

Birney Elementary

10621666006092

Principal's Name: Kristina Montez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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 Engagement Policy and the Parent-School Compact.
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.
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.


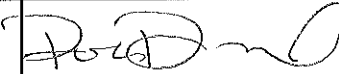
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Rose Daniel, Breanne Paguio, Anna Alconcher, Niki Gerber-White, Mrs. Orozco, Kristina Montez, Irlanda Barrios-Baez, Sabrina Wood, Shelby Kusch, Rodolfo Gonzalez					
1. Principal - Kristina Montez	X				
2. Chairperson - Rose Avila				X	
3. Breanne Paguio			X		
4. Niki Gerber-White		X			
5. Anna Alconcher		X			
6. Cristel Tinoco Orozco				X	
7. Irlanda Barrios-Baez				X	
8. Sabrina Wood				X	
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date .

Required Signatures

School Name: Birney Elementary			
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		3/25/21
SSC Chairperson	Rose Avila		3/25/21

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 2021/22

Birney - 0045

ON-SITE ALLOCATION

3010	Title I	\$84,870 *
7090	LCFF Supplemental & Concentration	\$282,777
7091	LCFF for English Learners	\$81,000
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$31,939</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$480,586

* 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	\$2,214
Remaining Title I funds are at the discretion of the School Site Council	<u>\$82,656</u>
Total Title I Allocation	<u>\$84,870</u>

Birney Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		2.97 %	2019-2020	9.97 %
I-Ready ELAD2 On Level		30.59 %	2020-2021	37.59 %
I-Ready Math D2 On Level		23.25 %	2020-2021	30.25 %
I-Ready ELAD2 On Level (Students With Disabilities)		4.21 %	2020-2021	11.21 %
I-Ready Math D2 On Level (Students With Disabilities)		8.6 %	2020-2021	15.6 %
I-Ready ELAD2 On Level (White)		42.86 %	2020-2021	49.86 %
I-Ready Math D2 On Level (White)		40.74 %	2020-2021	47.74 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

The following actions have contributed to PLC Teams making a 4% gain in ELA (reading comprehension) with student proficiency levels over the last 2 years.

- Professional Learning in new technology shift to distance learning model of instruction
- Professional learning and purchase of software technology to increase student engagement during online learning
- 1 to 1 student laptop program implemented to ensure student access to instruction
- 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

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

I-Ready ELA D2 On Level

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

- Attendance/Chronic absenteeism during distance learning model
- Student engagement during distance learning model
- Access to technology/WiFi
- Access to instructional resources to support learning
- Lack of best practices (brick-and-mortar) instruction to support learning
- Increase consistency in analyzing CFA data to guide instruction
- Improve the structure for Social/emotional supports for students

I-Ready ELA D2 On Level (Students With Disabilities)

- CT and Teaching fellows with a instructional support in K-3rd grade classrooms
- Consistent feedback to teachers focused on ELASchool wide commitments

I-Ready ELA D2 On Level (Students With Disabilities)

The following actions have contributed to PLC Teams making progress in ELA with a 8% gain in student proficiency levels over the last 2 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 ELASchool wide commitments

I-Ready ELA D2 On Level (White)

Current percent of students Meeting Proficiency is 28%

I-Ready Math D2 On Level

PLC Teams will take the following actions in support in increasing Math proficiency levels with a 2% loss in student proficiency levels over the last 2 years.

- Professional Learning in new technology shift to distance learning model of instruction
- Professional learning and purchase of software technology to increase student engagement during online learning
- 1 to 1 student laptop program implemented to ensure student access to instruction
- 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

I-Ready Math D2 On Level (Students With Disabilities)

PLC Teams will take the following actions in support in increasing Math proficiency levels. Current proficiency level 5%.

- 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

I-Ready Math D2 On Level (White)

Current percent of students Meeting Proficiency is 17.86%

EL Reclassification Rate

Birney Elementary implemented focused actions aligned with current English Learner data reflecting 2.97%

Inconsistent implementation of grade level core curriculum. Inconsistent District Professional Development provided to SPED teachers on use of baseline core curriculum

I-Ready ELA D2 On Level (White)

Inconsistent systematic Multi-tier 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

I-Ready Math D2 On Level

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

- Attendance/Chronic absenteeism during distance learning model
- Student engagement during distance learning model
- Access to technology/WIFI
- Access to instructional resources to support learning
- Lack of best practices (brick-and-mortar) instruction to support learning
- Increase consistency in analyzing CFA data to guide instruction
- Improve the structure for Social/emotional supports for students

I-Ready Math D2 On Level (Students With Disabilities)

Inconsistent implementation of grade level core curriculum. Inconsistent District Professional Development provided to SPED teachers on use of baseline core curriculum

I-Ready Math D2 On Level (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

EL Reclassification Rate

- Attendance/Chronic absenteeism during distance learning model
- Student engagement during distance learning model
- Access to technology/WIFI
- Access to instructional resources to support learning
- Lack of best practices (brick-and-mortar) instruction to support learning
- Increase consistency in analyzing CFA data to guide instruction
- Improve the structure for Social/emotional supports for students

of English Learners redesignated during the 2019-20 school year. Integrated and Designated English Language Development instruction was provided based on English Learner needs. Actions were developed based on an in-person learning model. Current pandemic circumstances have affected the implementation of best practices for a comprehensive program for English Learners.

Step 2: For the current year, 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 2020-2021 academic year. Allocations that were not used were reallocated for the purchase of technology and instructional materials. Allocations for conferences and travel were not utilized due to COVID-19 restrictions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Continue to Fund: CT, Mentors, and .5 Social Worker
- Increase the amount of Teaching Fellows to support instruction in grades: Kindergarten-3rd and After School tutorial
- Implement: District and Site 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.

