as provided by the District.
- 1X1 Technology in 2nd - 6th grade classrooms. Kindergarten and 1st grade classrooms have 12 tablets per classroom.
- Graphics for visuals to support and enhance our adopted curriculum for 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 Math (Curriculum and Associates).
- 6-10 PLI teachers trained on integrating technology with the 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.
- Goal setting and Data Chats: Whole School, AC, classroom, and student around CFA Assessments, DRP, Interim, ELPAC, & SBAC.
- 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
- Home School Liaison
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for Demos, 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 to support instructional delivery and student learning such as Edge boards, Elmos, poster maker, tablets, Smartboard, tablets, projectors, document cameras, and other accessories/supplies, as needed.
- Student incentives
- Substitutes for Administration to attend meetings, conferences, or Professional Learning.
- Direct Food Services
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Barnes and Noble, Peaceworks, Savemart, Pacifica, Victory Grill, and Peppas.

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

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

- 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.

Specify enhanced services for low-performing student groups:

SBAC data indicates the following low performing assessment data:

- Students with Disabilities: 9%

Some of the enhanced services provided will be:

After School Tutoring

Targeted RtI through MTSS

Weekly Special Education classroom visits

Meet monthly with SDC and RSP teachers (Data chats) on CFA, IAB, Interim, and Formative with kid by kid status on academics

Refer to Goal 1 Action 4 for more information

Describe Professional Learning related to this action:

- Backwards mapping of Math standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate Item Bank and CFA Development
- On-Site PL and Planning with support of district Instructional Coaches, TSA, and Admin Team to build capacity.
- iReady Math

- Parent meetings to support use of EduText, ATLAS, Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger, etc.
- Interpreters and babysitting for Parent Meetings.

- Use of components of Instructional Practice Guide (IPG) for Math
- Technology to support literacy instruction
- Learning by Doing
- Research-based Professional Readings
- ELA/ELD Frameworks in connection to Instructional Practice Guide Tenets
- Materials/Supplies for staff PL
- Travel and Cost for Conferences/PL
- Substitutes for Administration to attend meetings, conferences, or Professional Learning

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 checked="" type="checkbox"/> Strong Evidence	<input 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. DRP results for English Learners
3. SBAC results for English Learners
4. ATLAS and district data reports
5. Student Goal Setting and Monitoring
6. EL Redesignation Goal-setting Report
7. IAB Assessments

Owner(s):

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

Timeline:

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

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.
- 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
- Substitutes for Administration to attend meetings, conferences, or Professional Learning
- Direct Food Services
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Barnes and Noble, Peaceworks, Savemart, Pacifica, Victory Grill, and Peppas.

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.

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
- Parent meetings to support use of EduText, ATLAS, Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger, etc.
- Interpreters and babysitting for Parent Meetings.

Specify enhanced services for low-performing student groups:

After School Tutoring
Targeted RtI through MTSS
Refer to Goal 1 Action 4
Weekly Special Education classroom visits
Meet monthly with SDC and RSP teachers (Data chats) on CFA, IAB, Interim, and Formative with kid by kid status on academics

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
- Research-based Professional Readings
- 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
- Use of components of Instructional Practice Guide (IPG) for Literacy
- On-Site PL and Planning with support of district Instructional Coaches, TSA, and Admin Team to build capacity.
- Attend conferences and/or training to build capacity of staff.
- Travel and Cost for Conferences/PL
- Substitutes for Administration to attend meetings, conferences, or Professional Learning

Action 4

Title: SBAC ELA/Math Students w/Disabilities

[Action Details:](#)

Birney Elementary will ensure that all students with disabilities receive high quality instruction through a three-tiered approach to literacy and math. Necessary intervention through a systematic Multi-tiered System of Support will improve ELA/Literacy and Math instruction at each level of intervention to ensure that students with disabilities make continuous progress and are able to demonstrate progress toward distance from level 3, Meeting Standards on SBAC.

SDC and RSP teachers will continue to participate in ACs with our general education teachers for their like grade levels. SPED teachers will help create, implement, and analyze CFAs and IABs. In addition, they will participate in analyzing data from SBAC, ELPAC, and FUSD assessments. SPED teachers will have students participate in goal setting for SBAC, ELPAC, and other FUSD assessments.

RSP teacher will provide general education teachers with a copy of students IEP and meet to discuss student's goals, accommodations, and strategies to best support the student in class. Also, RSP teacher will discuss students progress with GE teacher on a monthly basis.

