

Birney Elementary

10621666006092

Principal's Name: Kristina Montez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

Additional Targeted Support and Improvement

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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 School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</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 and Family 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 School 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 – Rose Daniels				X	
3. Teresa Depedro			X		
4. Carolyn Hodge		X			
5. Anna Alconcher		X			
6. Niki Gerber-White		X			
7. Socorro Briseno				X	
8.					
9.					
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kristina Montez		4/24/2020
SSC Chairperson	Rose Daniels		4/24/2020

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 2020/21

Birney - 0045

ON-SITE ALLOCATION

3010	Title I	\$81,196 *
7090	LCFF Supplemental & Concentration	\$264,650
7091	LCFF for English Learners	\$70,104
TOTAL 2020/21 ON-SITE ALLOCATION		\$415,950

* 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	\$2,298
Remaining Title I funds are at the discretion of the School Site Council	\$78,898
Total Title I Allocation	\$81,196

Birney Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	48.837 %	37.383 %	2018-2019	44.383 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37.28 %	35.897 %	2018-2019	42.897 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-100.9 pts	-102.8 pts	2018-2019	-87.8 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-115.9 pts	-109.3 pts	2018-2019	-94.3 pts
SBAC ELA Distance from Level 3 (White)		9.3 pts	2018-2019	24.3 pts
SBAC Math Distance from Level 3 (White)		4.3 pts	2018-2019	19.3 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 following actions have contributed to PLC Teams making progress in ELA with a 10.7% gain in student proficiency levels over the last 4 years.

- PLC Work - data analysis, instructional planning, and refinement of common formative assessments
- Grade level, Classroom, and individual student goal-setting
- Daily intervention through small group and one on one instruction based on CFA results and student work
- CT and Teaching fellows with a instructional support in K-3rd grade classrooms
- Consistent feedback to teachers focused on ELA School wide commitments

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

The following actions have contributed to PLC Teams making progress in ELA with a 10.7% gain in student proficiency levels over the last 4 years.

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)

Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards

- Increase consistency in analyzing CFA data to guide instruction
- Improve the structure for Social/emotional supports for students

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 ELA Distance from Level 3 (White)

Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous

- PLC Work - data analysis, instructional planning, and refinement of common formative assessments
- Grade level, Classroom, and individual student goal-setting
- Daily intervention through small group and one on one instruction based on CFA results and student work
- CT and Teaching fellows with a instructional support in K-3rd grade classrooms
- Consistent feedback to teachers focused on ELA School wide commitments

SBAC ELA Distance from Level 3 (White)

No Comparison Data

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

The following actions have contributed to PLC Teams making progress in Math with a 21.1% gain in student proficiency levels over the last 4 years.

- PLC Work - data analysis, instructional planning, and refinement of common formative assessments
- Grade level, Classroom, and individual student goal-setting
- Daily intervention through small group and one on one instruction based on CFA results and student work
- CT and TSA instructional support for 5th and 6th grades
- Consistent feedback to teachers focused on Math School wide commitments

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

The following actions have contributed to PLC Teams making progress in Math with a 21.1% gain in student proficiency levels over the last 4 years.

- PLC Work - data analysis, instructional planning, and refinement of common formative assessments
- Grade level, Classroom, and individual student goal-setting
- Daily intervention through small group and one on one instruction based on CFA results and student work
- CT and TSA instructional support for 5th and 6th grades
- Consistent feedback to teachers focused on Math School wide commitments

SBAC Math Distance from Level 3 (White)

No Comparison Data

progress and are able to demonstrate mastery of standards

- Increase consistency in analyzing CFA data to guide instruction
- Improve the structure for Social/emotional supports for students

Additionally, this student group was not specifically called out in the 2019-20 plan.

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

Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards

- Increase consistency in analyzing CFA data to guide instruction
- Improve the structure for Social/emotional supports for students

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

SBAC Math Distance from Level 3 (White)

Inconsistent systematic Multi-tiered systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards

- Increase consistency in analyzing CFA data to guide instruction
- Improve the structure for Social/emotional supports for students

Additionally, this student group was not specifically called out in the 2019-20 plan.