<div>1 SSC:</div> <div><p>The Birney SSC met on January 28, 2021.</p><p>Principal Montez reviewed our current actions and the Needs Assessment.</p><p>Our SSC members completed the Needs Assessment virtually through Microsoft Forms</p><p>The Needs Assessment indicated a desire to keep the following position/items:</p><ul style="list-style-type: none">• Certificated Tutor• Social Worker• Teaching Fellows• Mentors• Brain-Pop• Extra color copy machine</div>	<div>2 ELAC:</div> <div><p>The Birney ELAC met on January 28, 2021.</p><p>Principal Montez reviewed our current actions and the Needs Assessment, while VP Gonzalez provided translation.</p><p>Our ELAC members completed the Needs Assessment virtually through Microsoft Forms</p><p>The Needs Assessment indicated a desire to keep the following position/items:</p><ul style="list-style-type: none">• Certificated Tutor• Social Worker• Teaching Fellows• Mentors• Brain-Pop• Extra color copy machine</div>	<div>3 Staff:</div> <div><p>Staff members were given the opportunity to provide input through our online Microsoft Forms Needs Assessment</p><p>ILT reviewed the 21-22 SPSA and gave input.</p><p>PLCs had the opportunity to review the SPSA draft and give input.</p><p>The Needs Assessment indicated a desire to keep the following position/items:</p><ul style="list-style-type: none">• Certificated Tutor• Social Worker• Teaching Fellows• Mentors• Brain-Pop• Extra color copy machine<p>The Needs Assessment indicated a desire to additionally fund the</p></div>
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<p>The Needs Assessment indicated a desire to discontinue the following position/items:</p> <ul style="list-style-type: none">• Reading Counts• Mentors• Teaching Fellows <p>The Needs Assessment indicated the following suggestions:</p> <ul style="list-style-type: none">• Funding for teachers for student supplies• Funding for radios in each classroom	<p>The Needs Assessment indicated a desire to discontinue the following position/items:</p> <ul style="list-style-type: none">• Reading Counts• Mentors• Teaching Fellows <p>The Needs Assessment indicated the following suggestions:</p> <ul style="list-style-type: none">• Funding for teachers for student supplies• Funding for radios in each classroom	<p>following position/items:</p> <p>One Grade Level: Scholastic News, SEL Books, Radio in Room:, Part time copy person, Reading Intervention (Mrs. Martin)</p> <p>One Grade Level: Gloves/masks, Beginning of year basic supplies, Medium/Large ziploc bags, KRAZY KAREN assemblies/rallies, Scholastic Magazine, ink for printer, Poster Maker</p> <p>One Grade Level: Garden</p> <p>One Grade Level: Scholastic News & Scholastic Action Magazine, Flocabulary, Kids Discover Online, Showbie, Generation Genius</p> <p>One Grade Level: More incentives and fun activities for ALL students not just perfect attendance, good grades, etc., Starfall, Activities to build community, Krazy Karen</p> <p>One Grade Level: Upgraded version of Quizzex, Scholastic News, Grid paper composition books</p> <p>Not in One Grade Level : Krazy Karen, Headphones, Mouse, Scholastic, Discover Kids, Showbie</p>
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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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. FUSD Reports (ATLAS and Power BI)
2. iReady ELA 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. ELPAC
11. Foundational Skills Assessment (FSA)

Owner(s):

1. Administrators
2. PLC Teacher Teams/Leads, ILT and Admin
3. K and 1st grade PLC Teacher Teams
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 and ILT/Admin and Students
8. PLC Teacher Teams/Leads, ILT and Admin
9. PLC Teacher Teams/Leads, ILT and Admin
10. PLC Teacher Teams/Leads, ILT and Admin.
11. Kinder Teachers, Admin and TSA

Timeline:

1. Ongoing
2. Diagnostic 3x per year/Reports ongoing
3. Kinder - 1x per year/1st Grade 2x per ye
4. Yearly
5. Ongoing
6. As needed
7. SBAC - yearly/iReady - 3x year
8. Daily
9. Calendared by PLC (Gr.3-6)
10. Yearly
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, 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 in during intervention block K-3 grades
- 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 and TSA
- Tier 2/3 After School Tutoring for students that have gaps in ELA or Math. Teaching Fellows, CT and TSA will provide small group support for identified students, as provided by the District.
- 1X1 Technology in Pre School - 6th grade classrooms.
- 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 Brain Pop, and Nearpod Library, Starfall.
- 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, Kids Discover, Scholastic News/Action.
- 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.

Specify enhanced services for EL students:

- Intervention that supports reading comprehension as well as English Language Development from

Specify enhanced services for low-performing student groups:

Based on 2020/2021 data our students w/ disabilities and white students require additional supports for

- 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

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

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. Teachers in Fifth and sixth grade will participate in professional learning in Math Lesson Design (MLD) in support of student improvement, which will be implemented in the classroom.

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. Foundational Skills Assessment (FSA)

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

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.
- Professional Learning /Implementation of Math Lesson Design (MLD) in grades 5 and 6
- 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.
- RtI Intervention Model: Tiers 1 & 2 support is provided by teacher based on CFU-Checking for Understanding data during lesson delivery, and CFA/Learning Target data.
- iReady Math (Curriculum and Associates) will be used in the classroom during the intervention block to support students.
- RtI Tier 3 student support will be mostly pull-out and/or push-in by CT and/or TSA
- Tier 2/3 After School for students that have gaps in ELA or Math. Teaching Fellows, CT, TSA will provide small group support for identified students, as provided by the District
- 1X1 Technology in Pre-school - 6th grade classrooms.
- Graphics for visuals to support and enhance our adopted curriculum for Math 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, Brain Pop, Nearpod Library, Starfall.
- Whole School PLI program, where selected teachers will be trained on integrating technology with the Math adopted curriculum focusing on the State Standards.
- Materials and supplies to support our technology such as, but not limited to, bulbs, cables, printing supplies.
- 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 math 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.
- 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.

Specify enhanced services for EL students:

- Intervention that supports 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

Specify enhanced services for low-performing student groups:

Based on 2020- 2021 data our students w/ disabilities and white students require additional supports for achievement in Math.

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

Action 3

Title: SBAC/iReady 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, and FUSD assessments. Teachers will conduct goal setting chats with all students, including our white students for SBAC, and other FUSD assessments. Teachers in Fifth and sixth grade will participate in professional learning in Math Lesson Design (MLD) in support of student improvement, which will be implemented in the classroom.

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, 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. Foundational Skills Assessment (FSA)

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

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 five days a week.
- Targeted SPED students will have the opportunity to participate in After School Program..
- 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

Specify enhanced services for low-performing student groups:

Goal 1, Action 5- See Direct Instructional Services

Action 4

Title: SBAC/iReady 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 PLCs 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. We will continue to schedule RSP services during non-core instructional times, to the best of our ability and student need.