Students in our self-contained SDC classrooms will be exposed to grade level curriculum, while also receiving intervention curriculum to support student learning. SDC teachers will share IEP Goals with General Education Teachers who have students who are being mainstreamed into their classroom

Administration will meet with SDC teachers on a regular basis to progress monitor. In addition, SPED teachers will continue to be apart of Data Chats with administration, twice a year. RSP teacher will continue to work with grade level ACs that align with their caseload, as well as progress monitor their students through: IEP Goals, IABs, CFAs, SBAC, ELPAC, iReady, and other District assessments.

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

Owner(s):

Timeline:

1. FUSD Reports (ATLAS, Power BI)
2. iReady ELA & Math Data
3. BAS and Fluency Data
4. Interim Data
5. DRP Data
6. SBAC Data
7. AC Common Formative Assessments
8. Data Chats with teachers
9. Site, AC, Classroom, and Student Goal Setting
10. Classroom walkthroughs, observations, feedback, reflective conversations
11. IAB Assessments
12. KAIG
13. IEP Progress Reports (Goals)

1. Administrators
2. AC Teacher Teams/Leads, ILT and Admin
3. K and 1st grade AC Teacher Teams/Leads, ILT and Admin
4. AC Teacher Teams/Leads, ILT and Admin
5. AC Teacher Teams/Leads, ILT and Admin
6. AC Teacher Teams/Leads, ILT and Admin
7. AC Teacher Teams/Leads, ILT and Admin
8. Teachers and Administrators
9. AC Teacher Teams/Leads, ILT, Students, and Admin
10. AC Teacher Teams/Leads, ILT and Admin
11. AC Teacher Teams/Leads, ILT and Admin
12. Kindergarten Teachers and Admin
13. SPED Teachers/Case Managers, GE Teachers, and Admin

1. Ongoing
2. Diagnostic 3x per year/Reports ongoing
3. Kinder - 1x per year/1st Grade 2x per year
4. Twice per year
5. Twice per year
6. Yearly
7. Weekly
8. Twice per year
9. SBAC - yearly/Interim - 2x year
10. Daily
11. Ongoing, in line with pacing guide
12. Quarterly
13. Quarterly

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, and Common Formative Assessments
- Teacher will provide scaffold/differentiated instruction based on CFU-Checking for Understanding data during lesson delivery.
- Site funded CT will provide RtI for designated K-3 SLP students
- iReady ELA and Math will be used in the classroom during RtI block
- Mentors through Hand in Hand Mentoring will be funded by site for 3 mentors 5 hours a day for 5 days a week.
- Targeted SPED students will have the opportunity to participate in After School Library Tutoring.
- Student goal setting with Class Goals for Lessons, CFAs, DRP, Interim, & SBAC

- 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.

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.

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

- Share Academic data to parents at meetings, specifically calling out sub groups (Coffee Hour, ELAC, SSC, SST, 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.
- Parent meetings to support use of EduText, ATLAS, Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger, etc.
- Interpreters and babysitting for Parent Meetings.

Specify enhanced services for low-performing student groups:

Goal 1, Action 4- See Direct Instructional Services

After School Tutoring

Targeted RtI through MTSS

SPED services through IEP minutes

Weekly Special Education classroom visits

Meet monthly with SDC and RSP teachers (Data chats) on CFA, IAB, Interim, and Formative with kid by kid status on academics

Describe Professional Learning related to this action:

- District Provided SPED Support
 - Core Curriculum
 - Core Intervention program
 - Supplemental SPED Curriculum
 - Social/Emotional Strategies
- Backwards mapping of ELA/Math 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
- Research-based Professional Readings
- 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 and Cost for Conferences/PL

2019-2020 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			iReady Site Licenses for ELA and Math	27,876.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies (No Incentives/Food)	1,544.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation: Support Academic RtI	32,105.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : Curriculum Assoc., LLC iReady: Professional Development On-Site	1,620.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		25,857.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts - PLI/Above Duty Day	8,438.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Purchases	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair/Maintenance of Equipment, Technology and other Items.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5000		51,717.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	4,806.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RtI	12,105.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Event Number for Teacher Subs - Demo/Observations/Data Chats	8,236.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	77,286.00
G1A2	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
G1A2	Sup & Conc	In-House Instructional Staff Deve	Travel			: Professional Learning for Staff/Conferences/Travel/Lodging	27,000.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Ext			Interpreter	651.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00

\$298,241.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	99.593 %	96.591 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

According to our 2017-18 data, Birney has a 96.591% participation rate in activities PS-6th grade.

