

Birney Elementary

10621666006092

Principal's Name: Kristina Montez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kristina Montez	X				
2. Chairperson - Rosemary Daniel				X	
3. Anna Alconcher		X			
4. Gloria Simpson		X			
5. Breanne Paguio			X		
6. Valerie Contreras			X		
7. Andrew Furlong				X	
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kristina Montez		March 31, 2022
SSC Chairperson	Rosemary Daniel		March 31, 2022

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 2022/23

Birney - 0045

ON-SITE ALLOCATION

3010	Title I	\$80,262 *
7090	LCFF Supplemental & Concentration	\$276,376
7091	LCFF for English Learners	\$73,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$151,076</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$581,314

* 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	\$2,744
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$77,518</u>
	Total Title I Allocation	\$80,262

Birney Elementary 2022-2023 - 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
i-Ready ELA D2 proficiency - percentage of students on/above	✓		23.5 %	2021-2022	30.5 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		15.67 %	2021-2022	25.67 %

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.

I-Ready 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. The following actions have contributed to PLC Teams making progress in ELA with a 11% gain in student proficiency levels from i-Ready D1-D2 during the 2021-2022 school year.

- PLC Work-data analysis, instructional planning,
- Administration and development of common formative assessments and FIABs/IABs
- School-wide/grade level/teacher/student goal-setting
- Daily intervention based on CFA results
- A Certificated Tutor, TSA and Teaching Fellows with a specific focus on K-3rd grade
- After school tutoring was offered for Tier 2/3 and EL students.
- Leadership team monitoring of student disproportionality data
- Current pandemic circumstances have interfered in the implementation of best practices for a comprehensive English Language Arts program.

I-Ready Math D2 On Level

Birney implemented a comprehensive and balanced math and intervention program in grades K-6 to support

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

I-Ready ELA D2 On Level

Based on data analysis of current student progress in ELA following are key factors that contributed to the dis-proportionality of low performing student groups:

Students with Disabilities: 2.11% of SWD scored proficient

White Students: 11.1% of White Students scored proficient

English Learners: 3.35% of EL students scored proficient.

Key factors that contributed to this disproportionality are:

- Absenteeism:
 - 780 students enrolled at Birney, 56.2% are chronic or severely chronically absent
 - Students with disabilities have a chronic or severely chronic absenteeism rate of 46.2%.
 - White students have a chronic or severely chronic absenteeism rate of 72.4%
 - EL Students have a chronic or severely chronic absenteeism rate of 46.9%.
- Access to technology/wifi
- Participation in online learning or completing assigned work for Independent Study packets

I-Ready Math D2 On Level

the mastery of grade level math concepts. The following actions have contributed to PLC Teams making progress in Math with a 11% gain in i-Ready from D1-D1 during the 2021-2022 school year

- PLC Work-data analysis and instructional planning
- Administration and development of common formative assessments and FIABs/IABs
- School-wide/grade level/teacher/student goal-setting
- Daily intervention based on CFA results
- CT providing support for Tier 3 students
- Leadership team monitoring of student disproportionality data
- Current pandemic circumstances have interfered in the implementation of best practices for a comprehensive math program

EL Reclassification Rate

Birney implemented focused actions aligned with current English Learner Data. 19.2% of English Learners were reclassified during the 2020-21 school year based on actions in place.

- Integrated and designated English Language Development instruction
- Small group instruction Lesson planning based on English Learner needs
- After school small group tutoring
- Current pandemic circumstances have interfered in the implementation of best practices for a comprehensive program for English Learners.

Based on data analysis of current student progress in math following are key factors that contributed to the dis-proportionality of low performing student groups:

Students with Disabilities: 0% of SWD scored proficient.

White Students: 0% of White Students scored proficient

English Learners: 1.14% of EL students scored proficient.

Key factors that contributed to this disproportionality are:

- Absenteeism:
 - 780 students enrolled at Birney, 56.2% are chronic or severely chronically absent.
 - Students with disabilities have a chronic or severely chronic absenteeism rate of 46.2%.
 - White students have a chronic or severely chronic absenteeism rate of 72.4%
 - EL Students have a chronic or severely chronic absenteeism rate of 46.9%.
- Access to technology/wifi
- Participation in online learning or completing assigned work for Independent Study packets

EL Reclassification Rate

Key factors that contributed to this disproportionality are:

- Absenteeism:
 - 780 students enrolled at Birney, 58.3% are chronic or severely chronically absent.
 - Students with disabilities have a chronic or severely chronically absenteeism rate of 55.1%.
 - EL Students have a chronic or severely chronically absenteeism rate of 46.9%.
- Access to technology/wifi
- Participation in online learning or completing assigned work for Independent Study packets

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 2021-2022 academic year. Allocations that were not used were reallocated for the purchase of technology and instructional materials. Allocations for conferences and travel were not utilized due to COVID-19 restrictions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will continue to utilize the actions above to support students both academically and social emotionally. An intentional focus of actions will address our largest gaps in student achievement with English Learners, Students with Disabilities, and our White Student.

Changes are reflected in Goals 1,2, 3, 4

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

1 SSC:

Our Birney SSC met on February 16, 2022. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment virtually through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop Extra, Scholastic News/Discover and the extra color copy machine.

The Needs Assessment indicated the following suggestions: More Clubs, Friendship club, Student Readers in the Classroom, and Music.

2 ELAC:

The Birney ELAC met on February 3, 2022. Vice Principal Teran reviewed our current actions and the Needs Assessment in Spanish.

Our ELAC members completed the Needs Assessment virtually through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows Mentors, Mentors, Brain-Pop, Scholastic News/Discovery and Extra color copy machine.