Teachers in Fifth and sixth grade will participate in professional learning in Math Lesson Design (MLD) in support of student improvement, which will be implemented in the classroom.

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

Students in our SDC classrooms will be provided access 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 with support of the SDC paraprofessional. Percentage of time for mainstreaming will be determined by the IEP team, while taking into consideration what is best for the individual student.

Administration will meet with SDC teachers on a regular basis to progress monitor. Birney Administrators will continue to reinforce grade level standards based IEP goals and objectives by including SPED Teachers in ongoing PL, ensuring attendance of PLC meetings with their GE colleagues, and reviewing IEP goals.

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

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

Explain the Progress Monitoring and data used for this Action

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

- 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. Foundational Skills Assessment (FSA)
- 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
- 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 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, ELPAC & 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.

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

Action 5

Title: English Language Learner Instructional Plan for K-6

Action Details:

Birney Elementary will implement standards-based ELA/ELD instructional strategies to support and increase the percentage of English Language Learners who are re-designated. 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 PLC 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.

We will provide EL appropriate Tier I instruction and Tier II and Tier III interventions for Newcomer ELs and RFEP students based on student need and data trends.

- Newcomer ELs (less than 2-3 years in U.S. schools) receive appropriate language support for initial language development.
- Provide site-based interventions that align to the needs of RFEP students to ensure academic success and prevent potential academic regression.

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

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

1. ELPAC assessment results
2. 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; Brain pop, Scholastic News/Action, Nearpod Library, Kids Discovery and Starfall
- 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.

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 a 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 program needs.

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 student by student status on academics

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0045 Birney Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online licenses and Print Resources for Instructional Supports - Nearpod Brainpop, Starfall, Scholastic News/Action, and Kids Discover	9,280.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundational Support Academic RtI	55,000.00
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	Certificated Tutor to support RtI, technology and PL.	27,206.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to support students	4,788.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	58,476.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of Technology Equipment	10,000.00
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	Parent Participation	Direct-Food			Food for Parent Meetings/Student Incentives	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5000	Certificated Tutor to support RtI, technology and PL.	54,419.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Material/Supplies (No Incentives/Food)	3,113.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Event Number for Teacher Subs - Demo/Observations/Data Chats/PL	10,540.00
G1A5	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,001.00
G1A5	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	17,767.00
G1A5	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundation: Support Academic RtI	5,813.00

\$274,403.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	95 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Students in grades TK-6 will engage in a variety of district-funded field trips, clubs based on student interest and leadership opportunities to expand student real world learning opportunities.

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined

During the 2020-21 school year opportunities for student engagement were limited due to distance learning. Disproportionality was effected by lack of technology, wifi and in-person best practices. Certificated staff focus was on learning new structures in delivering content and engagement opportunities were available, but limited for students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Materials and supplies were funded by Goal 2 district funding. Extra pay contracts are also district funded.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

In-person learning and structures will support increased student engagement in real world learning experiences.

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>The Birney SSC met on January 28, 2021.</p> <p>Principal Montez reviewed our current actions and the Needs Assessment.</p> <p>Our SSC members completed the Needs Assessment virtually through Microsoft Forms</p> <p>The Needs Assessment indicated a desire to keep the following position/items:</p> <ul style="list-style-type: none">• Certificated Tutor• Social Worker• Teaching Fellows• Mentors• Brain-Pop• Extra color copy machine <p>The Needs Assessment indicated a desire to discontinue the following position/items:</p> <ul style="list-style-type: none">• Reading Counts• Mentors• Teaching Fellows <p>The Needs Assessment indicated the following suggestions:</p> <ul style="list-style-type: none">• Funding for teachers for student supplies• Funding for radios in each classroom	<p>The Birney ELAC met on January 28, 2021.</p> <p>Principal Montez reviewed our current actions and the Needs Assessment, while VP Gonzalez provided translation.</p> <p>Our ELAC members completed the Needs Assessment virtually through Microsoft Forms</p> <p>The Needs Assessment indicated a desire to keep the following position/items:</p> <ul style="list-style-type: none">• Certificated Tutor• Social Worker• Teaching Fellows• Mentors• Brain-Pop• Extra color copy machine <p>The Needs Assessment indicated a desire to discontinue the following position/items:</p> <ul style="list-style-type: none">• Reading Counts• Mentors• Teaching Fellows <p>The Needs Assessment indicated the following suggestions:</p> <ul style="list-style-type: none">• Funding for teachers for student supplies• Funding for radios in each classroom	<p>Staff members were given the opportunity to provide input through our online Microsoft Forms Needs Assessment</p> <p>ILT reviewed the 21-22 SPSA and gave input.</p> <p>PLCs had the opportunity to review the SPSA draft and give input.</p> <p>The Needs Assessment indicated a desire to keep the following position/items:</p> <ul style="list-style-type: none">• Certificated Tutor• Social Worker• Teaching Fellows• Mentors• Brain-Pop• Extra color copy machine <p>The Needs Assessment indicated a desire to additionally fund the following position/items:</p> <p>One Grade Level: Scholastic News, SEL Books, Radio in Room, Part time copy person, Reading Intervention (Mrs. Martin)</p> <p>One Grade Level: Gloves/masks, Beginning of year basic supplies, Medium/Large ziploc bags, KRAZY KAREN assemblies/rallies, Scholastic Magazine, ink for printer, Poster Maker</p> <p>One Grade Level: Garden</p> <p>One Grade Level: Scholastic News & Scholastic Action Magazine, Flocabulary, Kids Discover Online, Showbie, Generation Genius</p> <p>One Grade Level: More incentives and fun activities for ALL students not just perfect attendance, good grades, etc., Starfall, Activities to build community, Krazy Karen</p> <p>One Grade Level: Upgraded version of Quizziz, Scholastic News, Grid paper composition books</p> <p>Not in One Grade Level : Krazy Karen, Headphones, Mouse, Scholastic, Discover Kids, Showbie</p>
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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. This will be for all Birney students, including SPED. In addition, we will continue to expose students to work and career pathways where a multilingual skill set is a benefit and advantage by including multilingual guest speakers and career professionals at school events.