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

The actions implemented align with the allocation of budget expenditures for the 19-20 school year. Allocations for Lead Teachers to attend conferences for professional learning were to utilized and will be re-allocated. We will continue to fund the following to support academic growth:

- CT
- Teaching Fellows
- Social Worker
- Mentors
- Online resources, such as, but not limited to: Reading Counts, Brain Pop, and iReady Tool Box

- Professional Learning opportunities for staff, which may involve travel, if not at site.

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.

Continue to Fund: CT, Mentors, and Social Worker

Increase the amount of Teaching Fellows to support instruction in grades: Kindergarten-6th

Implement: District Funded Tier II Behavior Interventionist Specialist and align social/emotional structure to support students

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. **The Council was appreciative that students have made gains in ELA and Math on district assessments. **The Council would like supports to continue such as, Teaching Fellows, HSL, Paraprofessionals, and CYS Counselor **The Council suggested adding additional Teaching Fellow, and additional funding for technology

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. **The committee was appreciative that students have made gains in ELA and Math on district assessments. **The Committee would like supports to continue such as, Teaching Fellows, HSL, Paraprofessionals, and CYS Counselor **The Committee suggested adding additional Teaching Fellows, and additional funding for technology

3 Staff:

The Staff would like the following supports to continue: Certificated Tutor, Teaching Fellows, Mentors, and iReady tool box. Staff suggested an increase of teaching fellows.

Action 1

Title: ELA Instructional Plan for K-6

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 with an emphasis on early literacy in grades K-2nd and question stems in grades 3rd-6th. 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 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-6th 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. SBAC Data
6. Common Formative Assessments
7. Data Chats with teachers
8. Whole School, PLC, classroom, and student Goal Setting
9. Classroom walkthroughs, observations, feedback, reflective conversations
10. FIAB/IAB Assessments
11. KAIG
12. ELPAC

Owner(s):

1. Administrators
2. CT, RSP, and Teachers
3. PLC Teacher Teams/Leads, ILT and Admin
4. K and 1st grade PLC Teacher Teams
5. PLC Teacher Teams/Leads, ILT and Admin
6. PLC Teacher Teams/Leads, ILT and Admin
7. Teachers and Administrators
8. PLC Teacher Teams/Leads and ILT/Admin and Students
9. PLC Teacher Teams/Leads, ILT and Admin
10. PLC Teacher Teams/Leads, ILT and Admin
11. Kindergarten PLC, ILT, and Admin
12. PLC 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 ye
5. Yearly
6. Ongoing
7. As needed
8. SBAC - yearly/iReady - 2x year
9. Daily
10. Calendared by PLC (Gr.3-6)
11. Quarterly
12. 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 Teaching Fellows to support RtI as a push-in during intervention block for K - 3rd grades and 4th-6th, 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), including Toolbox will be used in the classroom during the intervention block to support students.
- RtI Tier 3 student support will be mostly pull-out and/or push-in by CT.
- Tier 2/3 After School Library Tutoring for students that have gaps in ELA or 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 ELA will be sent to graphics and/or use of Birney Poster maker and laminator.
- Software and On-line Resources to enhance our adopted curriculum such as iReady Toolbox (Curriculum and Associates), Brain Pop, and Reading Counts.
- Whole School PLI program, where selected teachers will be 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/FIAB/IAB Assessments, iReady, ELPAC, & SBAC.
- Lease Copy Machine
- Home School Liaison
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for teachers to participate in 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, Monitors/TVs, 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 staff/student/parent engagements, celebrations, activities, and incentives to include, but not limited to: Barnes and Noble, Jones School Supply, 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.
- Designated ELD instruction will be included in daily instruction to support ELD students.
- 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.
- Interpreters and babysitting for Parent Meetings.