The Needs Assessment indicated the following suggestions: Programs for parents to help them with technology, Reading Club, and more sports or other programs.

3 Staff:

Staff members were given the opportunity to provide input through an Input form Needs Assessment. ILT reviewed the 22-23 SPSA and gave input. PLCs had the opportunity to review the SPSA draft and give input.

The Staff Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, CWAS II, and Brain-Pop, Scholastic News/Action, Kids Discover, Nearpod Library, and Extra color copy machine.

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

- Add Scholastic News for Kinder and Sped
- New Computer for Kinder
- IT Person
- Starfall
- Music Teacher for Primary
- Rtl Teacher for 45 minutes or 1 hour a day
- Funworks (Krazy Karen)
- Incentives for Student of the Month
- Activities Director
- Extra Loaner School Laptops
- Reading Counts
- iReady Grade Level Challenges/Incentives
- BEARS Program (Reading/Walk-Run Club)
- Flocabulary
- Generation Genius Math & Science
- NumberRock
- Goalbook Toolkit

Action 1

Title: ELA Instructional Plan for K-6

[Action Details:](#)

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

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 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

Owner(s):

Administrative Team, ILT, Instructional Coach

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
- Child Welfare Attendance Specialist (CWAS) Data
- Climate and Culture team data analysis
- Tiered Support Team (TST) Referrals and Data

Owner(s):

Administrative Team, Resource Counselor, Intervention Specialist, Climate 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):

Tier 1- Teachers in grades K-6 will implement the following supports for all students

- Core reading block using Guaranteed Viable Curriculum-GVC
- 30-45 minute intervention block
 - Teachers will utilize: GVC, iReady, FIRST, and supplemental resources to provide differentiated support for individual students through small group and one one one instruction
- 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 will be utilized for technology repairs and software
- Materials and Supplies, including supplementary materials to support teaching of CCSS in ELA and Math.
- Substitutes will be provided for instructional talks
- Substitutes will be provided for teachers to work with district coaches on ELA professional development
- Substitutes will be provided for teachers to participate in 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 support 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.

Tier 2-

- 30-45 minute intervention block
 - Interventions will be based on formative assessment data of student progress
 - Teachers will utilize: GVC, iReady, FIRST, and supplemental resources to provide differentiated support for individual students through small group and one one one instruction
 - Certificated Tutor (.75) and 6 Teaching Fellows at 3.5 hours per day/5 days per week will support students based on academic needs
 - Site funded Academic Coach and/or TSA will support students during this time, if needed
- After School Tutoring will be offered for students that need extra support in ELA or Math, which will be provided by 2 Teaching Fellows at 1.5 hours per day/5 days a week will support students based on academic needs
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions maybe referred to Targeted Support Team (TST)
 - CWAS will support student social emotional needs through social skills groups and individual supports
 - 4 Hand in Hand Mentors will provide social-emotional supports for students
 - District provided Restorative Practice Counselor will provide intervention for students with behavioral issues

Tier 3-

- 30-45 minute intervention block
 - SPED RSP Teacher and SPED Paraprofessionals will support students based on academic needs
- Student Success Team (SST)
 - Students will be referred when they are not responding to Tier 1 and 2 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:

- Teachers will provide designated and integrated instruction for ELs utilizing GVC by implementation of ELA/ELD State Standards
 - Students will receive designated ELD instruction according to their English proficiency levels
 - Students will receive integrated ELD instruction, daily
- LTEL's (Long Term English Learners) will be targeted for reading intervention opportunities

Specify enhanced services for low-performing student groups:

Based on 2018-19 end of year data the following subgroups require additional supports for achievement in ELA, which are identified below:

Students with Disabilities

- Our SPED MMSDC and DHH SDC teachers will work with their grade level PLC to plan opportunities to increase student time in general education classes with SPED Teacher/para support

- 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 students after school (District Funded)
- Parents will be invited to Parent Coffee Hours, 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

- SDC teacher 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.
- Meet monthly with SDC and RSP teachers (Data chats) to review CFA, FIAB/IAB, and Formative data
-

White Students

- Teacher will provide scaffold/differentiated instruction based on student need as informed by formative assessment
- Identified students will participate in Tier 2 RtI with bi weekly progress monitoring
- Identified students will be supported by Mentors or CWAS to ensure their Social Emotional needs are met, which allows them to be ready to learn

Action 2

Title: Math Instructional Plan for K-6

Action Details:

Birney will implement a comprehensive and balanced Math program, emphasis in problem-solving, real-world application, and peer collaboration 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:	<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

PLC teams will utilize a collaborative data driven process to discuss utilization of State, District and Site common formative assessment (CFA) data, actions to support student academic achievement and how it is monitor and implemented:

- Frequent data analysis (KAIG, iReady, SBAC, 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, 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 make decisions on how to continue to increase 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
- Resource Counselor Data
- Tier 2 Intervention Specialist Data
- Climate and Culture team data analysis

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

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 (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 (Class walk-through, teacher feedback, formal/informal observations)

Owner(s):

Administrative Team, Lead Teachers

Timeline:

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

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

Tier 1- Teachers in grades K-6 will implement the following supports for all students.

- Core math block using Guaranteed Viable Curriculum-GVC
- 30-45 minute intervention block.
 - Interventions will be based on grade level standards, Classroom Foundations, Common Formative assessments with Learning Targets and student progress data.
- 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 will be utilized for technology repairs and software
- Materials and Supplies, including supplementary materials to support teaching of CCSS in ELA and Math.
- Substitutes will be provided for instructional talks
- Substitutes will be provided for teachers to work with district coaches on ELA and Math professional development
- Substitutes will be provided for teachers to participate in PLC planning, peer observations, MLD, 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 support 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.