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)
- Student of the Month
- Growth Mindset
- Character Count Tickets
- Peach Blossom Festival
- Spelling Bee
- Class Meetings
- After School Clubs based on student interest
- Awards Assembly Recognition
- Rallies/Assemblies to provide motivation for students
- 1st grade Police Champlain opportunities
- District funded career engagement opportunities for grades 3-6
- 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
- Purchase orders for: athletics, clubs/activities, the arts, and engagements
- 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:

- 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

Specify enhanced services for low-performing student groups:

All students are encouraged to engage in Goal 3 activities and experiences, as their participation will be monitored.

Goal 3 - STUDENTS: Increase student engagement in their school and community.**Needs Assessment****School Quality Review****School Level Dashboard**

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		27.59 %	2020-2021	25.59 %
Suspensions students with 1 or more		0 %	2020-2021	30 %
Chronic Absenteeism (Students with Disabilities)		28.57 %	2020-2021	26.57 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	10 %
Chronic Absenteeism (White)		32.26 %	2020-2021	30.26 %
Suspensions students with 1 or more (White)		0 %	2020-2021	10 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- 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

Chronic Absenteeism (Students with Disabilities)

- For 2020-2021 we implemented bi-weekly attendance target monitoring meeting with OA, HSL, Admin to support positive change in chronic attendance.
- Currently 7% increase with chronic attendance.
- 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

Chronic Absenteeism (White)

Student group is showing a 3% increase. SPSA will address the needs and actions to support performance

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

Chronic Absenteeism

- Inconsistent parent support and follow-through
- Communication Attending meetings
- Emergency card information not updated, family transiency.

Chronic Absenteeism (Students with Disabilities)

- Inconsistent parent support and follow-through
- Lack of Communication/ Attending meetings
- Emergency card information not updated, family transiency

Chronic Absenteeism (White)

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

Suspensions students with 1 or more

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

of this student group.

Suspensions students with 1 or more

- Tier 1 support
 - Climate Culture Team will support with 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,
 - TST Request Form -MTSS
 - Behavior Response to Intervention: CWAS Tier II Coordinator, Mentors, Connections, Meaningful Work, Social Emotional Group Mindfulness (RP Counselor).

Suspensions students with 1 or more (Students With Disabilities)

- 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,
 - TST Request Form
 - Behavior Response to Intervention: CWAS Tier II Coordinator, Social Worker, Mentors, Meaningful Work, Social Emotional Group Mindfulness (RP Counselor).

Suspensions students with 1 or more (White)

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

Suspensions students with 1 or more (Students With Disabilities)

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

Suspensions students with 1 or more (White)

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

Step 2: For the current year, 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
- CWAS Tier II Coordinator
- 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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:

The Birney SSC met on January 28, 2021.

Principal Montez reviewed our current actions and the Needs Assessment.

Our SSC members completed the Needs Assessment virtually through Microsoft Forms

The Needs Assessment indicated a desire to keep the following position/items:

- Certificated Tutor
- Social Worker
- Teaching Fellows
- Mentors
- Brain-Pop
- Extra color copy machine

The Needs Assessment indicated a desire to discontinue the following position/items:

- Reading Counts
- Mentors
- Teaching Fellows

The Needs Assessment indicated the following suggestions:

- Funding for teachers for student supplies
- Funding for radios in each classroom

2 ELAC:

The Birney ELAC met on January 28, 2021.

Principal Montez reviewed our current actions and the Needs Assessment, while VP Gonzalez provided translation.

Our ELAC members completed the Needs Assessment virtually through Microsoft Forms

The Needs Assessment indicated a desire to keep the following position/items:

- Certificated Tutor
- Social Worker
- Teaching Fellows
- Mentors
- Brain-Pop
- Extra color copy machine

The Needs Assessment indicated a desire to discontinue the following position/items:

- Reading Counts
- Mentors
- Teaching Fellows

The Needs Assessment indicated the following suggestions:

- Funding for teachers for student supplies
- Funding for radios in each classroom

3 Staff:

Staff members were given the opportunity to provide input through our online Microsoft Forms Needs Assessment

ILT reviewed the 21-22 SPSA and gave input.

PLCs had the opportunity to review the SPSA draft and give input.

The Needs Assessment indicated a desire to keep the following position/items:

- Certificated Tutor
- Social Worker
- Teaching Fellows
- Mentors
- Brain-Pop
- Extra color copy machine

The Needs Assessment indicated a desire to additionally fund the following position/items:

One Grade Level: Scholastic News, SEL Books, Radio in Room, Part time copy person, Reading Intervention (Mrs. Martin)

One Grade Level: Gloves/masks, Beginning of year basic supplies, Medium/Large ziploc bags, KRAZY KAREN assemblies/rallies, Scholastic Magazine, ink for printer, Poster Maker

One Grade Level: Garden

One Grade Level: Scholastic News & Scholastic Action Magazine, Flocabulary, Kids Discover Online, Showbie, Generation Genius

One Grade Level: More incentives and fun activities for ALL students not just perfect attendance, good grades, etc., Starfall, Activities to build community, Krazy Karen

One Grade Level: Upgraded version of Quizziz, Scholastic News, Grid paper composition books

Not in One Grade Level : Krazy Karen, Headphones, Mouse, Scholastic, Discover Kids, Showbie

Action 1

Title: Increase Goal 2 Participation 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. This will be for all Birney students, including SPED.

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.

Action 2

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.

Attendance data will be presented and discussed at our monthly Climate and Culture Team (CCT) meetings. The CCT will share schoolwide common language and understanding about attendance and communicating with all stakeholders to share negative outcomes associated with chronic absenteeism.

Our TST will continue to be led by our CWAS Tier II and meeting biweekly. The team will continue to review TST request forms, progress monitor, and recommend the needed Tier 2 intervention, as needed. The team will present the criteria for identifying students and the structure and process of the TST meeting, which will be conducted twice a year.