Specify enhanced services for low-performing student groups:

Based on 2018-19 data our students w/ disabilities and white students require additional supports for achievement in ELA

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)

Refer to Goal 1 Action 4 for more information

Describe Professional Learning related to this action:

- Provide ongoing staff development of ELA/ELD state standards, effective instruction strategies for Designated and Integrated Instruction for English Learners
- Administrators will attend Instructional Practice Walks (IPW) meetings and share instructional content with site during professional learning
- Professional Learning on procedures for referring students to TST, SST, and for Special Education testing
- Continued professional learning in creating/refining and analyzing CFAs, FIABs, and IABs
- Continued opportunities for PLC teams or individual teachers to work with district instructional coaches to build knowledge and support in developing plans aligned with supporting student academic achievement
- Continued professional learning in supporting tier 1,2, and 3 instruction
- Professional Learning on PLI for selected teachers to utilize technology in supporting blended learning
- Continued professional learning using book studies
- Materials/Supplies for staff PL
- As funding allows, Travel and Cost for Conferences/PL for teachers and administrators

Action 2

Title: Math Instructional Plan for K-6

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. PLCs will continue to refine Common Formative Assessments and implement CFAs, FIABs, 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:



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. iReady Math Data
3. SBAC Data
4. Common Formative Assessments
5. Data Chats with teachers
6. Whole School, PLC, classroom, and student Goal Setting
7. Classroom walkthroughs, observations, feedback, reflective conversations
8. FIAB/IAB Assessments
9. KAIG

Owner(s):

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

Timeline:

1. Ongoing
2. Diagnostic 3x per year/Reports ongoing
3. Yearly
4. Weekly
5. 2x per year
6. SBAC - yearly/Interim - 2x year
7. Daily
8. Ongoing
9. 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 and 4th-6th, as needed.
- 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 K-3rd grades and 4th-6th, 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), including Toolbox will be used in the classroom during the intervention block to support students.
- RtI Tier 3 student support will be mostly pull-out and/or push-in by CT.
- Tier 2/3 After School Library Tutoring for students that have gaps in ELA or 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 ELA will be sent to graphics and/or use of Birney Poster maker and laminator.
- Software and On-line Resources to enhance our adopted curriculum such as iReady Toolbox (Curriculum and Associates), Brain Pop, and Reading Counts.
- Whole School PLI program, where selected teachers will be 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/FIAB/IAB Assessments, iReady, ELPAC, & SBAC.
- Lease Copy Machine
- Home School Liaison
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for teachers to participate in 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, Monitors/TVs, 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 staff/student/parent engagements, celebrations, activities, and incentives to include, but not limited to: Barnes and Noble, Jones School Supply, 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.
- Designated ELD instruction will be included in daily instruction to support ELD students.
- 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.
- 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:

Based on 2018-19 data our students w/ disabilities and white students require additional supports for achievement in ELA

Some of the enhanced services provided will be:

- After School Tutoring
- Targeted Rtl through MTSS
- Weekly Special Education classroom visits
- Meet monthly with SDC and RSP teachers (Data chats)

Refer to Goal 1 Action 4 for more information

Describe Professional Learning related to this action:

- Provide ongoing staff development of ELA/ELD state standards and effective instruction strategies for English Learners
- Administrators will attend Instructional Practice Walks (IPW) meetings and share instructional content with site during professional learning
- Professional Learning on procedures for referring students to TST, SST, and for Special Education testing
- Continued professional learning in creating/refining and analyzing CFAs, FIABs, and IABs
- Continued opportunities for PLC teams or individual teachers to work with district instructional coaches to build knowledge and support in developing plans aligned with supporting student academic achievement
- Continued professional learning in supporting tier 1,2, and 3 instruction
- Professional Learning on PLI for selected teachers to utilize technology in supporting blended learning
- Continued professional learning using book studies
- Materials/Supplies for staff PL
- As funding allows, Travel and Cost for Conferences/PL for teachers and administrators

Action 3

Title: English Language Learner Instructional Plan for K-6

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:



