

**Birney Elementary**

10621666006068

Principal's Name: Kristina Montez

Principal's Signature:

A handwritten signature in cursive script that reads "Kristina Montez".

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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<b>District Goals</b>	
<p>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.</p>	
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**



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

**School Site Council**

<b>School Site Council List</b>					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kristina Montez	X				
2. Chairperson – Connie Espinoza					
3. Brandon Golbek		X			
4. Amy Reina		X			
5. Long Xiong		X			
6. Fabiola Ramos			X		
7. Carlos Corona			X		
8. Amber Rosas				X	
9. Maria De La Torre				X	
10. Roberta Esquivel				X	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name: Birney Elementary</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Kristina Montez		4/4/24
<b>SSC Chairperson</b>	Connie Espinoza		4/4/2024

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

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Birney - 0045

**ON-SITE ALLOCATION**

3010	Title I	\$93,420 *
7090	LCFF Supplemental & Concentration	\$290,786
7091	LCFF for English Learners	\$76,896

**TOTAL 2024/25 ON-SITE ALLOCATION**

**\$461,102**

\* 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	\$2,768
Remaining Title I funds are at the discretion of the School Site Council	\$90,652
Total Title I Allocation	\$93,420

## Birney Elementary 2024-2025 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		10 %	11.6 %	2023-2024	16.6 %
SBAC ELA - Average distance from standard	✓	-41 pts	-45.8 pts	2023-2024	-30.8 pts
SBAC ELA - percentage of students met/exceeded standard	✓	41.83 %	32.1 %	2023-2024	37.1 %
SBAC Math - Average distance from standard	✓	-69 pts	-61.8 pts	2023-2024	-46.8 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-170.9 pts	2023-2024	-155.9 pts
SBAC Math - percentage of students met/exceeded standard	✓	36.97 %	29.6 %	2023-2024	34.6 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

#### iReady ELA D2 On Level

Birney implemented a comprehensive and balanced English Language Arts and intervention program in grades TK-6 to support the mastery of grade level skills in reading, writing, speaking and listening. PLC Teams are making progress in ELA with a 14% gain in student proficiency levels from i-Ready D1-D2 during the 2023-24 school year. Our SBAC projected proficiency level for ELA for grades 3-6 is 39% which is in alignment with our 5% growth goal from 2022-23 SBAC.

#### The following actions have contributed to our continued progress:

- PLC Work-data analysis, instructional planning
- Regional Professional Learning in ELA (Foundational Skills, TLC, and Writing)
- Administration and development of common formative assessments and FIABs/IABs

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

#### iReady ELA and Math D2 On Level

Based on data analysis of current student progress in ELA and Math following are key factors that contributed to the dis-proportionality of low performing student groups as identified by ATSI status for 2021-22. These groups are no longer considered ATSI status for 2022-23 but will continue to receive supports to maintain academic growth.

- **Absenteeism is a key factor contributing to student disproportionality:**
  - 12.1% or 95 students are severely chronic
  - 21% or 164 students are chronic
  - 27.4% or 216 students are manageable.
  - 39.3% or 301 students are good
- **African American students have**

- School-wide/grade level/teacher/student goal setting
- Whole school Response to Intervention program with CT and Teaching Fellows based on student data is held, daily.
- Daily intervention in all classrooms
- SEL Supports (Tier 2 IS, 3 Hand to Hand Mentors, .5 Restorative Practice Counselor and Social Worker)
- Professional Learning focus on K-2 Foundational Skills
- Professional Learning focus on SBAC readiness skills
- After school tutoring was offered for Tier 2/3 and EL students.

#### **iReady Math D2 On Level**

Birney implemented a comprehensive and balanced math and intervention program in grades TK-6 to support the mastery of grade level skills. PLC Teams are making progress in Math with a 16% gain in iReady from D1-D2 during the 2023-24 school year. Our SBAC projected proficiency level for Math for grades 3-6 is 40.25% which is in alignment and exceeds our 5% growth goal from 2022-23 SBAC.

#### **The following actions have contributed to our continued progress:**

- PLC Work-data analysis and instructional planning
- Administration and development of common formative assessments and FIABs/IAB
- School-wide/grade level/teacher/student goal-setting
- Daily interventions based on CFA results
- Professional Learning focus on Math/MLD Strategies

#### **EL Reclassification Rate**

Birney implemented focused actions aligned with current English Learner Data. 38% of English Learners were reclassified during the 2023-24 school year based on actions in place. During the administration of iReady there were 12% of English Learner students on/above grade level.

- Professional Development in supporting English Learners
- TLC Professional Learning Cycles
- Integrated and designated English Language Development instruction
- Small group instruction
- Lesson planning based on English Learner needs
- TSA had a specific focus on working with K-6th grade English Learner students.
- After school tutoring

- 19.5% or 9 students are severely chronic
- 21.7% or 10 students are chronic
- 19.6% or 9 students are manageable.
- 39.1% or 18 students are good
- **Students with Disabilities**
  - 18.9% or 24 students are severely chronic
  - 21.3% or 27 students are chronic
  - 25.2% or 32 students are manageable.
  - 34.6% or 44 students are good
- **Students with Disabilities**
  - Staffing issues related to Special Education Paraprofessionals-Lack of qualified candidates to fill open positions.
- **Suspension rate is a key factor contributing to student disproportionality:**
  - 4.49% or 35/779 of students suspended at least 1 day.
  - 5.6 or 6/ African American students have been suspended at least 1 day
  - 7% or 6 Students with Disabilities have been suspended at least 1 day
    - African American and Students with Disabilities have suspension performance levels in the red based on 22-23 Ca Dashboard results:

**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 (Intended actions for the current school year vs. Actual actions that occurred).

The actions implemented align with the allocation of budget expenditures for the 2023-24 school year. Remaining allocations that were not fully used (Social Worker and Maintenance) were reallocated for the purchase of instructional materials and teacher planning time and PL.



**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 2024/25 SPSA.

Changes for the upcoming 24-25 SPSA are to allocate funds to support teacher planning time (substitutes) and Corwin will provide PLC+ training for all teachers during the 24-25 school year. In addition, we will utilize funds from our Literacy Grant to fund 4 additional Teaching Fellows who will support in the classroom during RTI.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Our Birney SSC met on February 28, 2024. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated the following suggestions: PE Teacher and Capus Safety.

**2** ELAC:

Our Birney ELAC met on April 4, 2024. Vice Principal Teran reviewed our current actions and the Needs Assessment. Our ELAC members completed the Needs Assessment.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, funding for substitutes to allow for planning and training, Teaching Fellows, Social Emotional support from Mentors and Social Worker, Extended Learning, Student Incentives, Field Trips and assemblies, After School program tutor, instructional materials, and Bilingual Instructional Paras in our DLI classrooms.

The Needs Assessment indicated the following suggestions: Incentives for assessments, like sports equipment and sports team shirts. To offer field trips to museums. Offer Spanish classes.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were given the opportunity to provide input through a Needs Assessment. During our ILT meeting the leads reviewed the current 23-24 SPSA and gave their input on the 24-25 SPSA. The lead teacher then led their Grade Level through the process to get their input.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated a desire to additionally fund the following position/items: Special Friends (or something similar), Recess Intramural sport, Reading counts coordinator, Mentors assigned specifically to special ed, primary and upper grade, Tutors, in class support, Another copier, PE Teacher (like music teacher), Behavior supports, Mentor for SDC, lower, upper grade, Any adds support for social and emotional needs. Please keep scholastic magazines, Reading specialist for primary grades, Please make sure RTI teaching fellows are bilingual and can provide academic RTI to all students, TK grade level colored printer, An ELD pull out, Having a DI tutor or teaching fellow, Reading after school club, Orton- Gillingham tutor, A music teacher for k-3, Tutor for Math, Tutors for upper grade, Security on campus, a new copy machine.

## Action 1

**Title:** ELA Comprehensive Reading and Intervention Program for TK-6

### Action Details:

Birney Elementary will implement a comprehensive and balanced literacy program to promote mastery of literacy skills in grades TK-6 with an emphasis on early literacy and foundational skills in grades TK-3rd.

PLCs will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies and interventions to achieve our goal of all students reading by 3rd grade.

The focus of ELA instruction and PLC work in grades K-6 will address IPG (Instructional Practice Guide) Tenets 2B, 2C, 3 and 4.

- Tenet 2B Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
- Tenet 2C Challenging Content: During foundational skills lessons, does instruction develop skills in service of comprehension?
- Tenet 3 Ownership: Are students responsible for doing the thinking in this classroom?
- Tenet 4 Every Student: When students are working to overcome reading gaps, does the lesson address what students need?

Differentiation and supports will be in place for English Learner students to achieve Reclassified Fluent English Proficiency.