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. CWAS Tier II Attendance Data
3. Power BI data
4. Goal 2 and 3 Participation
5. Saturday Academy attendance reports

Owner(s):

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

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, CWAS Tier II Coordinator , HSL will conference with students, provide incentives, celebrate improved student attendance of identified students.
- Encourage students to participate in Goal 2 (activities/clubs and meaningful work).
- Social Worker will be funded for 8 hrs /2.5 days/185 to support students.
- Mentors through Hand in Hand Mentoring will be funded by site for 3 mentors 5 hours a day for 5 days a week.
- Materials and Supplies will include, but not limited to: lease of copy machine, copy paper, incentives, notebooks, paper, pencils, crayons, markers, pens, and other materials
- Extra Pay/Supplemental Contracts for Classified
- Mileage for HSL
- Direct Food Services
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Barnes and Noble, Peaceworks, Savemart, Pacifica, Victory Grill, and Peppas.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Target chronically absent students to attend Saturday Academy to recover absences

Chronic Attendance bi-weekly meetings to support positive change in student and families.

CWAS Tier II Coordinator, 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

Action 3

Title: Decrease 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. CWAS will support with additional layer of outreach and positive connection for students and families.

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 CWAS student data
- 3. Power BI data
- 4. Goal 2 and 3 Participation
- 5. Saturday Academy attendance report

Owner(s):

- 1. Administrators, Office Assistant, HSL, and CWAS Tier II Coordinator
- 2. CWAS Tier II and Administrators
- 3. Administrators and TST
- 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, CWAS Tier II Coordinator, 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 8 hours a day, 2.5 days a week.
- 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.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Target chronically absent students to attend Saturday Academy to recover absences

Onsite attendance meeting with OA, HSL, CWAS, VP to support plan for increasing attendance.

CWAS Tier II Coordinator, 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

Action 4

Title: Decrease 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.

Small Group lead by CWAS Tier II Coordinator

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. CWAS Tier II Coordinator attendance data
- 3. Power BI data
- 4. Goal 2 and 3 Participation
- 5. Saturday Academy attendance reports

Owner(s):

- 1. Administrators, Office Assistant, HSL,
- 2. CWAS 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, CWAS Tier II Coordinator, 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.

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

CWAS Tier II Coordinator , 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

Action 5

Title: Decrease Out-of-School Suspension Rate

Action Details:

Birney 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, CWAS Tier II Coordinator, RP Coach, and Administration will provide support for students, as needed.

Climate Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Target Support Team (TST) will support staff with additional Tier II recommendations and resources.

Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

Administrators will continue to utilize the Behavior Matrix to respond to discipline in support of decreasing suspensions.

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 (ODR)
- 3. TST Request Form
- 4. SSTs
- 5. Behavior Rtl
- 6. SEL Data
- 7. BSP Data
- 8. Climate Culture Observation Data
- 9. IEP progress reports

Owner(s):

- 1. Administrators, Office Assistant, HSL, and CWAS Tier II Coordinator
- 2. Administrators, RP, Teachers, CWAS Tier II Coordinator
- 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
- 9. Administrators, Psychologist, RSP, Teachers

Timeline:

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

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

- Administration and CWAS Tier II Coordinator 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
- CWAS Tier II Coordinator (Split Funded by FUSD), Mentors (Site Funded), and Social Worker (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 2 and 3 students with Mindfulness training and strategies, in small group and independent counseling.
- 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 decrease by 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

Action 6

Title: Decrease Suspension Rate (Students w/Disabilities)

Action Details:

Birney 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, CWAS Tier II Coordinator, RP Coach, and Administration will provide support for students, as needed.

In addition, we will ensure the following:

- Reinforce classroom management strategies with SPED staff.
- Add Behavior Plans to IEP's
- Ensure implementation of Behavior Plans. During classroom observations assess individual student BIPs. Are they being implemented? Note any updates and follow up with the teachers.

Climate Culture 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 (ODR)
3. TST (Request form)
4. SSTs
5. Behavior Rtl
6. SEL Data
7. BSP Data
8. Climate Culture Observation Data
9. IEP progress reports

Owner(s):

1. Administrators, Office Assistant, HSL, and CWAS Tier II Coordinator
2. Administrators, RP, Teachers, CWAS Tier II Coordinator
3. Administrators, TST team
4. Administrators, Psychologist, Teachers, CWAS Tier II Coordinator
5. Administrators, RP, Teachers, CWAS Tier II Coordinator, Climate Culture, ILT, and Teachers
6. Administrators, Teachers, and Psychologist
7. Administrators, RP, Teachers, CWAS Tier II Coordinator, Climate Culture, ILT, and Teachers
8. Climate Culture Team, TST, Admin
9. Administrators, Teachers, RSP/ SDC teachers and Psychologist

Timeline:

1. Ongoing
2. Weekly
3. Weekly
4. Weekly
5. Yearly
6. Ongoing
7. Ongoing
8. 2x a year
9. 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

CWAS Tier II Coordinator will link students to small group

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

Action 7

Title: Decrease Suspension Rate (White)

Action Details:

Birney 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.

Climate Culture 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 (ODR)
- 3. SSTs
- 4. Behavior Rtl
- 5. SEL Data
- 6. BSP Data
- 7. Climate Culture Observation Data
- 8. TST request

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, TST team

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):

- 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 bysite 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0045 Birney Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation for Student/Enrichment Trips	500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.5000	SSW - will support students in areas of engagement and social-emotional supports. Review data with the TST /SST to support student needs and ensure effective implementation, communication with all stakeholders, and reflection for refinement of practices. *Supports all Goal 3 Actions*	54,755.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnr II	0.5000	Tier II Support - CWAS split between Birney and DPI (to retain grant funded staff) *Supports all Goal 3 Actions*	32,512.00
G3A5	Sup & Conc	Attendance & Social Work Service	Subagreements			Hand in Hand Mentoring (Joint Opportunities) : Hand in Hand Mentoring: 3 Mentors (180 days/5hrs. per day/5 days a week) *Supports all Goal 3 Actions*	60,000.00

\$147,767.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		79.66 %	2019-2020	86 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

PL Opportunities to support building capacity and strategies

Retention of Highly Qualified Teachers and Support Staff

Collaboration with Teacher Development Department to support Teachers and Support Staff

Staff Survey – Overall Positive in Belonging Domain

To promote a sense of belonging amongst the staff, Birney elementary utilized a variety of collaborative teams, to solicit teacher input and voice. These communities included grade level Professional Learning Communities (PLCs), an Instructional Leadership Team (ILT), and the Climate and Culture Team (CCT). Our historical results of positive responses in our Staff Survey in the sense of belonging domain are as follows:

- 2019 Staff Survey- 79.66%
- 2020 Staff Survey- 91%*

- 2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

- No baseline data since this is a new goal and metric

Staff Survey – Overall Positive in Belonging Domain

Birney staff participated in Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Foundational Compulsory Training to ensure instruction addressed the academic and social-emotional needs of our diverse student population. As a staff, we will continue our implementation of the Cultural Proficiency training.