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. ELPAC assessment results
2. SBAC results for English Learners
3. ATLAS and district data reports
4. Student Goal Setting and Monitoring
5. EL Redesignation Goal-setting Report
6. FIAB/IAB/CFA Assessments

Owner(s):

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

Timeline:

1. Once per year
2. Once a year
3. Weekly, as needed
4. Quarterly
5. Quarterly
6. 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, as needed.
- 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 PLC 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, Monitors, tablets, laptops, Smartboard, and/or accessories/supplies.
- Student incentives for gains in, but not limited to: SBAC, iReady, 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 with supports and scaffolds built in to provide support
- 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

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

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.

Describe Professional Learning related to this action:

- Provide ongoing staff development of ELA/ELD state standards and effective instruction strategies for English Learners
- Administrators will attend Instructional Practice Walks (IPW) meetings and share instructional content with site during professional learning
- Professional Learning on procedures for referring students to TST, SST, and for Special Education testing
- Continued professional learning in creating/refining and analyzing CFAs, FIABs, and IABs
- Continued opportunities for PLC teams or individual teachers to work with district instructional coaches to build knowledge and support in developing plans aligned with supporting student academic achievement
- Continued professional learning in supporting tier 1,2, and 3 instruction
- Professional Learning on PLI for selected teachers to utilize technology in supporting blended learning
- Continued professional learning using book studies
- Materials/Supplies for staff PL
- As funding allows, Travel and Cost for Conferences/PL for teachers and administrators

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:	<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, Power BI)
2. iReady ELA & Math Data
3. BAS and Fluency Data
4. SBAC Data
5. Common Formative Assessments
6. Data Chats with teachers
7. Whole School, PLC, classroom, and student Goal Setting
8. Classroom walkthroughs, observations, feedback, reflective conversations
9. FIAB/IAB Assessments
10. KAIG
11. IEP Progress Reports (Goals)

Owner(s):

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. Teachers and Administrators
7. AC Teacher Teams/Leads, ILT, Students, and Admin
8. AC Teacher Teams/Leads, ILT and Admin
9. AC Teacher Teams/Leads, ILT and Admin
10. Kindergarten Teachers and Admin
11. SPED Teachers/Case Managers, GE Teachers, and Admin

Timeline:

1. Ongoing
2. Diagnostic 3x per year/Reports ongoing
3. Kinder - 1x per year/1st Grade 2x per year
4. Yearly
5. Weekly
6. Twice per year
7. SBAC - yearly/Interim - 2x per year
8. Daily
9. Ongoing, in line with pacing guide
10. Quarterly
11. 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 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, iReady, & 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) to review CFA, FIAB/IAB, and Formative data

Describe Professional Learning related to this action:

- District Provided SPED Support
 - Core Curriculum
 - Core Intervention program
 - Supplemental SPED Curriculum
 - Social/Emotional Strategies
- Provide ongoing staff development of ELA/ELD state standards and effective instruction strategies for English Learners
- Administrators will attend Instructional Practice Walks (IPW) meetings and share instructional content with site during professional learning
- Professional Learning on procedures for referring students to TST, SST, and for Special Education testing
- Continued professional learning in creating/refining and analyzing CFAs, FIABs, and IABs

- Continued opportunities for PLC teams or individual teachers to work with district instructional coaches to build knowledge and support in developing plans aligned with supporting student academic achievement
- Continued professional learning in supporting tier 1,2, and 3 instruction
- Professional Learning on PLI for selected teachers to utilize technology in supporting blended learning
- Continued professional learning using book studies
- Materials/Supplies for staff PL
- As funding allows, Travel and Cost for Conferences/PL for teachers and administrators

Action 5

Title: SBAC ELA/Math White Students

Action Details:

Birney Elementary will ensure that all white students receive high quality instruction through a three-tiered approach to literacy and math. In addition, intervention will be provided through a systematic Multi-tiered System of Support to improve ELA/Literacy and Math to ensure that white students make continuous progress and are able to demonstrate progress toward distance from level 3, Meeting Standards on SBAC. Teachers will continue to participate in PLCs with their like grade levels, as well as SPED teachers. Teachers will continue to refine/create, implement, and analyze CFAs FIABs, and IABs. In addition, teachers will participate in analyzing data from SBAC, ELPAC, and FUSD assessments. Teachers will conduct goal setting chats with all students, including our white students for SBAC, ELPAC, and other FUSD assessments.