Tier 2-

- 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 one one instruction
- Certificated Tutor (.75) and 2 Teaching Fellows at 1.5 hours per day/5 days per week will support students based on academic needs
- After School Tutoring will be offered for students that need extra support in ELA or Math, which will be provided by 2 Teaching Fellows at 1.5 hours per day/5 days a week will support students based on academic needs
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions maybe referred to Targeted Support Team (TST)
 - CWAS will support student social emotional needs through social skills groups and individual supports
 - 4 Hand in Hand Mentors will provide social-emotional supports for students
 - District provided Restorative Practice Counselor will provide intervention for students with behavioral issues

Tier 3-

- Student Success Team (SST)
 - Students will be referred when they are not responding to tier 1 and 2 interventions
 - Students maybe 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:

- Teachers will provide designated and integrated instruction for ELs
 - Academic Math Vocabulary
 - Understanding the Problem: State the problem in their own words What is the problem asking you to do or find? What are the unknowns? What information is in the problem? What information is missing or no needed?
- LTEL's (Long Term English Learners) will be targeted for reading intervention opportunities
- 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
- Interact Fellows will provide tutoring for students after school (District Funded)
- As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA for English Learners

Specify enhanced services for low-performing student groups:

Based on 2018-19 end of year data the following subgroups require additional supports for achievement in Math, which are identified below:

Students with Disabilities

- Our SPED MMSDC and DHH SDC teachers will work with their grade level PLC to plan opportunities to increase student time in general education classes with SPED Teacher/para support
- SDC teacher 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.
- Meet monthly with SDC and RSP teachers (Data chats) to review CFA, FIAB/IAB, and Formative data
-

White Students

- Teacher will provide scaffold/differentiated instruction based on student need as informed by formative assessment
- Identified students will participate in Tier 2 RtI with bi weekly progress monitoring
- Identified students will be supported by Mentors or CWAS to ensure their Social Emotional needs are met, which allows them to be ready to learn

2022-2023 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, No IEPs	6,191.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online licenses and print resources for instructional supports: Brainpop, Starfall, Scholastic subscriptions, Kids Discover, Frax and Reading Counts.	18,673.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Purchase of Technology Equipment	8,257.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RtI and tutoring. 4 Teaching Fellows/4 hrs. daily - Support ELA RtI 2 Teaching Fellows/1.5 hrs. daily - Support Math RtI 2 Teaching Fellows/2 hrs. daily - After School Support ELA/Math	43,188.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3000	(.75) Certificated Tutor to support RtI, technology, and PL.	34,284.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	149,681.00
G1A1	Sup & Conc	Instructional Supervision & Admin	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.	12,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4500	(.75) Certificated Tutor to support RtI, technology, and PL.	51,427.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,095.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,404.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and supplies to support instruction and Engagement. (No food or incentives)	10,395.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RtI and tutoring. 4 Teaching Fellows/4 hrs. daily - Support ELA RtI 2 Teaching Fellows/1.5 hrs. daily - Support Math RtI 2 Teaching Fellows/2 hrs. daily - After School Support ELA/Math	48,681.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies (No Incentives/Food)	1,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Event number for teacher subs to allow for: Demo lessons, Observations, Data Chats, and/or PL.	12,054.00

\$404,330.00

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	✓		88.42 %	2021-2022	93.42 %

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.

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

Exposure to Careers - 3rd Grade

Current Reality for 3rd Grade Exposure to Careers is no data, yet%

- We will continue to encourage students and parents to participate in the opportunities (exposure to careers trips) provided by the district. We will utilize our Home School Liaison, Resource Counselor, and Teachers to connect with families with a goal of increasing participation for all students and encouraging them to be at school daily.

Exposure to Careers - 6th Grade

Current Reality for 6th Grade- Exposure to Careers is no data, yet%

- We will continue to encourage students and parents to participate in the opportunities (exposure to careers trips) provided by the district. We will utilize our Home School Liaison, Resource Counselor, and Teachers to connect with families with a goal of increasing participation for all students and encouraging them to be at school daily.

Exposure to Careers - 4th Grade

Current Reality for 4th Grade- Exposure to Careers is not data, yet%

- We will continue to encourage students and parents to participate in the opportunities (exposure to careers trips) provided by the district. We will utilize our Home School Liaison, Resource Counselor, and Teachers to connect with families with a goal of increasing participation for all students and encouraging them to be at school daily.

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

Student-centered real-world experiences - During our 21-22 school year, Site Defined students in grades TK-6 had opportunities to attend their grade level appropriate learning experiences.

All student groups were able to participate in their grade level learning experience regardless of the sub group they are a part of.

However, due to Covid-19 and the safety protocols and procedures in place, our student attendance has been negatively affected, which contributed to less students participating in the student-centered real-world experiences, field trips, and clubs.

In addition, a limited amount of clubs were offered due to the demands of daily responsibilities in the classroom.

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).

Student-centered real-world experiences - During our 21-22 school year, students in grades TK-6 had opportunities to attend their grade level appropriate learning experiences.

Due to Covid-19 and the safety protocols and procedures in place, our student attendance has been negatively affected, which contributed to less students participating in the student-centered real-world experiences, field trips, and clubs. In addition, a limited amount of clubs were offered due to the demands of daily responsibilities in the classroom.

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will ensure that all grade levels and each teacher has the needed information for their grade level learning experience before school begins. Therefore, information can be shared with parents by the school, as well as grade level specific information by the teacher. This will support in building excitement, provide any needed clarity, and address any concerns or hesitation.

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

Reduced health and safety restrictions and re-opening of venues will support increased student engagement in real world learning experiences. Expanded covid testing by the district has allowed students to participate in field trips again.