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

<b>Reasoning for using this action:</b>	<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

**Administrative Team will meet with Lead Teachers monthly to monitor student learning:**

- Review school-wide and grade level data and progress towards set goals
- Analyze data related to student disproportionality
- Analyze alignment of CFA, IAB, FIAB data to district assessment data (FSA, BAS, iReady, and SBAC)
- Utilize data trends to determine professional learning
- Monitor McLane Regional Goals for ELA and Math

**Owner(s):**

Administrative Team, ILT, Academic Coach, TSA, PLC Teams

**Timeline:**

Monthly Scheduled Lead Teacher Meetings

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

**Administrative team will analyze trends in State, District, and PLC data for implementation of professional learning and actions to support student achievement.**

- State, District, and CFA data analysis
- Classroom walk through data
- IPG data and calibration
- PLC meeting protocols and data
- Site, Grade Level and Student goal setting results

**Owner(s):**

Administrative Team, TSA, ILT, Instructional Coach, Teachers, Students

**Timeline:**

Weekly Administrative Instructional Support Team Meetings

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

**Student Social Emotional Data will be analyzed for targeted support in making sure students are available for learning:**

- Student/Staff/Parent Survey Data
- Restorative Practice Counselor Data
- Tier II Interventionist Specialist Data
- Climate and Culture team data analysis
- Tiered Support Team (TST) Data and Referrals
- Administrator will monitor Tier 1 implementation of Second Step and Class Meetings
- Attendance and Suspension Data

**Owner(s):**

Administrative Team, Restorative Practice Counselor, Intervention Specialist, Climate Culture Team

**Timeline:**

During monthly Targeted Support Team meetings  
During monthly Climate and Culture Team meetings

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

**PLC teams will collaborate and implement a data driven process utilizing State, District and Site common formative assessment (CFA) data to monitor and implement actions to support student academic achievement:**

- Frequent data analysis (iReady, SBAC, FIABs/IABs, and CFAs)
- Progress Monitoring of PS-2nd Foundational Skills data (DRDP, FSA, BAS, iReady)
- Focus standards and instruction
- Create and administer CFAs
- Respond to results by reteaching or enrichment during intervention
- All CFA and IAB data will be tracked for alignment w/ District/State assessment data

**Owner(s):**

PLC Teams, Administrative Team, Students

**Timeline:**

PLC Meetings  
Monthly Lead Teacher Meetings  
Quarterly progress monitoring

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

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**Tier I- Teachers in grades K-6 will implement the following supports for all students**

- Core reading block using Guaranteed Viable Curriculum-GVC
- Designated and Integrated ELD will support students in accessing the Core curriculum
- TSA and Academic coach will support students through small group instruction, support PLCs, and support with professional learning
- Technology will be utilized to support student learning of the Common Core State Standards
  - Instructional support technology will be purchased as funds allow
  - Funds will also be utilized for technology repairs and software
- Materials and Supplies, including supplementary materials to support teaching of CCSS in all content areas
- Substitutes may be provided for instructional talks, data analysis, PLC planning, peer observations, and/or classroom demonstrations
- Refreshments will be provided during professional learning
- Incentives will be purchased to support academic achievement in: Goal-setting, achievement on assessments, and for students who meet Reclassification status.
- Parents will be informed of student progress (see parent engagement actions) funds will be allocated for:
  - Materials/Supplies
  - Refreshments
  - Babysitting
  - Translators
- Climate and Culture Specialist will provide coaching for teachers with classroom management through observations and feedback
- As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math
- Lease of Copy Machines/ Printers and direct maintenance and repairs
- Graphics and/or use of Birney Poster maker and laminator.
- Staff will be offered supplemental contracts by site and district to provide after school tutoring to support student learning.

**Tier II-**

- 30-45 minute intervention block
  - Interventions will be based on formative assessment data of student progress
  - English learner student needs for reclassification
  - Teachers will utilize: GVC, iReady, and supplemental resources to provide differentiated support for individual students through small group and one on one instruction
  - Certificated Tutor (.75) and 4 Teaching Fellows at 4.5 hours per day/5days per week will support students based on academic needs
  - TSA and Academic Coach will support students during this time, as needed
  - In addition, we will utilize funds from our Literacy Grant to fund 4 additional Teaching Fellows who will support in the classroom during Rtl.
- After School Tutoring may be offered for students that need extra support in ELA or Math to support students based on academic needs
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
  - Tier II Intervention Specialist will support student social emotional needs through social skills groups, individual supports and Check in Check out
  - 3 Hand in Hand Mentors will provide social-emotional supports for students, CICO, and Small Skills Group
  - District provided Restorative Practice Counselor will provide intervention for students with self-regulation issues through mindfulness or via small skills groups.

**Tier III-**

- 30-45 minute intervention block
  - SPED RSP Teacher will support students based on academic needs
- Student Success Team (SST)
  - Students will be referred when they are not responding to Tier I and II interventions
  - Students may be referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1 and 2 interventions
  - Students with ongoing behavior issues maybe referred to district ICET-Inter-agency Child Empowerment Team
  - District assigned Behavior Intervention Specialists will support students with individual behavior plans and teacher support

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

**1. Identify English learner students.**

Birney currently has 164 EL Students and none are in RED.

- LTEL Students - 33
- LTEL Students w/ IEP - 7
- EL Students w/ IEP - 28
- EL Students Reclassified - 15

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

See Direct Services in Action 1

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

See Direct Services in Action 1

**4. As a site: What are planned actions to support English learner students?**

- 
- Teachers will provide designated and integrated instruction for ELs utilizing GVC by implementation of

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

Students' w/ Disabilities are performing at the lowest level in the area of Math.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

See Direct Services in Action 1.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

See Direct Services in Action 1.

**4. As a site: What are planned actions to support this student group?**

- Students will receive Tiered levels of support to ensure academic gaps are addressed based on data analysis.
- Classroom teachers will provide intervention during their intervention block based on student data.
- SEL supports will be provided through our Tiered Support Team based on student need and data analysis
- Special Education Teachers will work with their grade level PLC to plan opportunities to increase student time in general education classes with para/SPED teacher support.
- Special Education Teachers will collaborate with general education teachers of the same grade level to align to the pacing guide and grade level standards, which are integrated into IEP goals.

ELA/ELD Standard Companion.

- Students will receive designated ELD instruction according to their English proficiency levels
- Students will receive integrated ELD instruction, daily
- Birney is a new Dual Language Immersion school.
  - 23-24 school year: One DLI TK class and Two DLI Kindergarten classes
  - 24-25 School Year we will expand by adding the following grades: One Preschool and Two 1st grade classes.
- LTEL's (Long Term English Learners) will be targeted for reading intervention opportunities during the school day with small group pull out.
- During IEP meetings of our students who need to reclassify, admin will intentionally discuss using the new process for reclassification
- Teachers will continue to implement their learning and strategies from the PL Teaching and Learning Cycle
- District EL Coaches will provide support in monitoring student progress in ELD proficiency levels, and will collaborate with administrative and PLC teams to accelerate student progress and reclassification
- Teachers will utilize the Redesignation Goal Setting report: EL status and set goals in areas of needed growth with students via Goal Setting Chats
- Certificated Tutors, teaching fellows, TSA, and/or Academic Coach will collaborate to provide additional intervention to EL students in the areas of Reading, Writing, Speaking, and Listening
- Interact Fellows will provide tutoring for EL students after school (District Funded)
- Parents will be invited to Family Engagement Hour, ELAC, and SSC meetings to inform them of current data related to the academic progress of their children.
- As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA for English Learners
- Intervention that supports reading comprehension as well as English Language Development from Teacher, Teaching Fellows, CT, and/or TSA
- EL Re-designation Goal Setting Chats will be held with students.
- Academic Discourse with supports and scaffolds built in to provide support
- Explicit instruction with language analysis
- Integrated and designated ELD instruction in all subject areas and driven by the ELA/ELD Framework.
- Materials and Supplies will include, but not limited to: lease of copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials associated to support reading instruction and intervention program needs.
- RSP students will meet in small groups with an RSP teacher or paraprofessional to make progress on grade level standards.
- SPED Teachers will attend all whole school trainings.
- Admin will monitor student progress on FSA, i-Ready diagnostics and end of year SBAC, as well as viewing CFA and FIAB/IAB data by student group.
- Admin will visit SPED classrooms and PLCs to discuss teaching and learning through a CCI process.
- Classroom walks will ensure appropriate grade level content standards are being provided to students by focusing on learning intentions and teacher clarity.

## Action 2

**Title:** Math Comprehensive Program for TK-6

### [Action Details:](#)

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Birney will implement a comprehensive and balanced Math program with an emphasis on fluency, problem-solving, real-life application, and interactive activities.

PLCs will utilize the GVC to implement school-wide math strategies and interventions, to achieve our goal of all students achieving academic proficiency.

The focus of math instruction and work in PLCs in grades K-6 will address IPG Tenets 2A, 2B, 3 and 4

- Tenet 2A Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?
- Tenet 2B Challenging Content: Does this lesson employ instructional practices that allow all students to learn the content of the lesson?
- Tenet 3 Ownership: Are students responsible for doing the thinking in this classroom through the mathematical practices?
- Tenet 4 Every Student: Overcome gaps in skills or standards, does the lesson address what students need, not what they already know?

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**

Administrative Team and Academic Coach will meet with Lead Teachers monthly to monitor student learning:

- Review school-wide and grade level data and progress towards set goals (ATLAS, Climate Culture Survey, Teacher formal/informal input)
- Analyze data related to student disproportionality (ATLAS Reports, PowerBI, California Dashboard)
- Analyze CFA alignment and student data to District Assessment data (iReady, SBAC, and IABs/FIABs)
- Utilize data trends to determine professional learning

**Owner(s):**

Administrative Team, Academic Coach and Lead Teachers

**Timeline:**

1. Ongoing
2. Monthly Scheduled Lead Teacher Meetings
3. Quarterly
4. Diagnostic 3x per year/Reports ongoing

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

PLC teams will collaborate and implement a data driven process to utilize State, District and Site common formative assessment (CFA) data to monitor and implement actions to support student academic achievement.