Reasoning for using this action:	<input 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, Power BI)
2. iReady ELA & Math Data
3. BAS and Fluency Data
4. SBAC Data
5. Common Formative Assessments
6. Data Chats with teachers
7. Whole School, PLC, classroom, and student Goal Set
8. Classroom walkthroughs, observations, feedback, reflective conversations
9. FIAB/IAB Assessments
10. KAIG

Owner(s):

1. Administrators
2. PLC Teacher Teams/Leads, ILT and Admin
3. K and 1st grade PLC Teacher Teams/Leads, ILT and Admin
4. PLC Teacher Teams/Leads, ILT and Admin
5. PLC Teacher Teams/Leads, ILT and Admin
6. Teachers and Administrators
7. PLC Teacher Teams/Leads, ILT, Students, and Admin
8. PLC Teacher Teams/Leads, ILT and Admin
9. PLC Teacher Teams/Leads, ILT and Admin
10. Kindergarten Teachers and Admin

Timeline:

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

N/A

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 5- See Direct Instructional Services

Describe Professional Learning related to this action:

- Provide ongoing staff development of ELA/ELD state standards and effective instruction strategies for English Learners
- Administrators will attend Instructional Practice Walks (IPW) meetings and share instructional content with site during professional learning
- Professional Learning on procedures for referring students to TST, SST, and for Special Education testing
- Continued professional learning in creating/refining and analyzing CFAs, FIABs, and IABs
- Continued opportunities for PLC teams or individual teachers to work with district instructional coaches to build knowledge and support in developing plans aligned with supporting student academic achievement
- Continued professional learning in supporting tier 1,2, and 3 instruction
- Professional Learning on PLI for selected teachers to utilize technology in supporting blended learning
- Continued professional learning using book studies
- Materials/Supplies for staff PL
- As funding allows, Travel and Cost for Conferences/PL for teachers and administrators

2020-2021 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	Ins Aide-Ext			Interpreter	647.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online licenses for Instructional Supports HM Reading Counts, Brainpop, but not limited to.	6,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RtI	55,000.00
G1A1	Title 1 Basic	Instructional Supervision & Admin	Cons Svc/Oth			Education Elements : PLI work with Education Elements	3,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - Materials/Supplies (No Incentives/Food)	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	Support student and staff learning	27,038.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Event Number for Teacher Subs - Demo/Observations/Data Chats	8,319.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iReady Toolbox to support students in ELA and Math	6,460.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	61,267.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of technology equipment	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair/Maintenance of Equipment, Technology and other items.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics - Certificates, Posters, Copies and Incentives	1,000.00
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/Conferences/Travel/Lodging	10,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Food			Food for Parent Meetings/Student Incentives	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5000	Support student and staff learning	54,085.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Material/Supplies (No Incentives/Food)	3,234.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,117.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundation: Support Academic RtI	11,902.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00

\$270,069.00

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	100 %	100 %	2018-2019	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.

<p>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.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Provide clubs and activities that are accessible for all students, such as Walk/run Club and Reading Club. • Provide intramural sports for 3rd - 6th graders. • Provide extra pay contracts for Certificated/Classified Staff to facilitate school clubs/activities • Continue to increase number of positive role models to support students to join Goal 2 arts, activities, and athletic 	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</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: 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. Panaroma Data
- 4. Power BI

Owner(s):

- 1. PLC Teacher Teams/Leads, ILT, and Admin
- 2. ILT, TSA, and Teachers
- 3. PLC Teacher Teams/Leads, ILT, and Admin
- 4. PLC Teacher Teams/Leads, ILT, and Admin

Timeline:

- 1. Quarterly
- 2. Ongoing
- 3. Year
- 4. Quarterly

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.