- Provided clubs and activities that were accessible for all students, such as Walk/run Club Reading Club, Field Trips, and various clubs/activities.
- Provided intramural sports for 4th - 6th graders.
- Provided extra pay contracts for Certificated/Classified Staff to facilitate school clubs/activities.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

- Disproportionality would be attributed to poor attendance and lack of club sponsorship.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No major differences, as we fully implemented all actions and budget expenditures were adequate to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes will be made to address this goal.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

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.

2 ELAC:

ELAC was pleased with our Goal 2 data. Their suggestions were to offer more clubs and activities for all students.

3 Staff:

The Staff was appreciative of the opportunities that are provided for students.

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, and meaningful work through student jobs.

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 (SEL Reports:Students, Staff, Parent Surveys)
2. ATLAS Engagement Report
3. Panorama Data
4. Power BI
5. Data Dashboard

Owner(s):

1. AC Teacher Teams/Leads, ILT, and Admin
2. ILT, TSA, and Teachers
3. AC Teacher Teams/Leads, ILT, and Admin
4. AC Teacher Teams/Leads, ILT, and Admin
5. AC Teacher Teams/Leads, ILT, and Admin

Timeline:

1. Quarterly
2. Ongoing
3. Year
4. Quarterly
5. Yearly

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

- Purchase orders for: athletics, clubs/activities, the arts, and engagements to include, but not limited to: Barnes and Noble, Peaceworks, Savemart, Pacifica, Victory Grill, and Peppas.
- 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
- Graphics
- Direct Food Services
- Materials and supplies for parent participation

Specify enhanced services for EL students:

- Monitor, provide opportunities, and encourage EL students to engage in Goal 2 activities.
- All parent and student communications will be translated into primary language, including but not limited to, School Messenger, field trip permission slips, flyers and notices.

Specify enhanced services for low-performing student groups:

All groups are encouraged to engage in arts, athletics, and activities.

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, School Messenger, Teacher Parent Conferences, and Peach Jar.
- 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

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 PowerBI.
- Staff will be provided with the information they need to ensure all experiences are scheduled and all arrangements are made within the appropriate timelines.
- Staff will be provided with PL to understand the process and procedures for steps in preparing and scheduling study trips.

2019-2020 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 Study Trips	1,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics - Certificates, Posters, Copies, and Incentives	1,000.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			Food for Parent Meetings/Student Incentives	1,000.00

\$3,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	98.113 %	2017-2018	100 %
Exposure to Careers - 4th Grade	94.783 %	1.98 %	2017-2018	100 %
Exposure to Careers - 6th Grade	98 %	100 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

The small percentage of students in attendance was due to lack of uploading student attendance for the 4th grade engagement.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We will continue to promote student and family engagement in Goal 3 activities and experiences.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes will be made to address this goal, except to ensure data for 4th grade is entered.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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 promote character and workplace competencies for students with the expectation of being College and Career Ready. Students will be exposed to a variety of career opportunities through field trips, career speakers, career fairs and research presentations. ACs will plan their grade level experiences and we will ensure they have selected an optimum date to allow for highest student participation

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

Owner(s):

Timeline:

1. ATLAS Engagements - Monitor attendance
2. Panorama Student Survey

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

1. Ongoing
2. Yearly

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

- 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.
- Direct Food Services

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, School Messenger., and all school communications to parents.

Specify enhanced services for low-performing student groups:

All students are encouraged to engage in Goal 3 activities and experiences.

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.
- Staff will be provided with PL to understand the process and procedures for steps in preparing and scheduling experiences, as well as how to record attendance data.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	20.826 %	21.007 %	2017-2018	19.007 %
Suspensions Per 100	16.321 %	12.326 %	2017-2018	11.326 %
Student Survey - Included	89.963 %	64.486 %	2017-2018	84.486 %
Chronic Absenteeism (Students with Disabilities)		24.4 %	2017-2018	22.4 %
Suspension Rate (Students w/Disabilities)		7 %	2017-2018	4 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

The below actions have been effective in achieving appropriate outcomes, as the data from the Core Index Matrix shows 21% of our students are Chronically Absent, but it is a decline of 3%.