- Frequent data analysis (FSA, iReady, SBAC, FIABs/IABs, CFAs)
- Focus standards and instruction
- Create and administer CFAs
- Respond to results by reteaching or enrichment during intervention
- All CFA and IAB/FIAB data will be tracked for alignment with District/State assessments data

**Owner(s):**

PLC Teams, Administrative Team, Academic Coach, and Students

**Timeline:**

Calendared PLC Meetings (45 hours and Designated School Hours)

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

Administrative team will analyze trends in State, District, and PLC data to Professional Learning and actions to support student achievement.

- State, District, and CFA data analysis
- Classroom walk through data
- IPG data and calibration
- PLC meeting protocols and data
- Site, Grade Level, and Student goal setting results

**Owner(s):**

Administrative Team, TSA, Teachers, Students

**Timeline:**

Weekly Administrative Instructional Support Team Meetings

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

Student Social Emotional Data will be analyzed for targeted support in making sure students are available for learning:

- Student/Staff/Parent Survey Data
- Restorative Practice Counselor Data
- Tier II Intervention Specialist Progress Monitoring Data
- TST Data, Power BI
- Climate and Culture team data analysis
- Dessa Data

**Owner(s):**

Administrative Team, Resource Counselor, Intervention Specialist, Climate and Culture Team

**Timeline:**

- During monthly Targeted Support Team Meetings
- During monthly Climate and Culture Team Meetings

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

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**Tier I- Teachers in grades K-6 will implement the following supports for all students.**

- Core math block using Guaranteed Viable Curriculum-GVC
- TSA and Academic coach will support PLCs and professional learning
- Technology will be utilized to support student learning of the Common Core State Standards
  - Instructional support technology will be purchased as funds allow
  - Funds will also be utilized for software and technology repairs
- Materials and Supplies, including supplementary materials to support teaching of CCSS in ELA and Math.
- Substitutes may be provided for instructional talks, data analysis, PLC planning, peer observations, and/or classroom demonstrations
- Refreshments will be provided during professional learning
- Incentives will be purchased to support academic achievement in: Goal setting, achievement on assessments, and for students who meet Reclassification status.
- Parents will be informed of student progress (see parent engagement actions) funds will be allocated for:
  - Materials/Supplies
  - Refreshments
  - Babysitting
  - Translators
- Climate and Culture Specialist will coach teachers with classroom management, observations, and feedback
- As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math
- Lease of Copy Machines/ Printers and direct maintenance and repairs
- Graphics and/or use of Birney Poster maker and laminator
- Staff will be offered supplemental contracts by site and district to provide after school tutoring to support student learning
- 3 Hand in Hand Mentors will provide proactive social-emotional supports for students, and small groups

**Tier II-**

- 30-45 minute intervention block
  - Interventions will be based on formative assessment data of student progress
  - Teachers will utilize: GVC, iReady, REFLEX, and supplemental resources to provide differentiated support for individual students through small group and one on one instruction
- Certificated Tutor (.75) will support students based on academic data
- After School Tutoring contracts will be provided for teachers to provide additional support and intervention
- Students with ongoing issues related to academics, health issues, attendance, behavior or suspensions maybe referred to Targeted Support Team (TST)
  - Tier II Intervention Specialist will support student social emotional needs through targeted social skills groups, individual supports and CICO
  - District provided Restorative Practice Counselor will provide intervention for students with self-regulation issues
  - 3 Hand in Hand Mentors will provide social-emotional supports for students, Check in Check out and Small Skills Group

**Tier III-**

- Student Success Team (SST)

- Students will be referred when they are not responding to Tier I and II interventions
- Students may be referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier I and Tier II interventions
- Students with ongoing behavior issues maybe referred to district ICET-Inter-agency Child Empowerment Team
- District assigned Behavior Intervention Specialists will support students with individual behavior plans and teacher support

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

---

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

**1. Identify English learner students in Red and all the areas that they are identified in.**

Birney currently has 164 EL Students and none are in RED.

- LTEL Students - 33
- LTEL Students w/ IEP - 7
- EL Students w/ IEP - 28
- EL Students Reclassified - 15

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

See Details in Action 1.

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

See Details in Action 1.

**4. As a site: What are planned actions to support English learner students?**

- Teachers will provide designated and integrated instruction for ELs utilizing GVC by implementation of ELA/ELD Standard Companion.
  - Students will receive designated ELD instruction according to their English proficiency levels
  - Students will receive integrated ELD instruction, daily
- Birney is a new Dual Language Immersion school.
  - 23-24 school year: One DLI TK class and Two DLI Kindergarten classes
  - 24-25 School Year we will expand by adding the following grades: One Preschool and Two 1st grade classes.
- LTEL's (Long Term English Learners) will be targeted for reading intervention opportunities during the school day with small group pull out.
- During IEP meetings of our students who need to reclassify, admin will intentionally discuss using the new process for reclassification
- Teachers will continue to implement their learning and strategies from the PL Teaching and Learning Cycle
- District EL Coaches will provide support in monitoring student progress in ELD proficiency levels, and will collaborate with administrative and PLC teams to accelerate student progress and reclassification
- Teachers will utilize the Redesignation Goal Setting report: EL status and set goals in areas of needed growth with students via Goal Setting Chats
- Certificated Tutors, teaching fellows, TSA, and/or Academic Coach will collaborate to provide additional intervention to EL students in the areas of Reading, Writing, Speaking, and Listening
- Interact Fellows will provide tutoring for EL students after school (District Funded)
- Parents will be invited to Family Engagement Hour, ELAC, and SSC meetings to inform them of current data related to the academic progress of their children.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

---

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

Students with Disabilities are performing at the lowest level in area of SBAC Math Distance from Standard according to eh CA Dashboard.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students. The following resources are being funded with Title 1 funds to support these student groups: Teacher academic supports for students, Materials and support for parent meetings, SEL Support student learning and funds to support on-going technology software licensing.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

7090/91 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students. The following resources are being funded with 7090/91 funds to support these student groups: Teacher academic supports for students, Materials and support for parent meetings, SEL Support student learning via Social Worker, Teacher academic planning time, Substitutes for teacher academic planning time, Sub-agreement for 4 California Teaching Fellows to support student learning.

**4. As a site: What are planned actions to support this student group?**

- Students will receive Tiered levels of support to ensure academic gaps are addressed based on data analysis.
- Classroom teachers will provide intervention during their intervention block based on student data.
- SEL supports will be provided through our Tiered Support Team based on student need and data analysis
- Special Education Teachers will work with their grade level PLC to plan opportunities to increase student time in general education classes with para/SPED teacher support.
- Special Education Teachers will collaborate with general education teachers of the same grade level to align to the pacing guide and grade level standards, which are integrated into IEP goals.
- RSP students will meet in small groups with an RSP teacher or paraprofessional to make progress on grade level standards.
- SPED Teachers will attend all whole school trainings.
- Admin will monitor student progress on FSA, i-Ready diagnostics and end of year SBAC, as well as viewing CFA and FIAB/IAB data by student group.
- Admin will visit SPED classrooms and PLCs to discuss teaching and learning through a CCI process.
- Classroom walks will ensure appropriate grade level content standards are being provided to students by focusing on learning intentions and teacher clarity.



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

### Action 3

**Title:** English Language Learner Instructional Plan for K-6

#### Action Details:

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All Teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification. Instruction will include standards-based ELA/ELD instructional strategies to support and increase the percentage of English Language Learners who are reclassified.

Aschoolwide assembly (*English Learner Goal Setting Assembly*) will be implemented for all EL students in in January to ensure our EL understand the purpose of the ELPAC, their personal goal, and the schoolwide goal.

After school tutoring will be implemented for EL students that are identified as not making progress. Site will use Ellevation, Lexia data and data collected during ELRT meetings with teachers to identify the cohort of students that will receive additional support after school.

<b>Reasoning for using this action:</b>	<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

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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):

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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:

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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):

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- Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language
- EL students will receive targeted instruction aligned to the CAELD Standards daily through integrated and designated ELD instruction.
- Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and iReady Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.

- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- Reclassified students will be celebrated and recognized during quarterly award assemblies.
- Site Administrators will provide feedback to Teachers using the updated IPG during Designated and Integrated ELD Instruction and support through EL PL Plan.
- 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 identify 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
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for teacher planning, peer observations, and PLC planning
- Student incentives for gains in, but not limited to: SBAC, iReady, and /or ELPAC.
- Graphics
- Direct Food Services
- Purchase orders to support student/parent engagements, activities, and incentives

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

---

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

**1. Identify English learner students in Red and all the areas that they are identified in.**

Birney currently has 164 EL Students and none are in RED.

- LTEL Students - 33
- LTEL Students w/ IEP - 7
- EL Students w/ IEP - 28
- EL Students Reclassified - 15

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

See Direct Services in Action 1

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

See Direct Services in Action 1

**4. As a site: What are planned actions to support English learner students?**

- Teachers will provide designated and integrated instruction for ELs utilizing GVC by implementation of ELA/ELD Standard Companion.
  - Students will receive designated ELD instruction according to their English proficiency levels
  - Students will receive integrated ELD instruction, daily
- Birney is a new Dual Language Immersion school.
  - 23-24 school year: One DLI TK class and Two DLI Kindergarten classes
  - 24-25 School Year we will expand by adding the following grades: One Preschool and Two 1st grade classes.
- LTEL's (Long Term English Learners) will be targeted for reading intervention opportunities during the school day with small group pull out.
- During IEP meetings of our students who need to reclassify, admin will intentionally discuss using the new

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

---

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

Students with Disabilities are performing at the lowest level in area of SBAC Math Distance from Standard according to the CA Dashboard.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

See Direct Services in Action 1.

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

See Direct Services in Action 1.