2020-2021 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	500.00

\$500.00

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 %	92.366 %	2018-2019	99.366 %
Exposure to Careers - 4th Grade	100 %	96.154 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	90.816 %	2018-2019	97.816 %

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 - 4th Grade

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

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.

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 - 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.

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.

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

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

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

Owner(s):

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

Timeline:

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	19.007 %	19.298 %	2018-2019	17.298 %
Suspensions Per 100	11.326 %	11.952 %	2018-2019	10.952 %
Chronic Absenteeism (Students with Disabilities)	22.4 %	21.4 %	2018-2019	19.4 %
Suspension Rate (Students w/Disabilities)	4 %	11.4 %	2018-2019	8.4 %
Chronic Absenteeism (White)		38.9 %	2018-2019	36.9 %
Suspension Rate (White)		8.1 %	2018-2019	5.1 %

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.

<p>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.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> HSL contacts parents to verify student absences on a daily basis, while inquiring of any support needed. Parents of target students will be contacted and will attend attendance meetings; they will be provided with information, resources, and strategies to support improved student attendance. Increase student participation in Goal 2 and Goal 3 engagements <p>Chronic Absenteeism (Students with Disabilities)</p> <ul style="list-style-type: none"> HSL contacts parents to verify student absences on a daily basis, while inquiring of any support needed. Parents of target students will be contacted and will attend attendance meetings; they will be provided with information, resources, and strategies to support improved student attendance. Increase student participation in Goal 2 and Goal 3 engagements <p>Chronic Absenteeism (White)</p> <p>Student group was not specifically called out in the 2019-20 plan. The 2020-2021 SPSA will address the needs and actions to support performance of this student group.</p> <p>Suspension Rate (Students w/Disabilities)</p> <ul style="list-style-type: none"> Tier 1 support 	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> Inconsistent parent support and follow-through <ul style="list-style-type: none"> Communication Attending meetings Emergency card information not updated Transiency <p>Chronic Absenteeism (Students with Disabilities)</p> <ul style="list-style-type: none"> Inconsistent parent support and follow-through <ul style="list-style-type: none"> Communication Attending meetings Emergency card information not updated Transiency <p>Chronic Absenteeism (White)</p> <ul style="list-style-type: none"> Inconsistent parent support and follow-through <ul style="list-style-type: none"> Communication Attending meetings Emergency card information not updated Transiency
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- 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 Specialist, Social Worker, Mentors, Connections, Meaningful Work, Social Emotional Group Mindfulness (RP Counselor).

Suspension Rate (White)

Student group was not specifically called out in the 2019-20 plan. The 2020-2021 SPSA will address the needs and actions to support performance of this student group.

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

Suspension Rate (Students w/Disabilities)

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

Suspension Rate (White)

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

Suspensions Per 100

- Inconsistent parent support and follow-through
 - Communication, responding to school
 - Attending conferences/SSTs/Suspension Meetings
 - 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.

We will continue current site implementations, some are site funded and some are district funded, such as:

- Teaching Fellows
- Social Worker, part time
- Mentors
- Tier II Behavior Intervention Specialist
- Restorative Practice Counselor
- Climate/Culture Support Specialist
- HSL

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.

Birney will continue to implement current goals of Tier 2 and Tier 3 supports to continue providing levels of support for students with different social emotional needs.

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:	2 ELAC:	3 Staff:
<p>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.</p>	<p>ELAC was concerned with Chronic Absenteeism and Suspension rate.</p>	<p>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.</p>

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

Owner(s):

Timeline:

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

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

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.

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

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

See Goal 1 Action 4 for more information

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:

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, 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./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

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: 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./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.