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

1 SSC:

Our Birney SSC met on February 16, 2022. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment virtually through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop Extra, Scholastic News/Discover and the extra color copy machine.

The Needs Assessment indicated the following suggestions: More Clubs, Friendship club, Student Readers in the Classroom, and Music.

2 ELAC:

The Birney ELAC met on February 3, 2022. Vice Principal Teran reviewed our current actions and the Needs Assessment in Spanish.

Our ELAC members completed the Needs Assessment virtually through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Mentors, Brain-Pop, Scholastic News/Discovery and Extra color copy machine.

The Needs Assessment indicated the following suggestions: Programs for parents to help them with technology, Reading Club, and more sports or other programs.

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3 Staff:

Staff members were given the opportunity to provide input through an Input form Needs Assessment. ILT reviewed the 22-23 SPSA and gave input. PLCs had the opportunity to review the SPSA draft and give input.

The Staff Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, CWAS II, and Brain-Pop, Scholastic News/Action, Kids Discover, Nearpod Library, and Extra color copy machine

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

- Add Scholastic News for Kinder and Sped
- New Computer for Kinder

- IT Person
- Starfall
- Music Teacher for Primary
- RtI Teacher for 45 minutes or 1 hour a day
- Funworks (Krazy Karen)
- Incentives for Student of the Month
- Activities Director
- Extra Loaner School Laptops
- Reading Counts
- iReady Grade Level Challenges/Incentives
- BEARS Program (Reading/Walk-Run Club)
- Flocabulary
- Generation Genius Math & Science
- NumberRock
- Goalbook Toolkit

Action 1

Title: Student Character and Career Opportunities

Action Details:

Birney will expose students to a variety of career opportunities through field trips, career speakers, career fairs and research presentations. Opportunities for community service and student leadership will be provided through student activities. 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. This will be for all Birney students, including SPED.

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

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

Owner(s):

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

Timeline:

1. Ongoing
2. Yearly

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

Tier 1

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

- TK-6th Grade- Read Across America: Community Readers
- TK-6th Grade-Character Counts/Student of the month awards
- 1st grade Police Chaplain opportunities
- Kindergarten-2nd grade partnership with Junior League-community/career program

- District funded career engagement opportunities for grades 3-6
- Continued implementation of Second Step, class meetings and lessons on Growth Mindset 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
- Transportation services to attend an activity or event.

Tier 2 and 3

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

Specify enhanced services for EL students:

- Inform families of Goal 3 experiences during Title 1 Parent Meeting, ELAC, Parent Coffee Hour, SSC, and Back to School Night
- Translators provided during meetings with families
- 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

Specify enhanced services for low-performing student groups:

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 classroom for academics with a para, where appropriate.

2022-2023 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	✓		53.33 %	2021-2022	20.73 %
Suspension Rate - Semester 1	✓		1.4 %	2021-2022	1.07 %

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

An analysis of our 3 year trend data illustrates that the percentage of students who are chronically absence is as follows:

- 2019-20: 15.2%
- 2020-21: 24.7%
- 2021-22: 58.3%

Key factors supporting the current rate can be contributed to the following actions:

- Child Welfare Attendance Specialist support
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Attendance Clerk consistently communicating with families regarding attendance expectations. - Limited to substitute for position
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- Home visits
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- Incentives for attendance
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness
- 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 all students including, but not limited to: Students w/ Disabilities and White Students.

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

Suspensions Rate all students including, but not limited to: Students w/Disabilities and White Students.

- Inconsistent parent support and follow-through
 - Lack of Communication (responding to school)
 - Attending conferences/SSTs/Suspension Meetings
 - Emergency card information not updated
 - Suspensions studentswith1 or more (Students With Disabilities) Inconsistent parent support and follow-through Communication, responding to school Attending conferences/SSTs/Suspension Meetings Emergency card information not updated Suspensions studentswith1 or more (White) Inconsistent parent support and follow-through Communication, responding to school Attending conferences/SSTs/Suspension Meetings Emergency card information not updated

Goal 2 Participation Rate

- Inconsistent availability of clubs, activities, and sports
 - Due to Covid procedures and protocols
 - The lack of time that staff is on campus

- TST Meetings- case manager assignment
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- School-wide Engagement (see Goal 3)
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- Opportunity for Saturday Academy attendance
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness

Suspension Rate

An analysis of our 3 year trend data illustrates that the percentage of students who have been suspended is as follows:

- 2019-20: 7.38%
- 2020-21: 0%
- 2021-22: 1.4%
- Climate and Culture Team/Levels of Behavior/SEL Lessons
 - Implementation- Consistent
 - Effectiveness-Decreased behaviors
- Weekly class meetings school wide
 - Implementation-Complete and consistent
 - Effectiveness-Unknown
- Re-Engagement Strategies utilized by support staff Restorative Practice Counselor
 - Implementation-Complete and consistent
 - Effectiveness-Unknown
- Clubs
 - Implementation-Partial and inconsistent
 - Effectiveness-Unknown
- Positive Incentives
 - Implementation-Partial and inconsistent
 - Effectiveness-Unknown
- Resource Counselor
 - Implementation-Partial and inconsistent
 - Effectiveness-No Effectiveness
- Trauma Informed Sensitivity Training provided to staff
 - Implementation-Partial and inconsistent
 - Effectiveness-No Effectiveness
- Student Assemblies and Presentations (Expectations, Guidelines for Success, etc...)
 - Implementation-Partial and inconsistent
 - Effectiveness-Unknown

Goal 2 Participation

An analysis of our 3 year trend data illustrates the number of students who are engaged in any Goal 2 activities has increased as following:

- 2019-20: 55.7%
- 2020-21: 23.5%
- 2021-22: 30%

The decline in percentage of students participating is contributed to the following factors:

- Covid procedures and protocols put into place in order to ensure the health and safety of students and staff.