**4. As a site: What are planned actions to support this student group?**

- Students will receive Tiered levels of support to ensure academic gaps are addressed based on data analysis.
- Classroom teachers will provide intervention during their intervention block based on student data.
- SEL supports will be provided through our Tiered Support Team based on student need and data analysis
- Special Education Teachers will work with their grade level PLC to plan opportunities to increase student time in general education classes with para/SPED teacher support.
- Special Education Teachers will collaborate with general education teachers of the same grade level to align to the pacing guide and grade level standards, which are integrated into IEP goals.
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- SPED Teachers will attend all whole school trainings.
- Admin will monitor student progress on FSA, i-Ready diagnostics and end of year SBAC, as well as viewing CFA and FIAB/IAB data by student group.
- Admin will visit SPED classrooms and PLCs to discuss teaching and learning through a CCI process.
- Classroom walks will ensure appropriate grade level content standards are being provided to students by focusing on learning intentions and teacher clarity.

process for reclassification

- Teachers will continue to implement their learning and strategies from the PL Teaching and Learning Cycle
- District EL Coaches will provide support in monitoring student progress in ELD proficiency levels, and will collaborate with administrative and PLC teams to accelerate student progress and reclassification
- Teachers will utilize the Redesignation Goal Setting report: EL status and set goals in areas of needed growth with students via Goal Setting Chats
- Certificated Tutors, teaching fellows, TSA, and/or Academic Coach will collaborate to provide additional intervention to EL students in the areas of Reading, Writing, Speaking, and Listening
- Interact Fellows will provide tutoring for EL students after school (District Funded)
- Parents will be invited to Family Engagement Hour, ELAC, and SSC meetings to inform them of current data related to the academic progress of their children.
- As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA for English Learners
- 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.

# 2024-2025 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	Teacher-Supp			Supplemental Contracts for teachers to support student learning <b>**NO IEPs**</b>	3,064.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online licenses and print resources to support instruction: Brainpop, Starfall, Scholastic Subscriptions, Generation Genius and Accelerated Reader.	17,781.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		50,019.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RtI, 4 Teaching Fellos/4.5 hours daily.	86,552.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Ricoh lease for office copy/fax machine, small color copy machine in Rm. 5, and a printer for each grade level or group.	15,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3750		50,019.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher - Supp: ELPAC Assessors	5,681.00

**\$228,116.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	95.83 %	92.5 %	2023-2024	95 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Birney provided students the opportunity to engage in student-centered/real-world experiences, events, activities and clubs.

Students in grades TK-6 had the opportunity to engage in a variety of district funded learning experiences, field trips, and clubs based on student interest and leadership opportunities. In addition, we had several events that were held before or after school for our students and families. A majority of our Birney staff attended these events, as well.

Students responded favorably in student-centered/real-world experiences domain.

- In 21-22 88.42%
- In 22-23 92.73%
- In 23-24 94%

We would like to increase the favorable responses from 94% to 96%.

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

Multiple opportunities during the 2023-24 school year were available for student engagement. Students with chronic attendance issues may not have been present at school to participate in Goal 2 engagement activities that were available to all 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 (Intended actions for the current school year vs. Actual actions that occurred).

Students had the opportunity to participate and engage in student-centered/real-world experiences, events, activities, and clubs. All Goal 2 funding this year was expended on Extra pay contracts, materials, and supplies.

**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 2024/25 SPSA.

Birney will continue to plan and advocate for students' participation in student centered/real world experiences and recruit staff members to support these goals to further engage students.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Our Birney SSC met on February 28, 2024. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated the following suggestions: PE Teacher and Capus Safety.

**2** ELAC:

Our Birney ELAC met on April 4, 2024. Vice Principal Teran reviewed our current actions and the Needs Assessment. Our ELAC members completed the Needs Assessment.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, funding for substitutes to allow for planning and training, Teaching Fellows, Social Emotional support from Mentors and Social Worker, Extended Learning, Student Incentives, Field Trips and assemblies, After School program tutor, instructional materials, and Bilingual Instructional Paras in our DLI classrooms.

The Needs Assessment indicated the following suggestions: Incentives for assessments, like sports equipment and sports team shirts. To offer field trips to museums. Offer Spanish classes.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were given the opportunity to provide input through a Needs Assessment. Durin our ILT meeting the leads reviewed the current 23-24 SPSA and gave their input on the 24-25 SPSA. The lead teacher then led their Grade Level through the process to get their input.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated a desire to additionally fund the following position/items: Special Friends (or something similar), Recess Intramural sport, Reading counts coordinator, Mentors assigned specifically ex one to special ed, primary and upper grade, Tutors, in class support, Another copier, PE Teacher (like music teacher), Behavior supports, Mentor for SDC, lower, upper grade, Any adds support for social and emotional needs. Please keep scholastic magazines, Reading specialist for primary grades, Please make sure RTI teaching fellows are bilingual and can provide academic RTI to all students, TK grade level colored printer, An ELD pull out, Having a DI tutor or teaching fellow, Reading after school club, Orton- Gillingham tutor, A music teacher for k-3, Tutor for Math, Tutors for upper grade, Security on campus, a new copy machine.

**Action 1**

**Title:** Student Centered and Real-world Learning Experiences

**Action Details:**

Birney will expose students to a variety of real-world opportunities through field trips, meaningful work, and research presentations. Opportunities for community service and student leadership will be provided through student activities and clubs. Students will be recognized for demonstrating character and promoting a positive climate at Birney.

PLCs will plan their grade level experiences and we will ensure they have selected an optimum date to allow for highest student participation.

Furthermore, 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**

**Owner(s):**

**Timeline:**

1. Student participation Goal 2 ATLAS Engagement Tool
2. Panorama Student Survey

Admin., TSA, and CCT

As needed for events

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

**Tier I**

Students will engage in a variety of opportunities to expose them to different career goals.

- TK-6th Grade- Read Across America: Community Volunteers
- TK-6th Grade-Student of the Month Awards (Character Counts/Growth Mindset)
- 1st grade Police Chaplain opportunities
- District funded enrichment trip opportunities for grades TK-6
- District funded career engagement opportunities for grades 3-6
- Continued implementation of Second Step, class meetings and Goal Setting
- Red Ribbon Week
- Character Counts Tickets
- Community Volunteer/Service Opportunities
- Student Leadership Opportunities
- Spelling Bee
- Peach Blossom Festival
- After school clubs based on student interest
- Intramural sports for 3rd-6th grade
- Afterschool sports (football, volleyball, basketball, and softball) 5th/6th grade and (Cross Country and Track) 3rd-6th grade
- Transportation services to attend an activity or event

**Tier II and Tier III**

- Specific behavior supports for students will be put in place to build relationships, increase social emotional skills, and character and career skills.
- Materials and supplies will be provided to support student engagement in character building and career opportunities.
- Small group skills support provided by Tier II Intervention Specialist and Hand in Hand Mentors
- Extra pay contracts will be provided using Goal 2 funds to support student opportunities.

**Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.**

**Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.**

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.**

**1. Identify English learner students in Red and all the areas that they are identified in.**

*Birney currently has 164 EL Students and none are in RED.*

- *LTEL Students - 33*
- *LTEL Students w/ IEP - 7*
- *EL Students w/ IEP - 28*
- *EL Students Reclassified - 15*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*See Detail Actions 1*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*See Detail Actions 1*

**4. As a site: What are planned actions to support English learner students?**

- Inform families of Goal 3 experiences during Title 1 Parent Meeting, ELAC, Parent Engagement Hour, SSC, and Back to School Night
- Translators provided during meetings with families
- Communications will be sent out in English and Spanish via monthly newsletter and School Messenger announcements
- Student engagement data of EL students will be monitored for disproportionality

*Students with Disabilities are performing at the lowest level in area of SBAC Math Distance from Standard according to eh CA Dashboard.*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*See Detail Actions 1*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*See Detail Actions 1*

**4. As a site: What are planned actions to support this student group?**

Student engagement will be monitored to address any student groups that may not be engaging in Goal 3 activities

To improve students' sense of belonging, relationships will be fostered between students with disabilities and their same-age peers by providing inclusive recess and lunch schedules and inviting SPED students into the general education classrooms for academics with a paraprofessional, when appropriate.



# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0045 Birney Elementary (Locked)

## G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Student Enrichment and real-world learning experiences.	500.00

**\$500.00**

**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		33.2 %	2023-2024	30.2 %
Suspension Rate - Semester 1	✓	1.37 %	2.2 %	2023-2024	1.5 %
Suspension Rate - Semester 1 (African American)	✓		0 %	2023-2024	0 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		4.8 %	2023-2024	2.2 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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** Current data trends indicate a decrease in chronic absences when compared to the 2022-23 school year. All student groups have shown a decrease in the number of students with chronic absences when comparing 22-23 data to 23-24 data.