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

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

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 4

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 Rtl
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

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

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

Describe Professional Learning related to this action:

- SEL Professional Learning including, but not limited to:
- Emotional Intelligence (EQ)

concerns.

- Translations and Interpreting
- Parent University
- Home School Liaison

- Restorative Practices
- Safe and Civil Schools
- Second Step
- Olweus
- Class Meetings/Morning Meetings
- Positive Discipline in the Classroom
- \Community Building
- Review and analyze SEL surveys data

Action 5

Title: Chronic Absenteeism (White)

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.

White 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:

N/A

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

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.
- 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 RtI (Tier 1, Tier 2, Tier 3) foundational strategies to build and strengthen student-teacher and student-school connections.
- Ongoing PL in Olweus Anti-Bullying Program.
- Attendance, data, and engagement analysis with teachers by class and individual students

Action 6

Title: Suspension Rate (White)

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:



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, Power BI)
2. Office Referrals
3. SSTs
4. Behavior Rtl
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:

N/A

Specify enhanced services for low-performing student groups:

Target students with multiple suspensions
RP Counselor support to conduct re-entry meetings
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 support

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.

Describe Professional Learning related to this action:

- SEL Professional Learning including, but not limited to:
- Emotional Intelligence (EQ)
 - Restorative Practices
 - Safe and Civil Schools

- Translations and Interpreting
- Parent University
- Home School Liaison

- Second Step
- Olweus
- Class Meetings/Morning Meetings
- Positive Discipline in the Classroom
- \Community Building
- Review and analyze SEL surveys data

2020-2021 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	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Connect with Students and Families (No translation of mandatory items such as ELAC and IEPs)	12,315.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to support students connect to school.	1,221.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.5000	School Social Worker to support SEL/Academic Tier 1, Tier 2, Tier 3, TST, SST. Split funded 50% G4A1 Birney / 50% G4A1 Pyle	51,845.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements			Hand and Hand Mentoring: Han in Hand Mentoring Service - 4 Mentors (180 days/5 hrs. per day/5 days a week)	80,000.00

\$145,381.00

2020-2021 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	Ins Aide-Ext			Interpreter	647.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online licenses for Instructional Supports HM Reading Counts, Brainpop, but not limited to.	6,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RTI	55,000.00
G1A1	Title 1 Basic	Instructional Supervision & Admin	Cons Svc/Oth			Education Elements : PLI work with Education Elements	3,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - Materials/Supplies (No Incentives/Food)	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2500	Support student and staff learning	27,038.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Event Number for Teacher Subs - Demo/Observations/Data Chats	8,319.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iReady Toolbox to support students in ELA and Math	6,460.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	61,267.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of technology equipment	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair/Maintenance of Equipment, Technology and other items.	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics - Certificates, Posters, Copies and Incentives	1,000.00
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/Conferences/Travel/Lodging	10,000.00
G1A1	Sup & Conc	Parent Participation	Direct-Food			Food for Parent Meetings/Student Incentives	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5000	Support student and staff learning	54,085.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Material/Supplies (No Incentives/Food)	3,234.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,117.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundation: Support Academic RTI	11,902.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Study Trips	500.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Connect with Students and Families (No translation of mandatory items such as ELAC and IEPs)	12,315.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to support students connect to school.	1,221.00
G4A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.5000	School Social Worker to support SEL/Academic Tier 1, Tier 2, Tier 3, TST, SST. Split funded 50% G4A1 Birney / 50% G4A1 Pyle	51,845.00
G4A2	Sup & Conc	Attendance & Social Work Service	Subagreements			Hand and Hand Mentoring: Han in Hand Mentoring Service - 4 Mentors (180 days/5 hrs. per day/5 days a week)	80,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$81,196.00
Sup & Conc	7090	\$264,650.00
LCFF: EL	7091	\$70,104.00
Grand Total		\$415,950.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$270,069.00
G2 - All students will engage in arts, activities, and athletics	\$500.00
G4 - All students will stay in school on target to graduate	\$145,381.00
Grand Total	\$415,950.00