- Teachers will participate in Year 2 DEI trainings, as provided by the district.
- Classified staff will participate in DEI trainings, as offered by the district.
- Special efforts will be made to ensure that NTA trainings and meetings include training that is aligned to district provided DEI training

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Due to school closures, most of our staff have remained home, which has led to a decrease in our Staff Belonging Domain
- No major differences since this is a new goal and metric

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will continue to provide Community building during our PL/Staff Meetings, as well as in-person greetings and communication.
- No major differences since this is a new goal and metric

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:

The Birney SSC met on January 28, 2021.

Principal Montez reviewed our current actions and the Needs Assessment.

Our SSC members completed the Needs Assessment virtually through Microsoft Form

The Needs Assessment indicated a desire to keep the following position/items:

- Certificated Tutor
- Social Worker
- Teaching Fellows
- Mentors
- Brain-Pop
- Extra color copy machine

The Needs Assessment indicated a desire to discontinue the following position/items:

- Reading Counts
- Mentors
- Teaching Fellows

The Needs Assessment indicated the following suggestions:

- Funding for teachers for student supplies
- Funding for radios in each classroom

2 ELAC:

The Birney ELAC met on January 28, 2021.

Principal Montez reviewed our current actions and the Needs Assessment, while VP Gonzalez provided translation.

Our ELAC members completed the Needs Assessment virtually through Microsoft Forms

The Needs Assessment indicated a desire to keep the following position/items:

- Certificated Tutor
- Social Worker
- Teaching Fellows
- Mentors
- Brain-Pop
- Extra color copy machine

The Needs Assessment indicated a desire to discontinue the following position/items:

- Reading Counts
- Mentors
- Teaching Fellows

The Needs Assessment indicated the following suggestions:

- Funding for teachers for student supplies
- Funding for radios in each classroom

3 Staff:

Staff members were given the opportunity to provide input through our online Microsoft Forms Needs Assessment

ILT reviewed the 21-22 SPSA and gave input.

PLCs had the opportunity to review the SPSA draft and give input.

The Needs Assessment indicated a desire to keep the following position/items:

- Certificated Tutor
- Social Worker
- Teaching Fellows
- Mentors
- Brain-Pop
- Extra color copy machine

The Needs Assessment indicated a desire to additionally fund the following position/items:

One Grade Level: Scholastic News, SEL Books, Radio in Room;, Part time copy person, Reading Intervention (Mrs. Martin)

One Grade Level: Gloves/masks, Beginning of year basic supplies, Medium/Large ziploc bags, KRAZY KAREN assemblies/rallies, Scholastic Magazine, ink for printer, Poster Maker

One Grade Level: Garden

One Grade Level: Scholastic News & Scholastic Action Magazine, Flocabulary, Kids Discover Online, Showbie, Generation Genius

One Grade Level: More incentives and fun activities for ALL students not just perfect attendance, good grades, etc., Starfall, Activities to build community, Krazy Karen

One Grade Level: Upgraded version of Quizziez, Scholastic News, Grid paper composition books

Not in One Grade Level : Krazy Karen, Headphones, Mouse, Scholastic, Discover Kids, Showbie

Action 1

Title: Staff Survey - Overall Positive in Belonging Domain

Action Details:

Continued work in building staff leadership through collaborative work in PLC Teams, Opportunities will be given to PLC Teams to increase teacher agency through collaborative planning, goal setting and aligning work with site goals and collective commitments. A collaborative approach will also give teacher voice in the recruitment of staff to reflect the diversity of our community. Staff will continue ongoing professional learning in culturally proficient teaching strategies.

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

- Teachers work in grade level/SPED PLCs focused on instructional goals.
- Professional development during Buyback Days and Staff PL Meetings, focused on district and site-level goals.
- Number of teachers attending off-site learning conferences (IB trainings and other)
- Teachers using technology, and technology programs to support student engagement and learning
- Teachers supported by Instructional Coaches or TSA
- Student behavior data tied to SEL skills

Owner(s):

Administrative Team
TSA
PLC Teams

Timeline:

Ongoing progress monitoring of:
Current student data
PLC Agendas and CFA Data
SEL data

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- PLC's will focus on common formative assessments aligned to identified essential standards and protocol for analysis of student outcomes.
- Differentiated instruction based on results of assessments.
- Vertical articulation within subjects focused on focus skills needed.
- Aligned curriculum that vertically articulates and assesses progress uniformly
- Culturally literacy illustrated in classrooms which support a student-centered learning experience.
- Tutorials that include technology based learning programs, teaching fellows, after school program, supplemental contracts for teachers

Specify Professional Development or Staff Services to support EL students:

- Professional learning emphasizing access for EL students to the Common Core Literacy standards and Academic Language.
- Professional learning in response to site data for ELPAC, Site redesignation Goal, iReady, and SBAC data.
- Professional learning on working with English Learners to break down complex sentence structures to increase comprehension of texts.
- HSL will continue to provide Spanish support at meetings and through parent communication

Specify Professional Development or Staff Services to support low-performing student groups:

- On-going cultural proficiency training as part of scheduled staff meetings designed for PL.
- Professional learning opportunities provided to staff focused on the SEL needs of students.
- CWAS support of identified at-risk African American students.
- After school program to support struggling students with tutoring
- SPED, English Learners, Foster Youth, and our African-American sub-groups will be monitored for academic gaps in achievement.