- All Students: 22/23 51.3% compared to 23/24 33.1% w/ decrease of 18.2%
- SWD 22/23 51.3% compared to 23/24 40.1% w/ decrease of 11.2%
- AA 22/23 43.8 compared to 23/24 41.2% w/ decrease of 2.6%
- EL Students 55.7% compared to 23/24 43.9% w/ decrease of 11.8%

**Current Actions in place that support these decreases in chronic attendance rates are:**

- Tier II Intervention Specialist support
  - Implementation: Complete and consistent
  - Effectiveness: Very Effective
- Attendance Clerk consistently communicating with families regarding attendance expectations.
  - Implementation: Inconsistent (Personnel Change)
  - Effectiveness: Moderately Effective
- Home visits
  - Implementation: Complete and consistent
  - Effectiveness: Moderately Effective
- Goal 2 Field Trips
  - Implementation: Complete and consistent
  - Effectiveness: Moderately Effective

**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**

Currently 33.1% of students continue to have chronic absenteeism: Factors contributing to chronic absences are:

- Student illness
- Parent transportation issues
- Parent personal reasons
- Lack of resources for parent follow-up to support family needs (homelessness, transiency)

**Suspensions**

- Lack of social skills and coping strategies
- Chronic attendance issues
- Lack of space to continue improvement of our SEL program supports
- Instability in living situations for foster students

- A2A Meetings with Admin. and Attendance Clerk
  - Implementation: Complete and consistent
  - Effectiveness: Moderately effective
- TST: Targeted Support Team meets bi-monthly members: Mentor, Tier II Intervention Specialist, School Social Worker, Restorative Practice Counselor, School Psychologist, All 4 Youth Mental Health Clinician, and admin. We meet to discuss TST requests, and we look at Power BI data for attendance, social-emotional, and level II and level III misbehaviors.
  - Implementation: Complete and consistent
  - Effectiveness: Very Effective
- School-wide Engagement and Incentives (Attendance Monitor, Daily Reminders of Guidelines for Success, Attendance Flags)
  - Implementation: Complete and consistent
  - Effectiveness: Moderately Effective

**Suspension** Current data trends indicate a significant decrease in suspensions when compared to the 2022-23 school year. All student groups have had decreases in suspension rates.

All students with the exception of the African American student group have shown a decrease in the number of students with chronic absences when comparing 22-23 data to 23-24 data.

- All Students 22/23 4.38% compared to 23/24 4.49% w/ an increase of .11%.
- Students with Disabilities 22/23 9.2% compared to 23/24 6% w/ decrease of 3.2%
- African American 22/23 1.2% compared to 23/24 2.6% with increase of 1.4% (ATSI)
- English Learners 5.5% compared to 4.4% w/ decrease of 1.1%

**Current Actions in place that support the decreases in suspension rates are:**

- Our Targeted Support Team meets bi-monthly members: Mentor, Tier II Intervention Specialist, School Social Worker, Restorative Practice Counselor, School Psychologist, All 4 Youth Mental Health Clinician, and admin. We meet to discuss TST requests, and we look at Power BI data for attendance, Dessa Data, social-emotional, and level II and level III misbehaviors.
  - Implementation: Complete and consistent
  - Effectiveness: Unknown
- Climate and Culture Team (Review data and action plan)
  - Implementation: Consistent
  - Effectiveness: Effective
- Weekly Second Step and Class meetings
  - Implementation: Complete and consistent
  - Effectiveness: Unknown
- Restorative Practice Counselor (Re-entry meetings, Restorative Chats, Mindfulness)
  - Implementation: Complete and consistent
  - Effectiveness: Effective
- Clubs
  - Implementation: Complete and consistent
  - Effectiveness: Effective
- Positive Incentives (Success Shop, Reading, Math Fluency, and Goal)
  - Implementation: Complete and consistent
  - Effectiveness: Motivational
- Student Assemblies and Presentations (Expectations, Guidelines for Success, etc...)
  - Implementation: Complete and consistent
  - Effectiveness: Effective

- 3 Hand-in-hand Mentors assist with SEL and behavior needs, Check in Check out, and Small Skills Group
  - Implementation- Complete and consistent
  - Effectiveness Effective
- Tier II/III Support (Students who TST has assigned to receive Tier II or Tier III support will receive 6-8 weeks of interventions along with 2-4 weeks of generalization and be progress monitored. Data will be shared with the TST to determine the effectiveness of the assigned interventions)
  - implementation: Complete and consistent
  - Effectiveness: Moderately Effective

**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 (Intended actions for the current school year vs. Actual actions that occurred).

We did not have our Tier II Interventionist or Social Worker hired at the beginning of the school year. In addition, we had a change in our mentors, as well. We also had inconsistent opportunities for our students to participate in Intramural sports and meaningful work.

**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 2024/25 SPSA.

We will continue to focus on SEL support via our actions in Goal 2 and Goal 3. In addition, we will focus on improving attendance with our TST meeting twice a month, specifically to focus on improving attendance by supporting students and families. Also, develop supports specifically for African American students and SWD to address high number of suspensions.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Our Birney SSC met on February 28, 2024. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated the following suggestions: PE Teacher and Capus Safety.

**2** ELAC:

Our Birney ELAC met on April 4, 2024. Vice Principal Teran reviewed our current actions and the Needs Assessment. Our ELAC members completed the Needs Assessment.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, funding for substitutes to allow for planning and training, Teaching Fellows, Social Emotional support from Mentors and Social Worker, Extended Learning, Student Incentives, Field Trips and assemblies, After School program tutor, instructional materials, and Bilingual Instructional Paras in our DLI classrooms.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were given the opportunity to provide input through a Needs Assessment. Durin our ILT meeting the leads reviewed the current 23-24 SPSA and gave their input on the 24-25 SPSA. The lead teacher then led their Grade Level through the process to get their input.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated a desire to additionally fund the

The Needs Assessment indicated the following suggestions: Incentives for assessments, like sports equipment and sports team shirts. To offer field trips to museums. Offer Spanish classes.

following position/items: Special Friends (or something similar), Recess Intramural sport, Reading counts coordinator, Mentors assigned specifically ex one to special ed, primary and upper grade, Tutors, in class support, Another copier, PE Teacher (like music teacher), Behavior supports, Mentor for SDC, lower, upper grade, Any adds support for social and emotional needs. Please keep scholastic magazines, Reading specialist for primary grades, Please make sure RTI teaching fellows are bilingual and can provide academic RTI to all students, TK grade level colored printer, An ELD pull out, Having a DI tutor or teaching fellow, Reading after school club, Orton- Gillingham tutor, A music teacher for k-3, Tutor for Math, Tutors for upper grade, Security on campus, a new copy machine.

### Action 1

**Title:** Increase Student Engagement and a positive culture

#### Action Details:

Birney is committed to aligning efforts to District Goal 2 engagements. Birney will work to implement a comprehensive program to increase the number of students participating in after school and extra-curricular activities such as athletics, clubs, academic competitions, leadership, music/band, service projects, field trips and other school-wide activities. Birney is a Community School with a focus on building relationships and supporting our families, students, and community.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

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

##### Owner(s):

##### Timeline:

1. ATLAS Engagement, Attendance, and Suspension Data
2. Panaroma Data (Climate Culture Survey, Students, Parent Surveys)
3. Power BI Attendance, Levels of Behavior, Suspension Data

PLC Teacher Teams, ILT, TST, and Admin

Ongoing

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

##### Tier I

- Students will be encouraged to participate in all extra-curricular engagement activities
- All students will have the opportunity to participate in school assemblies, presentations, and field trips to foster school participation, connectedness, and sense of belonging to school, their community and their educational career
- Students in 4th-6th will have the opportunity to participate in intramural sports
- Students in TK-6th will have the opportunity to participate in our Bear's Den during lunch recess and morning recess to support with connectedness
- Students in grades 1-6 will have opportunities to participate in music classes

- Students in grades 3-6 will be encouraged to participate in after school athletics (3rd and 4th grade students: Cross Country or Track only)
- Students will have opportunities to engage in student clubs during, and after school
- Students will have opportunities to engage in meaningful work
- Students will have opportunities to engage in the arts with the support of Prop. 28 funds
- Our TSA will coordinate all engagement activities for all students
- All students will be encouraged to participate in various school activities
- Supplemental and extra pay contracts will be provided to staff to organize and lead school clubs and activities for student involvement
- Materials and supplies to support all extended activities will be provided
- Utilize Community School and/or Stronger Connections Grant to fund Generation Changers to support with Intramural play during lunch recess.

#### Tier II and Tier III

- Social Emotional Tier II and Tier III supports will include Goal 2 engagements as a structure for supporting students through targeted social emotional behavior and attendance interventions.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

---

- All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

#### 1. Identify English learner students in Red and all the areas that they are identified in.

Birney currently has 164 EL Students and none are in RED.

- LTEL Students - 33
- LTEL Students w/ IEP - 7
- EL Students w/ IEP - 28
- EL Students Reclassified - 15

#### 2. Using Title I funds Only: What are the planned expenses to support English learner students?

See Direct Services in Action 1

#### 3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See Direct Services in Action 1

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

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, Parent Square, field trip permission slips, flyers and notices.
- Back to School Night/Open House
- Parent Coffee Hour
- Parent Conference in October
- Parent Birney Handbook
- Parent Flyers
- SSC/ELAC
- Parent Square/weekly phone calls
- Parent Newsletter
- Family Movie Nights, Family Dances, Carnivals, Family Breakfast,

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

---

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

#### 1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

*Students with Disabilities are performing at the lowest level in area of SBAC Math Distance form Standard according to eh CA Dashboard.*

#### 2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action 1

#### 3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action 1

#### 4. As a site: What are planned actions to support this student group?

- Student engagement will be monitored to address any student groups that may not be engaging in Goal 3 activities.
- To improve students' sense of belonging, relationships will be fostered between students with disabilities and their same-age peers by providing inclusive recess, PE, and lunch schedules, and inviting SPED students into the general education classroom for academics and other student engagement activities with a paraprofessional, where appropriate.