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).

Unfortunately due to Covid restrictions, protocols, and procedures our students were required to quarantine, which resulted in an absence. In addition, the availability of clubs, activities, and sports were limited. This resulted in a very limited amount of clubs, activities, and sports that were offered, which ultimately resulted in a very low percentage of students participating.

However, our suspension rate has declined for the 21-22 school year due to students enjoying begin back in person and valuing the experience.

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 2022-23 SPSA.

Birney will continue to provide activities, clubs, sports, and incentives for students, which will provide an increase in attendance and participation in Goal 2, as well as keeping our suspension percentage low. The actions can be found in Goal 3 Actions 1, 2, and 3.

The addition of our HSL, 8 hr. FTE (site funded) will support in connecting and supporting parents through communication and home visits..

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

1 SSC:

Our Birney SSC met on February 16, 2022. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment virtually through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop Extra, Scholastic News/Discover and the extra color copy machine.

The Needs Assessment indicated the following suggestions: More Clubs, Friendship club, Student Readers in the Classroom, and Music.

2 ELAC:

The Birney ELAC met on February 3, 2022. Vice Principal Teran reviewed our current actions and the Needs Assessment in Spanish.

Our ELAC members completed the Needs Assessment virtually through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows Mentors, Mentors, Brain-Pop, Scholastic News/Discovery and Extra color copy machine.

The Needs Assessment indicated the following suggestions: Programs for parents to help them with technology, Reading Club, and more sports or other programs.

3 Staff:

Staff members were given the opportunity to provide input through an Input form Needs Assessment. ILT reviewed the 22-23 SPSA and gave input. PLCs had the opportunity to review the SPSA draft and give input.

The Staff Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, CWAS II, and Brain-Pop, Scholastic News/Action, Kids Discover, Nearpod Library, and Extra color copy machine

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

- Add Scholastic News for Kinder and Sped
- New Computer for Kinder

- IT Person
- Starfall
- Music Teacher for Primary
- RtI Teacher for 45 minutes or 1 hour a day
- Funworks (Krazy Karen)
- Incentives for Student of the Month
- Activities Director
- Extra Loaner School Laptops
- Reading Counts
- iReady Grade Level Challenges/Incentives
- BEARS Program (Reading/Walk-Run Club)
- Flocabulary
- Generation Genius Math & Science
- NumberRock
- Goalbook Toolkit

Action 1

Title: Increase Goal 2 Participation through Clubs/Activities

Action Details:

Birney Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, performances, field trips, school wide activities, class sponsored activities, and meaningful work through student jobs. All students will be encouraged to participate in clubs, meaningful work, activities, sports, service projects, field trips, and other school-wide activities.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

Tier 1

- 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, interest, and connectedness to school, their community and future careers
- Students in 2nd-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 possibly morning recess
- Students in grades 1-6 will have opportunities to participate in music instruction
- 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 before, during, and after the school day
- Our TSA (District Funded) will facilitate engagements for all students
- All students will receive awards and incentives to encourage participation and attendance in various school activities
- Supplemental and Extra Pay contracts will be provided to staff to organize and lead school clubs and activities for students
- Materials and supplies to support all engagements

Tier 2 and 3

- Social Emotional Tier 2 and 3 supports will include Goal 2 engagements as a structure for supporting student behavior, attendance or grades

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Decrease Chronic Absenteeism

Action Details:

Birney will implement a tiered system of support for addressing our chronic attendance rates.

Our goal is to continue our work in maintaining a positive culture and climate. Positive attendance rates will be encouraged through incentives, individual supports and positive relationships among students, staff and the community.

We will continue to utilize research based district adopted programs to support student positive behaviors, school-wide structures and practices to support social skills, growth mindset, goal-setting, school wide safety, civility, and bully 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. Birney will provide communication through phone calls, home visits, and conferences to support parents and families of students with attendance concerns.

Tiered levels will be implemented will target students with chronic attendances.

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

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

ATLAS Attendance Data:

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

SST-Student Study Team (Tier 3) Referrals

TST- Targeted Support Team (Tier 2) Referrals

Positive Behavior Support Participation Data

Survey Data-Parents/Staff/Students

Student SEL Data

Resource Counselor/Restorative Counselor

Owner(s):

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

Timeline:

Ongoing, weekly administrative meetings, Monthly CCT, SST, TST Meetings

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

Tier 1

- School-wide assemblies will be held for students in grades K-6 to review school wide expectations, structures and procedures
- CHAMPS-classroom management will be implemented in classrooms
- Class Meetings will be held at least 1 time per week in all classrooms and will support students with the following initiatives.
 - Weekly class meetings utilizing the Class Meetings that Matter Lessons
 - Olweus Anti-Bullying Program Lessons
 - School wide structures and expectations
 - Student SEL Skills.
- Second Step lessons will be presented at least 1 time per week in all classrooms and will support students with the following initiatives.
- 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

Tier 2

- Targeted Support Team -TST will meet bimonthly to review student referrals and provide supports for students.
- Our Child Welfare Attendance Specialist will provide student supports for attendance, behavior and social emotional issues (District Funded)
- Our Social worker (2.5 days a week) will provide students and families with counseling, case management and outside referrals (Site Funded)
- Hand in Hand Mentors will support with social/emotional difficulties in the classroom (4 mentors 5 hours a day for 5 days a week)
- Bears Den will be utilized for supporting student relationships, behavioral goals and social emotional skills. Materials and supplies will be provided.
- Restorative Practice Counselor will provide students with social emotional counseling and classroom-based restorative interventions (District funded)

Tier 3

- Student Success Team will meet monthly to review and recommend potential services for students in need of intensive support.
- SST meetings will be conducted after all classroom and school wide interventions have been utilized to support student academics and behavioral needs.
- 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.
- A supplemental contract may be offered to schedule and facilitate SST meetings

Tier 1,2,3

- 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:

- 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:

Enhanced services provided for our white students and students with disabilities are as follow:

- 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 such as Project Access
- Principal, VP, CWAS, HSL 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 will be 8 hours a day (District Provided), which will allow more home visits to take place and provide support for families.
- Mentors through Hand in Hand Mentoring will be funded by site for 4 mentors 5 hours a day for 5 days a week
- Chronic Attendance bi-weekly meetings to support positive change in student and families.