Action 2

Title: Recruitment and Retention of Staff

Action Details:

Birney Elementary is committed to increasing the recruitment and retention of staff to reflect the diversity of our community. Our school will actively collaborate with the Teacher Development Department and Human Resources to ensure we are staffing highly qualified personnel. In addition, new staff members will be provided a grade level support, ongoing PL opportunities, as well as observations and reflective conversations with Administration. If needed, administration will reach out for support through district departments, if needed. Administration will follow up after PL with all teachers to provide feedback on implementation including EL topics.

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:
<ul style="list-style-type: none">Monitor retention of staff through LawsonMonitor effectiveness through supervision and evaluation process	<ul style="list-style-type: none">PrincipalVice Principal	<ul style="list-style-type: none">August 2021-June 2022August 2021-June 2022

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- PL/Conferences/District-provided Training including, but not limited to, ELA, Math, and Technology
- Resources including, but not limited to, graphics, materials, and supplies to support Professional Learning
- Technology to support learning including, but not limited to, distance learning, blended learning, and simultaneous learning
- Repair and maintenance for technology
- Home School Liasion
- Supplemental Contracts for Certificated and Classified staff (i.e., Planning, Tutoring)
- Substitutes for PL, Planning, Peer Observations, Data Chats
- Whole School PLI program, where selected teachers will be trained on integrating technology with adopted curriculum focusing on the State Standards.

Specify Professional Development or Staff Services to support EL students:	Specify Professional Development or Staff Services to support low-performing student groups:
<ul style="list-style-type: none">Training opportunities provided by the English Learner Services Department, English Learner TSAs, and/or site to support Designate and Integrated ELD	<ul style="list-style-type: none">Backwards mapping of ELA and Math StandardsData analysis and action planningPL on K-2 Foundational SkillsResearch-based professional readingsTravel and Cost for Conferences

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0045 Birney Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	31,939.00
G4A2	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI work with Education Elements	2,600.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Travel			Professional Learning for Staff - Conferences, Travel, Lodging, Expenses	10,000.00

\$44,539.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		95.96 %	2019-2020	100 %

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

1

Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

- Parent and family workshop opportunities offered at various times to accommodate parent's work schedules
- Use of social media, school messenger, email, pre-recorded meetings, school website
- Provide translation of all school communications to provide parents access to information

Parent Survey - Respected and welcomed

To create an environment that made parents feel welcomed and respected, Birney has historically provided several opportunities for parents to engage on activities and events. Examples include the following:

- Back to School Night
- Parent Teacher Conferences
- Grade level performances
- Open House
- Coffee Hours
- Assemblies
- Parent volunteer opportunities
- Chaperones for field trips

Our historical results of positive responses on our Parent Survey regarding feeling welcome and respected are as follows:

- 2019 Parent Survey 95.96%
- 2020 Parent Survey: 84%

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

- Need for ongoing updated ATLAS contact information
- Technology constraints for parents in accessing communication platforms

Parent Survey - Respected and welcomed

Key factors that contributed to disproportionality or lack of parent engagement were:

- Distance learning factors
- Lack of technology/wifi or technology skills
- Change in traditional school structures to engage parents

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Due to school closures, most of our staff have remained home, which has led to a decrease in our Parents feeling welcomed and respected.
- No baseline data since this is a new goal and metric

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will continue to provide opportunities for Parents/Families to participate in activities, meetings, and events.
- No baseline data since this is a new goal and metric

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:

The Birney SSC met on January 28, 2021.

Principal Montez reviewed our current actions and the Needs Assessment.

Our SSC members completed the Needs Assessment virtually through Microsoft Forms

The Needs Assessment indicated a desire to keep the following position/items:

- Certificated Tutor
- Social Worker
- Teaching Fellows
- Mentors
- Brain-Pop
- Extra color copymachine

The Needs Assessment indicated a desire to discontinue the following position/items:

- Reading Counts
- Mentors
- Teaching Fellows

The Needs Assessment indicated the following suggestions:

- Funding for teachers for student supplies
- Funding for radios in each classroom

2 ELAC:

The Birney ELAC met on January 28, 2021.

Principal Montez reviewed our current actions and the Needs Assessment, while VP Gonzalez provided translation.

Our ELAC members completed the Needs Assessment virtually through Microsoft Forms

The Needs Assessment indicated a desire to keep the following position/items:

- Certificated Tutor
- Social Worker
- Teaching Fellows
- Mentors
- Brain-Pop
- Extra color copy machine

The Needs Assessment indicated a desire to discontinue the following position/items:

- Reading Counts
- Mentors
- Teaching Fellows

The Needs Assessment indicated the following suggestions:

- Funding for teachers for student supplies
- Funding for radios in each classroom

3 Staff:

Staff members were given the opportunity to provide input through our online Microsoft Forms Needs Assessment

ILT reviewed the 21-22 SPSA and gave input.

PLCs had the opportunity to review the SPSA draft and give input.

The Needs Assessment indicated a desire to keep the following position/items:

- Certificated Tutor
- Social Worker
- Teaching Fellows
- Mentors
- Brain-Pop
- Extra color copy machine

The Needs Assessment indicated a desire to additionally fund the following position/items:

One Grade Level: Scholastic News, SEL Books, Radio in Room:, Part time copy person, Reading Intervention (Mrs. Martin)

One Grade Level: Gloves/masks, Beginning of year basic supplies, Medium/Large ziploc bags, KRAZY KAREN assemblies/rallies, Scholastic Magazine, ink for printer, Poster Maker

One Grade Level: Garden

One Grade Level: Scholastic News & Scholastic Action Magazine, Flocabulary, Kids Discover Online, Showbie, Generation Genius

One Grade Level: More incentives and fun activities for ALL students not just perfect attendance, good grades, etc., Starfall, Activities to build community, Krazy Karen

One Grade Level: Upgraded version of Quizziz, Scholastic News, Grid paper composition books

Not in One Grade Level : Krazy Karen, Headphones, Mouse, Scholastic, Discover Kids, Showbie

Action 1

Title: Parent Survey - Respected and Welcomed

Action Details:

Understanding that parents and guardians are important partners in the education of all children, Birney will further develop its parent engagement model so that there is an increase in the amount of parent involvement at school; thereby, increasing attendance rates and ensuring a positive culture of academic achievement This model will ensure that parents and guardians are equipped with strategies to better support the academic and social-emotional needs of their students. Birney will also implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement.