- HSL contacts parents to verify student absences on a daily basis, while inquiring of any support needed.
- Increase student participation in Goal 2 and Goal 3 engagements

Suspensions Per 100

The below actions have been effective in achieving appropriate outcomes, as the data from the Core Index Matrix shows 5.2% of our students have been suspended at least once, but it is a decline of .2%. Although, we've had a slight decline, we need to have a larger decrease in suspensions.

- 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, BSP, Behavior Response to Intervention: Tier II Behavior Interventionist, Behavior interventionist, Connections, Meaningful Work, Social Emotional Group Mindfulness (RP Counselor).

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Data from the Core Index Matrix shows the following data for our subgroups:

- Students with Disabilities - 24.4%
- White - 43.6%
- African American - 32.8%
- Asian - 11%
- Socioeconomically Disadvantaged - 21%
- Hispanic - 20%
- ELL - 13%

Key factors that contributed to the disproportionately of the low-performing subgroups were:

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

Suspensions Per 100

Data from the Core Index Matrix shows the following data for our subgroups:

- Students with Disabilities - 7%

Student Survey - Included

- Safe and Civil
- 2nd Step
- Meaningful Jobs Program
- Counselor
- RP Counselor
- Class Meetings
- Climate and Culture Team
- Clubs/Activities
- Behavior Rtl Program - Tier II Behavior Interventionist, Mentors
 - Behavior interventionist, Connections, Meaningful Work, Social Emotional Groups

Chronic Absenteeism (Students with Disabilities)

No Comparison Data

Suspension Rate (Students w/Disabilities)

No Comparison Data

- White - 4%
- African American - 8%
- Asian - 1%
- Socioeconomically Disadvantaged - 5%
- Hispanic - 5%
- ELL - 4%
- Homeless - 12%

Key factors that contributed to the disproportionately of the low-performing subgroups were:

- 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
- Not utilizing data reports to target students who are not engaged in clubs/activities.

Chronic Absenteeism (Students with Disabilities)

Data from the Core Index Matrix shows that 24.4% of our Students with Disabilities were Chronically Absent.

Key factors that contributed to the disproportionately of the low-performing subgroups were:

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

Suspension Rate (Students w/Disabilities)

Data from the Core Index Matrix shows that 7% of our Students with Disabilities were Suspended at least once.

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

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Each action was effective in supporting student achievement as evidenced by gains in both ELA and Math district assessments. Additional funding will continue to be allocated for:

- CT
- Teaching Fellows,
- Counselor
- Mentors
- iReady

- Reading Counts
- Technology

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Eliminate: Special Friends and RCA
Implement: District Funded Tier II Behavior Interventionist
Changes reflected in Goal 1,2, 3, 4

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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 low attendance rate. They gave input on how to celebrate and provide incentives for students that have a 95% attendance rate or higher.

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

Birney will continue to support and educate parents and students on the impact of attendance on academic performance and growth by continuing the partnerships with parents and school site staff. Birney will continue to utilize a schoolwide attendance program in conjunction with incentives to promote improved attendance for all students. Birney will provide communication through phone calls, home visits, and conferences to support parents and families of students with attendance concerns.

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 attendance reports
2. Tier II Behavior Interventionist data
3. Power BI data
4. Goal 2 and 3 Participation
5. Saturday Academy attendance reports

Owner(s):

1. Administrators, Office Assistant, HSL, and Tier II Behavior Interventionist
2. Tier II Behavior Interventionist and Administrators
3. Administrators and Behavior Interventionist
4. AC Teacher Teams/Leads, ILT, CCT, Admin
5. Saturday Academy Lead and Admin

Timeline:

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

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

- Principal, VP, Tier II Behavior Interventionist, 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).
- Social Worker will be funded for 8 hrs./2.5 days/185 to support students.
- Mentors through Hand in Hand Mentoring will be funded by site for 3 mentors 5 hours a day for 5 days a week.
- 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
- Extra Pay/Supplemental Contracts for Classified
- Mileage for HSL
- Direct Food Services
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Barnes and Noble, Peaceworks, Savemart, Pacifica, Victory Grill, and Peppas.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Students with Disabilities - 24.4%

Target chronically absent students to attend Saturday Academy to recover absences

Tier II Behavior Interventionist, home visits, and attendance conference with parents and student

Increase participation of Students with Disabilities in Goal 2 Clubs/Activities, and Goal 3 CCR experiences

Link families to community agencies and resources for planning and to support intensive needs such as Project Access