Action 3

Title: Decrease Out-of-School Suspension Rate

Action Details:

Our goal is to continue our work in maintaining a positive culture and climate. We will continue to focus on building positive relationships with students and providing individual supports.

Birney will utilize the tiered level of responses to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students.

Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote social skills, personal responsibility, provide social-emotional support inside and outside of the classroom. Social Worker, Mentors, CWAS Tier II Interventionist, RP Coach, School Psychologist, and Administration will provide (small group/ individual) support for students, as needed.

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

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

FUSD Data (ATLAS, Power BI)
Suspension Data
Office Referrals (ODR)
TST
SSTs
Behavior Rtl
SEL Data
BSP Data
Climate Culture Observation Data
IEP progress reports

Owner(s):

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

Timeline:

Ongoing weekly Administrativemeetings
Monthly CCT, SST, TST meetings

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

Tier 1

- School-wide assemblies will be held for students in grades K-6 to review school wide expectations, structures and procedures
- CHAMPS-classroom management will be implemented in classrooms
- Class Meetings will be held at least 1 time per week in all classrooms and will support students with the following initiatives.
 - Weekly class meetings utilizing the Class Meetings that Matter Lessons
 - Olweus Anti-Bullying Program Lessons
 - School wide structures and expectations
 - Student SEL Skills.
- Second Step lessons will be presented at least 1 time per week in all classrooms and will support students with the following initiatives.
- 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

Tier 2

- Targeted Support Team -TST will meet bimonthly to review student referrals and provide supports for students.
- Our Child Welfare Attendance Specialist will provide student supports for attendance, behavior and social emotional issues (District Funded)
- Our Social worker (2.5 days a week) will provide students and families with counseling, case management and outside referrals (Site Funded)
- Hand in Hand Mentors will support with social/emotional difficulties in the classroom (4 mentors 5 hours a day for 5 days a week)
- Bears Den will be utilized for supporting student relationships, behavioral goals and social emotional skills. Materials and supplies will be provided.
- Restorative Practice Counselor will provide students with social emotional counseling and classroom-based restorative interventions (District funded)

Tier 3

- Student Success Team will meet monthly to review and recommend potential services for students in need of intensive support.
- SST meetings will be conducted after all classroom and school wide interventions have been utilized to support student academics and behavioral needs.

- 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
- Our Psychologist will provide support for our students, create BSP and BIP, provide outside referrals, and assess students for educational and safety needs (District Funded)
- A supplemental contract may be offered to schedule and facilitate SST meetings

Tier 1,2,3

- 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:

- 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:

Birney will provide our students w/ disabilities and white students require additional supports. Some of the enhanced services provided for our *white students* and our *students with disabilities* are as follow:

Students with Disabilities

- 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

White Students and Students with Disabilities

- 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

2022-2023 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
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5000	0.50 FTE Birney Elementary G3A2 0.50 FTE Pyle Elementary G3A2	59,857.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: 4 Mentors: 180 days - 5 days a week/5 hrs. Monday-Friday	92,000.00

\$151,857.00

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	✓		95.48 %	2021-2022	100 %

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 Environment Domain
Building a Collaborative Culture through PLC Work

To promote a sense of belonging amongst the staff, Birney elementary utilized a variety of collaborative teams, to solicit teacher input and voice. These communities included grade level Professional Learning Communities (PLCs), an Instructional Leadership Team (ILT), and the Climate and Culture Team (CCT).

Our historical results of positive responses in our Staff Survey in the sense of belonging domain are as follows:

- 2019 Staff Survey- 79.66%
- 2020 Staff Survey - 82%
- 2021 Staff Survey - 95.48%.

PL Opportunities to support building capacity and strategies. Retention of Highly Qualified Teachers and Support Staff Collaboration with Teacher Development Department to support Teachers and Support Staff.

Due to high absences by staff and lack of substitute teachers, support staff and department TSAs were not available to provide support for teachers. In addition, time allocated for PLC Collaboration and PL was decreased.

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 Positive in Organizational Environment Domain
Building a Collaborative Culture through PLC Work

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

- Teachers will participate in Year 2 DEI trainings, as provided by the district.
- Classified staff will participate in DEI trainings, as offered by the district.
- Special efforts will be made to ensure that NTA trainings and meetings include training that is aligned to district provided DEI training
- Continue whole school implementation of Second Step and Class Meetings.

Due to high absences by staff and lack of substitute teachers, support staff and department TSAs were not available to provide support for teachers. In addition, time allocated for PLC Collaboration and PL was decreased.

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).

Due to Covid protocols and restrictions we have been limited in providing all of our intended actions.

... to complete protocols and resources we have determined in providing an overall needs assessment.

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 2022-23 SPSA.

We will continue to provide Community building during our PL/Staff Meetings, as well as in-person greetings and communication.