- Quarterly Awards Assemblies
- Edu/Text
- Provide Babysitting and Translating for Parent Meetings as Needed
- Home School Liaison
- Student Success Team Meetings
- Share quarterly data during parent coffee hours, SSC and ELAC

## Action 2

**Title:** Decrease Chronic Absenteeism

### [Action Details:](#)

Birney will utilize a tiered system of support for addressing chronic attendance rates. Our OA supports all tiers of attendance. Our HSL supports Tier I attendance, and they can refer students to TST for Tier II attendance interventions. Our goal is to continue our work in maintaining a positive climate and culture where students feel safe and connected to their school community. Positive attendance rates will be encouraged through incentives, individual support, and positive relationships among students, staff, and the community.

We will continue utilizing evidenced-based district-adopted curriculum to support positive student behaviors, school-wide structures, and practices to support SE skills, goal setting, school-wide safety, and bullying prevention. To increase our partnership with families, Birney will continue to communicate and reinforce the importance of daily attendance and its positive impact on academics and student connectedness. Birney will communicate through phone calls, home visits, parent square, and conferences to support parents and families of students with attendance support.

Tiered levels will be implemented for individualized and targeted students with chronic attendance and/or suspension/behavioral needs.

**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**

ATLAS Attendance Data:

- Tier II Intervention Specialist Attendance Data
- Power BI data
- Saturday Academy attendance reports

OAHSL: Daily ATLAS attendance Verification Log, (Tier I)

HSL-will conduct weekly home visits (Tier I, Tier II, and Tier III)

Mentors (3) will support with SE support de-escalation and SSG (Tier I and Tier II)

Climate and Culture Survey Data-Parents/Staff/Students (Tier I)

Class SEL data- Second Step (Virtual platform) and Class Meetings (Tier I)

Positive Behavior Support Engagement Data (Tier I)

Tier II Intervention Specialist will support with attendance and Targeted interventions that include small skills groups, Young Men of character Mentorship, Girl Power mentorship, Check In check out, to help connect chronically absent students to school (Tier II)

TST- Targeted Support Team (Tier II) Requests and focus on improving attendance

SST-Student Study Team (Tier III) Requests

**Owner(s):**

- Administrative Team
- Climate and Culture Team
- Instructional Leadership Team
- Professional Learning Communities
- TST-Targeted Support Team
- SST-Student Study Team
- Teachers, Students and Parents

**Timeline:**

Ongoing, weekly administrative meetings, Monthly CCT, Bi-monthly TST meetings, SST Meetings monthly as needed,

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

**Tier I**

- School-wide assemblies will be held for students in grades K-6 to review school wide expectations, structures and Guidelines for Success
- Tier I practices in service to Tier I needs (i.e. ODRs, suspensions, survey results, IPG data and observation data to identify appropriate Tier I practices and supports)
- Classroom management will be implemented in all classrooms, such as CHAMPS
- Tier I Climate and Culture classroom and school-wide practices
- Positive Behavior Interventions and supports (PBIS)
- Class Meetings will be held in all classrooms and will support students SEL with the following resources:
  - Weekly class meetings utilizing the Class Meetings that Matter Lessons
  - Olweus Anti-Bullying Lessons
  - School wide structures and expectations posted in all locations for students to reference
  - Student SEL Curriculum utilized to develop SEL skills
- Second Step lessons will be taught in all classrooms and will support students with developing their SE skills.
- Students of the Month will receive a certificate and other food or tangible incentives
  - Character Counts
  - Growth Mindset
- Character Counts Ticket will be utilized to encourage daily attendance and reinforce behavior expectations
- Attendance Recognition and Incentives will be ongoing to support students at all 3 tiers of attendance levels
- Academic awards assemblies will be held quarterly to recognize student achievement
- Quarterly incentive activities will be held to recognize students in grades K-6.
  - Goal setting, achievement, improvement in academics, math fluency, and reading
  - EL Assessments and/or reclassification
  - Positive behavior or improved behavior
  - Awesome or improved attendance
- Hand in Hand Mentors will support with students SE needs in the classroom and small group intervention (3 mentors 5 hours a day for 5 days a week)



- Bears Den will be utilized during morning and lunch recess for supporting student relationships, behavioral goals and promoting social emotional skills. Materials and supplies will be provided.
- Office Assistant and HSL will support daily attendance calls and documentation.
- Utilize Community School and/or Stronger Connections Grant to fund Generation Changers to support with Intramural play during lunch recess.

#### Tier II

- Targeted Support Team -TST will meet bimonthly to review student referrals and provide targeted supports for students.
- Tier II Intervention Specialist will provide Individualized student interventions for attendance, behavior and social emotional needs (District Funded)
- Our Social Worker (2.5 days a week) will provide students and families with individual group and supportive mental health counseling, case management and family support, Crisis and Risk Assessment (Site Funded)
- Restorative Practice School Counselor will provide students with restorative conferences/circles,, Mediation Re-entry meetings for post suspensions, Welcome circles, Mindfulness individual and small group social emotional counseling and trauma informed and case management services (District funded) (RPSC supports in both Tier II and Tier III)
- 3 Hand in Hand Mentors will support with social/emotional needs and emotional regulation, Check in Check out, Small Skills Group
- Project Access School Social Worker provide individual counseling and supports to our homeless and foster youth (district funded) (PASSW supports in Tier II and Tier III)
- SEL Staff will be utilized for supporting student relationships, behavioral goals, social emotional skills, connectedness, and improving students Social Emotional Skills

#### Tier III

- Student Success Team will meet monthly to review and recommend potential services for students in need of intensive supports SST meetings will be conducted after all classroom and school wide interventions have been utilized to support student academics and behavioral needs.
- School Psychologist will support with crisis and risk assessments, supportive counseling, Special Education IEP case management (district funded)
- Social Emotional counseling support through (All 4 Youth) provided to support students, families and staff (funded through medi-cal)
- Individualized education plans (IEPs), 504 plans, ICET Referrals and behavior support plans will be established for students as needed based on student data analysis and team decision making
- Referrals for mental health will be available, including on-site All For Youth services, on site Social Worker, and outside agencies

#### Tier I,II,III

- Substitutes, materials, supplies, food and incentives will be provided as funding allows to support all levels of student tiered supports
- Refreshments will be provided during professional learning for staff
- Translator to support parent communication
- HSL mileage (District Funded)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

---

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

#### 1. Identify English learner students in Red and all the areas that they are identified in.

Birney currently has 164 EL Students and none are in RED.

- LTEL Students - 33
- LTEL Students w/ IEP - 7
- EL Students w/ IEP - 28
- EL Students Reclassified - 15

oard).

#### 2. Using Title I funds Only: What are the planned expenses to support English learner students?

See Direct Services in Action 1

#### 3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See Direct Services in Action 1

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

---

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

#### 1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in area of SBAC Math Distance from Standard according to eh CA Dashboard.

#### 2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action 1

#### 3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action 1

#### 4. As a site: What are planned actions to support this student group?

- Target chronically absent students to attend Saturday Academy to recover absences
- Social Worker (Site Funded) will support families and link them to community agencies and resources for planning and to support intensive needs

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- HSL will be utilized to support and provide translation during parent meetings, interpreting, outreach, home visits as needed and promote positive attendance.
- Parents of English learners will be invited to attend ELAC, and SSC for information related to academic and social emotional supports. Translators will be provided.

- Project Access Social Worker- Support our homeless and foster youth (district funded)
- Principal, VP, HSL, Tier II IS will conference with students, provide incentives, celebrate improved student attendance of identified students.
- Teachers will review the importance of good school attendance at Back to School Night, parent conferences, and weekly/monthly communications with parents.
- Home School Liaison 8 hours a day, which will allow more home visits to take place and provide support for students and families.
- Mentors through Hand in Hand Mentoring will be funded by site for 3 mentors 5 hours a day for 5 days a week
- Chronic Attendance bi-weekly monthly to support positive change in student and families

### Action 3

**Title:** Decrease Out-of-School Suspension Rate

[Action Details:](#)

We aim to continue our work in maintaining a positive climate and culture at Birney Elementary. We will continue to focus on building positive relationships with students and providing individual support as needed for all students. Birney will utilize a multi-tiered system of support for agreed-upon levels of misbehavior and response strategies as identified in discipline guidelines by the FUSD Department of Prevention and Intervention. Birney will continue to ensure all students have access to our districts Social Emotional curriculum (Class Meetings/Second Step/OLWEUS) and promote our students' social-emotional competencies in self-efficacy, growth mindset, self-management, social awareness, and self-awareness. Our social-emotional practitioners, Mentors, Tier II Intervention Specialist, Restorative Practice School Counselor, Project Access School Counselor, School Social Worker, School Psychologist, and Administration will provide (Targeted individual/small group) support for students as needed. Each Practitioner will implement targeted interventions to meet individualized student needs to support the reduction of misbehaviors that decrease suspensions, increase attendance and enhance campus safety for all stakeholders. These supports will ensure that all students have access to learning and developing the social-emotional skills that will support their success in the classroom.