See Goal 1 Action 4 for more information

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

- Principal, VP, Tier II Behavior Interventionist, HSL, will present Attendance Information/Data to parents at Coffee Hour, SSC, ELAC, SST, and during Parent-Teacher Conferences.
- Tier II Behavior Interventionist, Office Assistant, and HSL will contact parents and make home visits, as necessary to promote positive attendance.
- Admin. and Behavior Interventionist 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, School Messenger, Monthly Newsletter, Peach Jar, SSC, and ELAC.
- 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, Tier 2, Tier 3) foundational strategies to build and strengthen student-teacher and student-school connections.
- Whole school re-boot of our Olweus Anti-Bullying Program.
- 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 social skills, personal responsibility, provide social-emotional support inside and outside of the classroom. Social Worker, Mentors, Tier II Interventionist, RP Coach, and Administration will provide support for students, as needed.

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

SPED students will have behavior issues addressed through their IEP with the possibility of implementing the following: Behavior goal, BSP, and or counseling. In addition, Manifestation Determination (MD) IEP Meetings will be held, if required.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input 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, Power BI)
2. Office Referrals
3. SSTs
4. Behavior Rtl
5. SEL Data
6. BSP Data
7. Climate Culture Observation Data
8. IEP progress reports

Owner(s):

1. Administrators, Office Assistant, HSL, and Tier II Behavior Interventionist
2. Administrators, RP, Teachers, Tier II Behavior Interventionist
3. Administrators, Psychologist, RSP, Teachers
4. Administrators, Psychologist, Teachers, Tier II Behavior Interventionist
5. Administrators, RP, Teachers, Tier II Behavior Interventionist, Climate Culture, ILT, and Teachers
6. Administrators, Teachers, and Psychologist
7. Administrators, RP, Teachers, Tier II Behavior Interventionist, Climate Culture, ILT, and Teachers
8. Administrators, Psychologist, RSP, Teachers

Timeline:

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

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).
- Teachers will consistently utilize CHAMPS, Class meetings, restorative/repair circles, 2nd Step Program, and Olweus Prevention Program
- Tier II Behavior Interventionist (Funded by FUSD), Mentors (Site Funded), and Counselor (Site Funded) will work with identified students to increase positive behavior.
- Social Worker will be funded for 8 hrs/.25 days/185 to support students.
- Mentors through Hand in Hand Mentoring will be funded by site for 3 mentors 5 hours a day for 5 days a week.

- RP 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
- Direct Food Services

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Students with Disabilities - 7%

Target students with multiple suspensions

RP Counselor support to conduct re-entry meetings

Manifestation Determination Meetings with SPED Team

ICET referrals

Behavior Support Plans

Connect students with Meaningful Work participation

Goal 2 and Goal 3 participation

5:1 ratio of adult positive to negative interactions with students

Link families to community agencies and resources for planning and to support intensive needs

See Goal 1 Action 5 for more information

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

- Birney Administration and Support Staff will present suspension data, provide strategies to parents, as well as provide resources during SST, BSP, Coffee Hours, ELAC and SSC meetings.
- Administration/Teachers/Staff will meet with parents/students as needed to address classroom behavior concerns.
- Translations and Interpreting
- Parent University
- Home School Liaison

Describe Professional Learning related to this action:

- SEL PL including, but not limited to, Emotional Intelligence (EQ), Restorative Practices, Safe and Civil Schools, 2nd Step, Olweus Class Meetings, Positive Discipline in the Classroom, Community Building, and Review and analyze SEL surveys.

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. Students will be supported by our Tier II Behavior Interventionist, Social Worker, Mentors, and RP Counselor.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input 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, Power BI)
2. Office Referrals
3. SSTs
4. Behavior Rtl
5. SEL Data
6. Teacher Feedback

Owner(s):

1. Administrators, ILT, and CCT
2. Administrators and Climate/Culture Team
3. Administrators, SST Team, Teachers
4. Administrators, BRtl 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).
- SST's will be held for students identified from the rating scales, teacher/admin. recommendation, and/or parent request. BRtl supports will be prescribed, as needed.
- CHAMPS, Class meetings, restorative/repair circles, 2 Step Program, and Olweus Prevention Program
- Tier II Behavior Interventionist (Funded by FUSD), Counselor (Site Funded), and/or Mentor (Site Funded) will work with identified students to increase positive behavior.
- Social Worker will be funded for 8 hrs./2.5 days/185 to support students..
- Mentors through Hand in Hand Mentoring will be funded by site for 3 mentors 5 hours a day for 5 days a week.
- Meaningful Work
- Students will be recognized during lunch for student of the month/Growth Mindset.
- Quarterly and/or Yearly, students will be recognized for participation in arts, athletics, and/or activities.
- 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.