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

1 SSC:

Our Birney SSC met on February 16, 2022. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment virtually through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop Extra, Scholastic News/Discover and the extra color copy machine.

The Needs Assessment indicated the following suggestions: More Clubs, Friendship club, Student Readers in the Classroom, and Music.

2 ELAC:

The Birney ELAC met on February 3, 2022. Vice Principal Teran reviewed our current actions and the Needs Assessment in Spanish.

Our ELAC members completed the Needs Assessment virtually through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows Mentors, Mentors, Brain-Pop, Scholastic News/Discovery and Extra color copy machine.

The Needs Assessment indicated the following suggestions: Programs for parents to help them with technology, Reading Club, and more sports or other programs.

3 Staff:

Staff members were given the opportunity to provide input through an Input form Needs Assessment. ILT reviewed the 22-23 SPSA and gave input. PLCs had the opportunity to review the SPSA draft and give input.

The Staff Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, CWAS II, and Brain-Pop, Scholastic News/Action, Kids Discover, Nearpod Library, and Extra color copy machine

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

- Add Scholastic News for Kinder and Sped
- New Computer for Kinder
- IT Person
- Starfall
- Music Teacher for Primary
- Rti Teacher for 45 minutes or 1 hour a day
- Funworks (Krazy Karen)
- Incentives for Student of the Month
- Activities Director
- Extra Loaner School Laptops
- Reading Counts
- iReady Grade Level Challenges/Incentives
- BEARS Program (Reading/Walk-Run Club)
- Flocabulary
- Generation Genius Math & Science
- NumberRock
- Goalbook Toolkit

Action 1

Title: Building a Collaborative Culture through PLC Work

Action Details:

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

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

Owner(s):

Administrative Team
TSA
PLC Teams

Timeline:

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

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

- Student Academics: GVC Wonder 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, Peach Blossom, Leadership Opportunities, provide opportunities for student engagement spanning grades TK-6.
- PLC's will focus on common formative assessments aligned to identified essential standards and protocol for analysis of student outcomes.
- Differentiated support based on individual teacher need
- Vertical articulation within subjects focused on focus skills needed.
- Aligned curriculum that vertically articulates and assesses progress uniformly
- Culturally literacy illustrated in classrooms which support a student-centered learning experience.
- Tutorials that include technology based learning programs, teaching fellows, after school program, supplemental contracts for teachers
- PL/Conferences/District-provided Training including, but not limited to, ELA, Math, and Technology
- Resources including, but not limited to, graphics, materials, and supplies to support Professional Learning
- Technology to support learning including, but not limited to, distance learning, blended learning, and simultaneous learning
- Repair and maintenance for technology
- Home School Liaison
- Supplemental Contracts for Certificated and Classified staff (i.e., Planning, Tutoring)
- Substitutes for PL, Planning, Peer Observations, Data Chats
- Whole School PLI program, where selected teachers will be trained on integrating technology with adopted curriculum focusing on the State Standards.

Specify Professional Development or Staff Services to support EL students:

- Professional learning emphasizing access for EL students to the Common Core Literacy standards and

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

- On-going cultural proficiency training as part of scheduled staff meetings designed for PL

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
 - Training opportunities provided by the English Learner Services Department, English Learner TSAs, and/or site to support Designate and Integrated ELD
- 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.
 - CWAS support of identifying at-risk White students and Students with Disabilities
 - After school program to support struggling students with tutoring
 - SPED and White sub-groups will be monitored for academic gaps in achievement

2022-2023 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	Direct-Maint			Repair and Maintenance of Equipment, Technology, and various needs to support or the learning in at our site and to maintain safety.	1,000.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Certificates, Posters, PLC packets, School Spirit, and Incentives.	1,000.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Travel			Professional Learning for Staff: Conferences, Travel, Lodging, and Expenses.	5,000.00

\$7,000.00

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	✓		88.07 %	2021-2022	100 %

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.

Parent Survey- Respected and Welcomed

At Birney, we focus on creating a welcoming and supportive environment that make parents feel welcomed and respected, In addition,

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

- 2019 Parent Survey 95.96%
- 2020 Parent Survey: 84%
- 2021 Parent Survey 88%

Family Goal - Inclusive Opportunities for Family

Birney has historically provided several opportunities for parents to engage on activities and events. Examples include the following:

- Back to School Night
- Parent Teacher Conferences
- Grade level performances
- Open House
- Coffee Hours
- Assemblies
- Harvest Festival
- Family Engagements (Ex. Family Dances, Muffins with Moms, Harvest Festival, etc.)
- Parent volunteer opportunities
- Chaperones for field trips

Lastly, 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

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

Parent Survey- Respected and Welcomed

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

- Covid health and safety procedures and protocols
- Lack of technology/wifi or technology skills
- Change in traditional school structures to engage parents

Family Goal - Inclusive Opportunities for Family

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

- Covid health and safety procedures and protocols
- Need for ongoing updated ATLAS contact information Technology constraints for parents in accessing communication platforms
- Lack of technology/wifi or technology skills
- Change in traditional school structures to engage parents

Unfortunately, due to Covid Protocols and Restrictions this year, we were not able to hold most of our activities and events. Nevertheless, we still provided our parents with a welcoming environment when in the office, on a Teams meeting, or on the phone.

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).

Unfortunately, due to Covid Protocols and Restrictions this year, we were not able to hold most of our activities and events. Nevertheless, we still provided our parents with a welcoming environment when in the office, on a Teams meeting, or on the phone.

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 2022-23 SPSA.

We will continue to provide opportunities for Parents/Families to participate in activities, meetings, and events.

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

1 SSC:

Our BirneySSC met on February 16, 2022. Principal Montez reviewed our current actions and the Needs Assessment. Our SSC members completed the Needs Assessment virtually through Microsoft Forms.