**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](#)

- FUSD Data (ATLAS, Power BI)
- Suspension Data
- Student Engagement Data
- Office Referrals (ODR's)
- TST progress monitoring data
- SSTs
- Behavior Rtl data
- SEL Data
- BSP Data
- CCT Observation Data
- IEP progress reports

[Owner\(s\):](#)

- Administrative Team
- Climate and Culture Team (CCT)
- Targeted Support Team (TST)
- Student Study Team (SST)
- Teachers, Students, and Parents

[Timeline:](#)

- Ongoing weekly Administrative meetings
- Monthly CCT, TST, SST meetings

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

---

**Tier I**

- All students are related by their teacher with our District's Social Emotional screener, DESSA
- School-wide assemblies will be held for students in grades K-6 to review school wide expectations, structures and Guidelines for Success
- Tier I practices in service to Tier I needs (i.e. ODRs, suspensions, survey results, IPG data and observation data to identify appropriate Tier I practices and supports)
- Tier I Climate and Culture classroom and school-wide practices
- Positive Behavior Interventions and supports (PBIS) Continue using Safe and Civil, CHAMPS and STOIC frameworks to increase positive behavior and discourage mis-behaviors
- Class Meetings will be held in all classrooms and will support students SEL with the following resources:
  - Weekly class meetings utilizing the Class Meetings that Matter Lessons
  - Olweus Anti-Bullying Lessons
  - School wide structures and expectations posted in all locations for students to reference
  - Student SEL Curriculum utilized to develop SEL skills
- Second Step lessons will be taught in all classrooms and will support students with developing their SE skills.
- Students of the Month will receive a certificate and other food or tangible incentives
  - Character Counts
  - Growth Mindset
- Character Counts Ticket will be utilized to encourage daily attendance and reinforce behavior expectations
- Attendance Recognition and Incentives will be ongoing to support students at all 3 tiers of attendance levels
- Academic awards assemblies will be held quarterly to recognize student achievement
- Quarterly incentive activities will be held to recognize students in grades K-6.
  - Goal setting, achievement, or improvement in academics
  - EL Assessments and/or reclassification
  - Positive behavior or improved behavior
  - Awesome or improved attendance
- Hand in Hand Mentors will support with students SE needs in the classroom and small group intervention (3 mentors 5 hours a day for 5 days a week)
- Bears Den will be utilized during recess for supporting student relationships, behavioral goals and promoting social emotional skills. Materials and supplies will be provided.
- Utilize Community School and/or Stronger Connections Grant to fund Generation Changers to support with Intramural play during lunch recess.
- Utilize Community School and/or Stronger Connections Grant to fund 1 additional mentor from Hand in Hand Mentoring (1 mentor, 5 hours a day for 5 days a week)

**Tier II**

- Targeted Support Team -TST will meet bimonthly to review student referrals and provide targeted supports for students.
- Tier II Intervention Specialist will provide Individualized student interventions for attendance, behavior and social emotional needs (District Funded)
- Our Social Worker (2.5 days a week) will provide students and families with individual group and supportive mental health counseling, case management and family support, Crisis and Risk Assessment (Site Funded)
- Restorative Practice School Counselor will provide students with restorative conferences/circles,, Mediation Re-entry meetings for post suspensions, Welcome circles, Mindfulness individual and small group social emotional counseling and trauma informed and case management services (District funded) (RPSC supports in both Tier II and Tier III)
- Project Access School Social Worker provide individual counseling and supports to our homeless and foster youth (district funded) (PASSW supports in Tier II and Tier III)

**Tier III**

- Student Success Team will meet monthly to review and recommend potential services for students in need of intensive supports
- SST meetings will be conducted after all classroom and school wide interventions have been utilized to support student academics and behavioral needs
- Social Emotional counseling support through (AI 4 Youth) provided to support students, families and staff (funded through medi-cal)
- School Psychologist crisis and risk assessments, supportive counseling, Special Education IEP case management (district funded)
- Individualized education plans (IEPs), 504 plans, ICET Referrals and behavior support plans will be established for students as needed based on student data analysis and team decision making
- Asupplemental contract may be offered to schedule and facilitate SST meetings

### Tier I,II,III

- Substitutes, materials, supplies, food and incentives will be provided as funding allows to support all levels of student tiered supports
- Refreshments will be provided during professional learning for staff
- Translator to support parent communication
- HSL mileage (District Funded)

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

---

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

#### 1. Identify English learner students in Red and all the areas that they are identified in.

Birney currently has 164 EL Students and none are in RED.

- LTEL Students - 33
- LTEL Students w/ IEP - 7
- EL Students w/ IEP - 28
- EL Students Reclassified - 15

#### 2. Using Title I funds Only: What are the planned expenses to support English learner students?

See Direct Services in Action 1

#### 3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See Direct Services in Action 1

#### 4. As a site: What are planned actions to support English learner students?

- HSL will be utilized to support and provide translation during parent meetings, interpreting, outreach, home visits as needed and promote positive attendance, and behavior.
- Parents of English learners will be invited to attend ELAC, and SSC for information related to academic and social emotional supports. Translators will be provided.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

---

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

#### 1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in area of SBAC Math Distance from Standard according to eh CA Dashboard.

#### 2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action 1

#### 3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action 1

#### 4. As a site: What are planned actions to support this student group?

- SPED students will have behavior issues addressed through their IEP with the possibility of implementing the following: Behavior goal, BIP, and or counseling. Reinforce classroom management strategies with SPED staff
- Ensure implementation of Behavior Plans. During classroom observations access individual student BIPs. Are they being implemented? Note any updates and follow up with the teachers.
- Manifestation Determination Meetings with SPED Team
- Psychologist (District Funded) will construct BIPs and make outside referrals, as needed, support teachers with implementation
- Birney Administration, teachers, and staff will meet with severely and chronic and chronic behavior students.
- 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.
- Target students with multiple suspensions
- RP Counselor support to conduct re-entry meetings
- Teachers will focus on self-selected students to build positive relationships using data from Positive/Negative Ratios and Engagement practice.
- Target students with multiple suspensions

- RP Counselor support to conduct re-entry meetings
- ICET referrals
- Connect students with Meaningful Work participation
- Goal 2 and Goal 3 participation
- 5:1 ratio of adult positive to negative interactions with students
- Social Worker will link families to community agencies and resources for support

## 2024-2025 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	Parent Participation	Direct-Food			Food for Parents, Staff and Students	1,000.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Mileage for home visits and to support school	798.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.5000	New School Social Worker split 0.50 FTE Rowell and 0.50 FTE Birney	71,597.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: 3 Mentors, 180 days, 5 days a week, 5 hrs. daily.	69,000.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	40,230.00

**\$182,625.00**

**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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	97 %	91 %	2023-2024	95 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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

Staff Survey-Overall Positive in Organizational Culture Domain

To promote a favorable organizational culture domain, 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-Overall in Organizational Culture Domain are as follows:

- 2022-23 Staff Survey Fall - 95%
- 2022-23 Staff Survey Spring- 92%
- 2023-24 Staff Survey Fall - 91%
- 2023-24 Staff Survey Spring - 95%

We would like to have an increase of favorable responses from 95%to 97% by next year.

**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

Staff Survey-Overall results in Organizational Environment Domain remains positive at 95%

This goal is in regard to staff; therefore, disproportionality of students is not addressed.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

Our actions were implemented as planned.

**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 2024/25 SPSA.

We will continue to provide Community building during our PL/Staff Meetings, weekly trivia, staff appreciation events, and sharing of our CCT data.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Our Birney SSC met on February 28, 2024. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated the following suggestions: PE Teacher and Capus Safety.

**2** ELAC:

Our Birney ELAC met on April 4, 2024. Vice Principal Teran reviewed our current actions and the Needs Assessment. Our ELAC members completed the Needs Assessment.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, funding for substitutes to allow for planning and training, Teaching Fellows, Social Emotional support from Mentors and Social Worker, Extended Learning, Student Incentives, Field Trips and assemblies, After School program tutor, instructional materials, and Bilingual Instructional Paras in our DLI classrooms.

The Needs Assessment indicated the following suggestions: Incentives for assessments, like sports equipment and sports team shirts. To offer field trips to museums. Offer Spanish classes.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were given the opportunity to provide input through a Needs Assessment. Durin our ILT meeting the leads reviewed the current 23-24 SPSA and gave their input on the 24-25 SPSA. The lead teacher then led their Grade Level through the process to get their input.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated a desire to additionally fund the following position/items: Special Friends (or something similar), Recess Intramural sport, Reading counts coordinator, Mentors assigned specifically ex one to special ed, primary and upper grade, Tutors, in class support, Another copier, PE Teacher (like music teacher), Behavior supports, Mentor for SDC, lower, upper grade, Any adds support for social and emotional needs. Please keep scholastic magazines, Reading specialist for primary grades, Please make sure RTI teaching fellows are bilingual and can provide academic RTI to all students, TK grade level colored printer, An ELD pull out, Having a DI tutor or teaching fellow, Reading after school club, Orton- Gillingham tutor, A music teacher for k-3, Tutor for Math, Tutors for upper grade, Security on campus, a new copy machine.

## Action 1

**Title:** Safe, Collaborative Supportive, and Positive Culture

### Action Details:

Birney aims to create a safe, and supportive environment that promotes inclusivity in building relationships, by honoring diversity and collaboration with all educational partners. We will continue to focus on building staff leadership



through collaborative work in PLC Teams, ILT, and CCT. Opportunities will be given to each of the 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. In addition, we will continue to provide opportunities for our staff to build community through various avenues.