Specify enhanced services for low-performing student groups:

Connect students with Meaningful Work participation

Monitor Goal 2 and Goal 3 participation to ensure all students are connected.

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

- Birney Administration and Support Staff will present suspension data, provide strategies to parents, as well as provide resources during SST, BSP, Coffee Hours, ELAC and SSC meetings.
- Administration/Teachers/Staff will meet with parents/students as needed to address classroom behavior concerns.
- Translations and Interpreting
- Parent University
- Home School Liaison

Describe Professional Learning related to this action:

SEL PL including, but not limited to, Emotional Intelligence (EQ), Restorative Practices, Safe and Civil Schools, 2nd Step, Olweus Class Meetings, Positive Discipline in the Classroom, Community Building, and Review and analyze SEL surveys.

Action 4

Title: Chronic Absenteeism (Students with Disabilities)

Action Details:

Birney will continue to support and educate parents and students on the impact of attendance on academic performance and growth by continuing the partnerships with parents and school site staff. Birney will continue to utilize a school-wide attendance program in conjunction with incentives to promote improved attendance for all students. Birney will provide communication through phone calls, home visits, and conferences to support parents and families of students with attendance concerns.

SPED students who have a low attendance rate will be targeted for Saturday Academy, one on one or small group conversations to provide an opportunity to be connected to an adult on campus, participate in Goal 2

activities/clubs/meaningful work.

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 attendance reports
2. Tier II Behavior Interventionist data
3. Power BI data
4. Goal 2 and 3 Participation
5. Saturday Academy attendance reports

Owner(s):

1. Administrators, Office Assistant, HSL, and Tier II Behavior Interventionist
2. Tier II Behavior Interventionist and Administrators
3. Administrators and Behavior Interventionist
4. AC Teacher Teams/Leads, ILT, CCT, Admin
5. Saturday Academy Lead and Admin

Timeline:

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

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

- Principal, VP, Tier II Behavior Interventionist, 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).
- Social Worker will be funded for 8 hrs/.25 days/185 to support students.
- Mentors through Hand in Hand Mentoring will be funded by site for 3 mentors 5 hours a day for 5 days a week.
- 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
- Extra Pay/Supplemental Contracts for Classified
- Mileage for HSL
- Direct Food Services
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Barnes and Noble, Peaceworks, Savemart, Pacifica, Victory Grill, and Peppas.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Target chronically absent students to attend Saturday Academy to recover absences
Tier II Behavior Interventionist, home visits, and attendance conference with parents and student
Increase participation of Students with Disabilities in Goal 2 Clubs/Activities, and Goal 3 CCR experiences
Link families to community agencies and resources for planning and to support intensive needs such as Project Access

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

- Principal, VP, Tier II Behavior Interventionist, HSL, will present Attendance Information/Data to parents at Coffee Hour, SSC, ELAC, SST, and during Parent-Teacher Conferences.
- Tier II Behavior Interventionist, Office Assistant, and HSL will contact parents and make home visits, as necessary to promote positive attendance.
- Admin. and Behavior Interventionist 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, School Messenger, Monthly Newsletter, Peach Jar, SSC, and ELAC.

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 RtI (Tier 1, Tier 2, Tier 3) foundational strategies to build and strengthen student-teacher and student-school connections.
- Whole school re-boot of our Olweus Anti-Bullying Program.
- Attendance data analysis with teachers by class

- HSL to provide interpreting for parent meetings

Action 5

Title: Suspension Rate (Students w/Disabilities)

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 social skills, personal responsibility, provide social-emotional support inside and outside of the classroom. Social Worker, Mentors, Tier II Interventionist, RP Coach, and Administration will provide support for students, as needed.

Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. 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:	<input checked="" type="checkbox"/> Strong Evidence	<input 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, Power BI)
2. Office Referrals
3. SSTs
4. Behavior RtI
5. SEL Data
6. BSP Data
7. Climate Culture Observation Data

Owner(s):

1. Administrators, Office Assistant, HSL, and Tier II Behavior Interventionist
2. Administrators, RP, Teachers, Tier II Behavior Interventionist
3. Administrators, Psychologist, RSP, Teachers
4. Administrators, Psychologist, Teachers, Tier II Behavior Interventionist
5. Administrators, RP, Teachers, Tier II Behavior Interventionist, Climate Culture, ILT, and Teachers
6. Administrators, Teachers, and Psychologist
7. Administrators, RP, Teachers, Tier II Behavior Interventionist, Climate Culture, ILT, and Teachers

Timeline:

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

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

- Birney Administration, teachers, and staff 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).
- Teachers will consistently utilize CHAMPS, Class meetings, restorative/repair circles, 2nd Step Program, and Olweus Prevention Program
- Tier II Behavior Interventionist (Funded by FUSD), Mentors (Site Funded), and Counselor (Site Funded) will work with identified students to increase positive behavior.
- Social Worker will be funded for 8 hrs /2.5 days/185 to support students.
- Mentors through Hand in Hand Mentoring will be funded by site for 3 mentors 5 hours a day for 5 days a week.
- RP 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
- Direct Food Services

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):

- Birney Administration and Support Staff will present suspension data, provide strategies to parents, as well as provide resources during SST, BSP, Coffee Hours, ELAC and SSC meetings.
- Administration/Teachers/Staff will meet with parents/students as needed to address classroom behavior concerns.
- Translations and Interpreting
- Parent University
- Home School Liaison

Specify enhanced services for low-performing student groups:

Target students with multiple suspensions

RP Counselor support to conduct re-entry meetings

Manifestation Determination Meetings with SPED Team

ICET referrals

Behavior Support Plans

Connect students with Meaningful Work participation

Goal 2 and Goal 3 participation

5:1 ratio of adult positive to negative interactions with students

Link families to community agencies and resources for planning and to support intensive needs

Describe Professional Learning related to this action:

SEL PL including, but not limited to, Emotional Intelligence (EQ), Restorative Practices, Safe and Civil Schools, 2nd Step, Olweus Class Meetings, Positive Discipline in the Classroom, Community Building, and Review and analyze SEL surveys.

2019-2020 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	Parent Participation	Mat & Supp			Parent Participation - Material/Supplies (No Incentives/Food)	1,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	HSL - 3 Hour Position	11,344.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5000	Birney - 0.50 FTE - Goal 4 Action 2 Pyle - 0.50 FTE - Goal 4 Action 1 (also Goal 1 Action 1,2,3)	50,043.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements			Hand and Hand Mentoring : Hand in Hand Mentoring Service - 3 Mentors (180 days/5hrs. per day/5 days a week) Includes: Supervision, uniforms, and training of mentors	61,000.00

\$123,387.00

2019-2020 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			iReady Site Licenses for ELA and Math	27,876.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies (No Incentives/Food)	1,544.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation: Support Academic RtI	32,105.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : Curriculum Assoc., LLC iReady: Professional Development On-Site	1,620.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500		25,857.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts - PLI/Above Duty Day	8,438.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Purchases	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair/Maintenance of Equipment, Technology and other items.	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5000		51,717.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	4,806.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RtI	12,105.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Event Number for Teacher Subs - Demo/Observations/Data Chats	8,236.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	77,286.00
G1A2	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
G1A2	Sup & Conc	In-House Instructional Staff Deve	Travel			: Professional Learning for Staff/Conferences/Travel/Lodging	27,000.00
G1A3	Title 1 Basic	Instruction	Ins Aide-Ext			Interpreter	651.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Study Trips	1,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics - Certificates, Posters, Copies, and Incentives	1,000.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			Food for Parent Meetings/Student Incentives	1,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - Material/Supplies (No Incentives/Food)	1,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	HSL - 3 Hour Position	11,344.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.5000	Birney - 0.50 FTE - Goal 4 Action 2 Pyle - 0.50 FTE - Goal 4 Action 1 (also Goal 1 Action 1,2,3)	50,043.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements			Hand and Hand Mentoring : Hand in Hand Mentoring Service - 3 Mentors (180 days/5hrs. per day/5 days a week) Includes: Supervision, uniforms, and training of mentors	61,000.00

\$424,628.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,140.00
Sup & Conc	7090	\$276,860.00
LCFF: EL	7091	\$71,628.00
Grand Total		\$424,628.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$298,241.00
G2 - All students will engage in arts, activities, and athletics	\$3,000.00
G4 - All students will stay in school on target to graduate	\$123,387.00
Grand Total	\$424,628.00