The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop Extra, Scholastic News/Discover and the extra color copy machine.

The Needs Assessment indicated the following suggestions: More Clubs, Friendship club, Student Readers in the Classroom, and Music.

2 ELAC:

The Birney ELAC met on February 3, 2022. Vice Principal Teran reviewed our current actions and the Needs Assessment in Spanish.

Our ELAC members completed the Needs Assessment virtually through Microsoft Forms. The Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, Brain-Pop, Scholastic News/Discovery and Extra color copy machine.

The Needs Assessment indicated the following suggestions: Programs for parents to help them with technology, Reading Club, and more sports or other programs.

3 Staff:

Staff members were given the opportunity to provide input through an Input form Needs Assessment. ILT reviewed the 22-23 SPSA and gave input. PLCs had the opportunity to review the SPSA draft and give input.

The Staff Needs Assessment indicated a desire to keep the following position/items: Certificated Tutor, Social Worker, Teaching Fellows, Mentors, CWAS II, and Brain-Pop, Scholastic News/Action, Kids Discover, Nearpod Library, and Extra color copy machine

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

- Add Scholastic News for Kinder and Sped
- New Computer for Kinder
- IT Person
- Starfall
- Music Teacher for Primary
- RtI Teacher for 45 minutes or 1 hour a day

- Funworks (Krazy Karen)
- Incentives for Student of the Month
- Activities Director
- Extra Loaner School Laptops
- Reading Counts
- iReady Grade Level Challenges/Incentives
- BEARS Program (Reading/Walk-Run Club)
- Flocabulary
- Generation Genius Math & Science
- NumberRock
- Goalbook Toolkit

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
- Parent Teacher Conferences
- Grade level performances
- Open House
- Coffee Hours
- Assemblies
- Harvest Festival
- Family Engagements: Family Dances, Muffins with Moms
- Parent volunteer opportunities
- Chaperones for field trips

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Administration, HSL, and Parent University
- Administration, Teachers, and HSL

Timeline:

- Year-round
- Year-round

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

- Student Academics: GVC such as Wonders and Go Math are now available online. Laptops are sent home daily to help families connect with school and curriculum.
- 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, Edu Text, School Messenger, 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
- Purchase orders for outside vendors

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

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

- Family surveys for 2021-22 reflected a 88.07% parent positivity. There is no current data on low-performing sub-group disproportionality. In planning for next year, we will provide family engagement structures and outreach as planned prior to COVID protocols and restrictions.
 - Home School Liaison to support families with outreach and home visits
 - Social Worker to support with family meetings and outside referrals
 - Monthly Parent meetings will be held based on parent interest survey
 - SSC/ELAC meetings will be held quarterly

2022-2023 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 - Materials/Supplies (No Incentives/Food)	2,744.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Food for Parent, Staff, and Students.	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Support with School and Family communication	13,674.00
G5A2	Title 1 Basic	Instruction	Ins Aide-Ext			Interpreter	209.00

\$17,627.00

2022-2023 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	6,191.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online licenses and print resources for instructional supports: Brainpop, Starfall, Scholastic subscriptions, Kids Discover, Frax and Reading Counts.	18,673.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Purchase of Technology Equipment	8,257.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RTI and tutoring. 4 Teaching Fellows/4 hrs. daily - Support ELA RtI 2 Teaching Fellows/1.5 hrs. daily - Support Math RtI 2 Teaching Fellows/2 hrs. daily - After School Support ELA/Math	43,188.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3000	(.75) Certificated Tutor to support RTI, technology, and PL.	34,284.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	149,681.00
G1A1	Sup & Conc	Instructional Supervision & Admin	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.	12,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4500	(.75) Certificated Tutor to support RTI, technology, and PL.	51,427.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,095.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	5,404.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and supplies to support instruction and Engagement. (No food or incentives)	10,395.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Support Academic RTI and tutoring. 4 Teaching Fellows/4 hrs. daily - Support ELA RtI 2 Teaching Fellows/1.5 hrs. daily - Support Math RtI 2 Teaching Fellows/2 hrs. daily - After School Support ELA/Math	48,681.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies (No Incentives/Food)	1,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Event number for teacher subs to allow for: Demo lessons, Observations, Data Chats, and/or PL.	12,054.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Student Enrichment and real-world learning experiences.	500.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.5000	0.50 FTE Birney Elementary G3A2 0.50 FTE Pyle Elementary G3A2	59,857.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: 4 Mentors: 180 days - 5 days a week/5 hrs. Monday-Friday	92,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Repair and Maintenance of Equipment, Technology, and various needs to support or the learning in at our site and to maintain safety.	1,000.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Certificates, Posters, PLC packets, School	1,000.00

G4A1		Instruction	Direct-Graph			Spirit, and Incentives.	1,000.00
G4A2	Sup & Conc	In-House Instructional Staff Deve	Travel			Professional Learning for Staff: Conferences, Travel, Lodging, and Expenses.	5,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - Materials/Supplies (No Incentives/Food)	2,744.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Food for Parent, Staff, and Students.	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Support with School and Family communication	13,674.00
G5A2	Title 1 Basic	Instruction	Ins Aide-Ext			Interpreter	209.00
							\$581,314.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$80,262.00
Sup & Conc	7090	\$276,376.00
LCFF: EL	7091	\$73,600.00
One-time School	7099	\$151,076.00
Grand Total		\$581,314.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$404,330.00	
G2 - Expand student-centered and real-world learning experiences	\$500.00	
G3 - Increase student engagement in their school and community	\$151,857.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$7,000.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$17,627.00	
Grand Total		\$581,314.00