In addition, we will continue to provide the following opportunities for our EL parents by site, EL department, or Parent University:

- EL Parent training on ELD Proficiency Level continuum, Redesignation, RFEP monitoring, and Seal of Biliteracy
- EL Parent support in sustaining EL students' home language and developing multilingual proficiency.
- Ensure EL Parent participation in providing input for SPSA and other EL matters.
- Awards and incentives to recognize EL parent involvement in ELAC and other parent activities.

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

Monitoring of parent attendance and participation, as well as ongoing data collection (Attendance Logs and Survey Responses) in the following school structures:

- Coffee Hours
- Parent Classes through Parent University
- SSC Meetings
- ELAC Meetings
- Parent Meetings
- Parent University Workshops
- Responses on the Parent Survey in the Spring of 2021 will be used as interim evidence.
- Parent Conferences
- Back to School Night
- Open House
- Weekly Parent Newsletters

Owner(s):

Administrative Team/TSA
Certificated Teachers
HSL

Timeline:

Annual
Ongoing

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Title I meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, and parent rights under Title I.
- Parent emails, EduText, School Messenger, phone calls, Peachjar, social media platforms, school site website, school marquee, and WaaG will be utilized to inform all stakeholders of school events and activities. Parent communication will be provided in English and Spanish, as needed.
- ELAC meetings will provide stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC summative score and how to prepare students of ELLs to become proficient in reading, writing, listening and speaking.
- Students' academic performance, social emotional needs, and overall site program improvement plans will be evaluated quarterly with stakeholder. SSC meetings will be scheduled during the most convenient time of day for the majority of families.
- Supplies/materials will be purchased to support site needs to host/supervise events and parent involvement
- Extra-pay/overtime for classified employees to support events and parent involvement
- Translators/babysitting for parent meetings
- CWAS-Intervention Specialist (district and site split funded)
- HSL translation and parent communications
- 3 Hand in Hand Mentors

Specify Direct Service and Opportunities for parents and families to support EL students:

- Continue on-going support of ELAC
- HSL will continue to provide Spanish support at meetings and through parent communication
- Increase parent involvement in SSC, ELAC, and DELAC
- TSA and Certificated Tutor will administer ELPAC.
- EL Afterschool Tutoring
- Materials and supplies provided to support family participation.
- Babysitting

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Family surveys for 2020-21 reflected approximately 84% parent positivity. Due to 2020-21 Distance Learning, no current data on low-performing sub-group disproportionality. Will continue to with family engagement structures and outreach as planned prior to COVID school closure.

Action 2

Title: Inclusive Opportunities for Families

Action Details:

Birney is committed to increasing inclusive opportunities for families to engage in their students' education. Our school will actively collaborate with Parent University and community partners to provide a variety of inclusive opportunities for our families.

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

- Parent workshop agendas and attendance
- Attendance at school wide family events

Owner(s):

- Administration
- Home School Liaison
- Parent University Community
- Parents

Timeline:

- Year-round

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Materials and supplies/Graphics for parent and student participation
- Purchase orders for outside vendors
- Lease of copy machine
- Direct Food Services for parent and student activities
- Home School Liaison
- Mileage for Home School Liaison
- Social Worker to support Parents through classes
- Transportation services to attend activities or events
- Incentives for parent and student participation
- Supplemental contracts and/or extra time for Certificated and Classified staff

Specify Direct Service and Opportunities for parents and families to support EL students:

- Home School Liaison to support EL families with translation, interpreting, outreach, and home visits
- Bilingual resources for parents of EL students
- Social Worker to support with family meetings

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Home School Liaison to support EL families with translation, interpreting, outreach, and home visits
- Bilingual resources for parents of EL students
- Social Worker to support with family meetings

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0045 Birney Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	cannot use for translation of mandatory items (i.e. ELAC and IEP)	13,229.00
G5A2	Title 1 Basic	Instruction	Ins Aide-Ext			Interpreter	648.00

\$13,877.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0045 Birney Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online licenses and Print Resources for Instructional Supports - Nearpod Brainpop, Starfall, Scholastic News/Action, and Kids Discover	9,280.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundational Support Academic RtI	55,000.00
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	Certificated Tutor to support RtI, technology and PL.	27,206.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to support students	4,788.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	58,476.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Purchase of Technology Equipment	10,000.00
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	Parent Participation	Direct-Food			Food for Parent Meetings/Student Incentives	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.5000	Certificated Tutor to support RtI, technology and PL.	54,419.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Material/Supplies (No Incentives/Food)	3,113.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Event Number for Teacher Subs - Demo/Observations/Data Chats/PL	10,540.00
G1A5	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,001.00
G1A5	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	17,767.00
G1A5	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: California Teaching Fellows Foundation: Support Academic RtI	5,813.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation for Student/Enrichment Trips	500.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.5000	SSW - will support students in areas of engagement and social-emotional supports. Review data with the TST /SST to support student needs and ensure effective implementation, communication with all stakeholders, and reflection for refinement of practices. *Supports all Goal 3 Actions*	54,755.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.5000	Tier II Support - CWAS split between Birney and DPI (to retain grant funded staff) *Supports all Goal 3 Actions*	32,512.00
G3A5	Sup & Conc	Attendance & Social Work Services	Subagreements			Hand in Hand Mentoring (Joint Opportunities) : Hand in Hand Mentoring: 3 Mentors (180 days/5hrs. per day/5 days a week) *Supports all Goal 3 Actions*	60,000.00
G4A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	31,939.00
G4A2	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI work with Education	2,600.00

G4A2		Instruction	Cons Svc/Oth		Elements	7,600.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Travel		Professional Learning for Staff - Conferences, Travel, Lodging, Expenses	10,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750 cannot use for translation of mandatory items (i.e. ELAC and IEP)	13,229.00
G5A2	Title 1 Basic	Instruction	Ins Aide-Ext		Interpreter	648.00
						\$480,586.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$84,870.00
Sup & Conc	7090	\$282,777.00
LCFF: EL	7091	\$81,000.00
One-Time School	7099	\$31,939.00
Grand Total		\$480,586.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$274,403.00
G3 - Increase student engagement in their school and community	\$147,767.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$44,539.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$13,877.00
Grand Total	\$480,586.00