**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:**

- Teachers work in grade level/SPED PLCs focused on instructional goals. (PLC Agendas and CFA Data)
- Professional development during Buyback Days and Staff PL Meetings, focused on district and site-level goals.
- Teachers using technology and technology programs to support student engagement and learning
- Student behavior data tied to SEL skills
- Panorama Staff Data
- Staff participation in whole school activities

Administrative Team  
TSA  
PLC Teams  
Administrative Team and CCT

Ongoing progress monitoring of:  
Current student data  
Fall and Spring

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

- Student Academics: GVC Wonders and Go Math
- Student Centered and Real-World Learning: District-provided field trips geared toward college and career readiness
- Student Engagement: Clubs, sports, field trips, and Peach Blossom provide opportunities for student engagement spanning grades TK-6
- PLC's will collaborate to plan lessons, instruction, and ensuring common formative assessments are aligned to identified essential standards and protocol for analysis of student outcomes.
- Tutorials that include technology-based learning programs, teaching fellows, after school program, supplemental contracts for teachers
- Differentiated instruction based on results of assessments
- Culturally aware literacy illustrated in classrooms which support a student-centered learning experience
- Vertical articulation within subjects focused on focus skills needed
- 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 positive organizational culture
- Technology to support instruction
- Repair and maintenance for technology
- Home School Liaison to support communication
- Supplemental Contracts for Certificated and Classified staff (i.e., Planning, Tutoring)
- Substitutes for PL, Planning, Peer Observations, Data Chats

**Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.**

**Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.**

- 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 reclassification 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

- PL to support student learning: K-2 Foundational Skills, Claims/Targets, MLD, and Best Practices
- Professional learning opportunities provided to staff focused on the SEL needs of students.
- Targeted Support Team will support in identifying at-risk students, including White students, African Americans and Students with Disabilities
- After school program to support struggling students with tutoring
- Our students receiving special education services, African American and White sub-groups will be monitored for academic gaps in achievement

- Training opportunities provided by the English Learner Services Department, English Learner TSAs, and/or site to support Designate and Integrated ELD

# 2024-2025 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	Sup & Conc	Instruction	Teacher-Subs			Event number for teacher subs to allow for Demo Lesson, Observations, Data Chats, and PL	23,888.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Repair and Maintenance of Equipment, Technology and various needs to support the learning at our site and to support in maintaining safety.	1,000.00

**\$24,888.00**

**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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.83 %	93.4 %	2023-2024	94.5 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Birney will continue to provide opportunities for parents to be actively involved in their child's education.

Parent Survey- Family Engagement 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/Title 1 Meeting/Open House
- Parent Teacher Conferences
- Parent volunteer opportunities
- Chaperones for field trips
- Parent Engagement Meetings
- Winter/Spring Music Programs
- Quarterly Awards Assemblies
- SSC/ELAC
- Family Engagements: Harvest Festival, Lawn Chair Theater, Dances, Pan Dulce w/ my Peeps, Goodies W/ Grandparents, and Game Night

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.

Also, through our Community School Coordinator, continue to involve parents in being partners with our school site.

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

- 2022-23 Parent Survey Fall: 97%
- 2022-23 Parent Survey Spring: 99%

**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

This year we were able to provide monthly family engagement opportunities. Parent Survey goals were met in Family Engagement.

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

- Chronic absenteeism rates.

- 2023-24 Parent Survey Fall: 97%
- 2023-24 Parent Survey Spring: 99%

**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 (Intended actions for the current school year vs. Actual actions that occurred).

Birney continues to make progress on this goal. During the 24-25 school year we will resume and continue to expand a range of parent engagement opportunities, to further engage parents in their child's education.

**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 2024/25 SPSA.

We will continue to provide opportunities for Parents/Families to participate in activities, meetings, and events. However, we will focus on increasing attendance at our informational meetings.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Our Birney SSC met on February 28, 2024. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated the following suggestions: PE Teacher and Capus Safety.

**2** ELAC:

Our Birney ELAC met on April 4, 2024. Vice Principal Teran reviewed our current actions and the Needs Assessment. Our ELAC members completed the Needs Assessment.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, funding for substitutes to allow for planning and training, Teaching Fellows, Social Emotional support from Mentors and Social Worker, Extended Learning, Student Incentives, Field Trips and assemblies, After School program tutor, instructional materials, and Bilingual Instructional Paras in our DLI classrooms.

The Needs Assessment indicated the following suggestions: Incentives for assessments, like sports equipment and sports team shirts. To offer field trips to museums. Offer Spanish classes.

**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff members were given the opportunity to provide input through a Needs Assessment. Durin our ILT meeting the leads reviewed the current 23-24 SPSA and gave their input on the 24-25 SPSA. The lead teacher then led their Grade Level through the process to get their input.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Action, Starfall, extra color copy machine, grade level printers, site funded HSL.

The Needs Assessment indicated a desire to additionally fund the following position/items: Special Friends (or something similar), Recess Intramural sport, Reading counts coordinator, Mentors assigned specifically ex one to special ed, primary and upper grade, Tutors, in class support, Another copier, PE Teacher (like music teacher), Behavior supports, Mentor for SDC, lower, upper grade, Any adds support for social and emotional needs. Please keep scholastic magazines, Reading specialist for primary grades, Please make sure RTI teaching fellows are bilingual and can provide academic RTI to all students, TK grade level colored

printer, An ELD pull out, Having a DI tutor or teaching fellow, Reading after school club, Orton- Gillingham tutor, A music teacher for k-3, Tutor for Math, Tutors for upper grade, Security on campus, a new copy machine.

### Action 1

**Title:** Inclusive Opportunities for Families/Welcomed and Respected

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. Use of social media, school messenger, email, pre-recorded meetings, school website Provide translation of all school communications to provide parents access to information.

In addition, parents will have the opportunity to engage in various activities and events, such as, but not limited to:

- Back to School Night and Open House
- Parent Teacher Conferences
- Grade level performances
- Parent Engagement Meetings
- SSC Meetings
- ELAC Meetings
- Title I Meetings
- Quarterly Awards Assemblies
- Family Engagements: Harvest Festival, Lawn Chair Theater, Family Dances, Muffins with Moms, Goodies w/Grandparents, and Game Night
- Parent volunteer opportunities
- Chaperones for field trips
- Community School

**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

- Family engagement agendas and attendance
- Attendance and participation in SSC and ELAC
- Attendance at school wide family events

Owner(s):

- Administration
- HSL
- Teachers

Timeline:

Ongoing

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

- Student Centered and Real-World Learning: Parents are recruited to join as chaperones when students attend college and career-related field trips.
- Student Engagement: Parents will be welcome to come cheer their student on at sports games, and clubs, and Peach Blossom. Also, by attending Family events with their student/s.
- Title I meetings will provide all educational partners the opportunity to understand the goals, allocation of funding sources, parent involvement, and parent rights under Title I. Parent emails,
- Parent Square, Let's Talk, phone calls, Peachjar, social media platforms, school site website, and school marquee 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 educational partners the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC summative score and how to prepare EL students 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 educational partners.
- 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
- HSL (district funded) and HSL (.375/3 hour site funded) will support in translation and parent communication
- Materials and supplies/Graphics for parent and student participation
- Supplies/materials will be purchased to support site needs to host/supervise events and parent involvement
- Purchase orders for outside vendors
- Extra-pay/overtime and local mileage for employees to support events and parent involvement

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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- EL Parent training on ELD Proficiency Level continuum, Reclassification, RFEP monitoring, and ELPAC assessment
- 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.
- HSL (district funded) will continue to provide Spanish support at meetings and through parent communication
- Increase EL parent involvement in SSC, ELAC, and DELAC
- CT, TSA, and Academic Coach will support in administering ELPAC
- Social Worker to support with family meetings
- Supplemental Contracts or Sub Event number will be used to support the administration of ELPAC
- EL Afterschool Tutoring
- Materials and supplies provided to support family participation.
- Babysitting

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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- TST will monitor data attendance, behavior and suspension data
- Home School Liaison to support families with outreach and home visits
- Social Worker to support with family meetings and outside referrals

# 2024-2025 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	Parent Participation	Mat & Supp			Parent Participation (M&S) **No incentives or food**	2,777.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Certificates, Posters, Office Materials, PLC Packets, School Spirit, and Incentives.	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		21,196.00

**\$24,973.00**



# 2024-2025 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	Teacher-Supp			Supplemental Contracts for teachers to support student learning **NO IEPs**	3,064.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online licenses and print resources to support instruction: Brainpop, Starfall, Scholastic Subscriptions, Generation Genius and Accelerated Reader.	17,781.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		50,019.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RTI, 4 Teaching Fellos/4.5 hours daily.	86,552.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Ricoh lease for office copy/fax machine, small color copy machine in Rm. 5, and a printer for each grade level or group.	15,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3750		50,019.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher - Supp: ELPAC Assessors	5,681.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Student Enrichment and real-world learning experiences.	500.00
G3A1	Sup & Conc	Parent Participation	Direct-Food			Food for Parents, Staff and Students	1,000.00
G3A2	Title 1 Basic	Attendance & Social Work Servi	Local Mileag			: Mileage for home visits and to support school	798.00
G3A2	Sup & Conc	Attendance & Social Work Servi	Crt Pupil-Reg	Social Worker, School	0.5000	New School Social Worker split 0.50 FTE Rowell and 0.50 FTE Birney	71,597.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: 3 Mentors, 180 days, 5 days a week, 5 hrs. daily.	69,000.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	40,230.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Event number for teacher subs to allow for Demo Lesson, Observations, Data Chats, and PL	23,888.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Repair and Maintenance of Equipment, Technology and various needs to support the learning at our site and to support in maintaining safety.	1,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (M&S) **No incentives or food**	2,777.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Certificates, Posters, Office Materials, PLC Packets, School Spirit, and Incentives.	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Servi	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		21,196.00

\$461,102.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$93,420.00
Sup & Conc	7090	\$290,786.00
LCFF: EL	7091	\$76,896.00
<b>Grand Total</b>		<b>\$461,102.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$228,116.00
G2 - Expand student-centered and real-world learning experiences	\$500.00
G3 - Increase student engagement in their school and community	\$182,625.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$24,888.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$24,973.00
<b>Grand Total</b>	<b>\$461,102.00</b>