

Birney Elementary

10621666006092

Principal's Name: Kristina Montez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kristina Montez	X				
2. Chairperson - Christian Carrasco				X	
3. Vice Chairperson – Adrianna Leon				X	
4. Secretary/Teacher – Breanne Paguio			X		
5. DAC – Connie Espinoza				X	
6. Teacher – Long Xiong		X			
7. Teacher – Blanca Origel		X			
8. Teacher – Anuarh Salazar		X			
9. Parent – Priscilla Urioste				X	
10. Parent – Amber Rosales				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: Birney Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kristina Montez		March 12, 2025
SSC Chairperson	Christina Carrasco		March 12, 2025

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

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

FY 2025/26

Birney - 0045

ON-SITE ALLOCATION

3010	Title I	\$95,496 *
7090	LCFF Supplemental & Concentration	\$296,922
7091	LCFF for English Learners	\$77,616

TOTAL 2025/26 ON-SITE ALLOCATION

\$470,034

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,768
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Program Budget	\$92,728
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Total Title I Allocation	\$95,496
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ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

January 28, 2025

Birney Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		63.7 %	2023-2024	65 %
SBAC ELA - Average distance from standard	✓	-30.8 pts	-36.4 pts	2023-2024	-21.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	37.1 %	36.4 %	2023-2024	41.4 %
SBAC Math - Average distance from standard	✓	-46.8 pts	-53.5 pts	2023-2024	-38.5 pts
SBAC Math - percentage of students met/exceeded standard	✓	34.6 %	28.3 %	2023-2024	33.3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Goal 1 Actions 1 and 2: At Birney, a significant number of students are not achieving at challenging levels in both English Language Arts (ELA) and Mathematics. Specifically, the following major student groups are underperforming below grade level based on 2024 SBAC results in ELA and Math: Students with Disabilities.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Students are not mastering foundational skills in literacy and math conceptual skills in the primary grades.

- Students are not mastering foundational skills in literacy and math conceptual skills in the primary grades.
- Students are not exposed to books before entering school.
 - The need for developing foundational skill building in literacy and effective mathematical teaching strategies for staff.
 - Chronic Absenteeism
 - PLCs are not consistently aligned in the PLC process

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Tutoring/Intervention for the identified students not on grade level.
- Consistent checking for understanding and student goal setting.
- Parent engagement; opportunities to give access to resources (books) to families.
- Professional learning opportunities for staff
- Strategic and consistent implementation of PLC+ Foundations and the use of formative assessments.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA Comprehensive Reading and Intervention Program for TK-6

Fully Implemented

The actions were fully implemented.

- PLCs will continue to implement a comprehensive reading program with an emphasis on early literacy and foundational skills in grades TK-2
- Whole school intervention (RtI) pull out for Tier 3 has been consistent, but there is a need to ensure consistency in the classrooms for Tier 1 and Tier 2 RtI.
- PLCs will continue to implement CFA cycles and ensure consistent analysis of data and student artifacts to support next steps in supporting mastery of the standards.
- Students had SEL support via Social Worker and Mentors.

Action 2: Math Comprehensive Program for TK-6

Fully Implemented

The actions were fully implemented.

- Whole school focus on fluency has been consistent throughout the year.
- Ongoing PL focused on grade level standards, skills and strategies.

Action 3: English Language Learner Instructional Plan for K-6

Fully Implemented

The actions were fully implemented.

- Designated and Integrated ELD time was embedded in grade level daily schedules.
- Teachers had EL data chats with students.

- Teachers provide designated instruction based on ELD levels and receive training on how to administer the ELPAC to their students.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA Comprehensive Reading and Intervention Program for TK-6

Effective

The actions were effective

- The metrics show high iReady typical and stretch growth in Reading and Math in comparison to McLane Region and District.
- Our AA student group is gaining in iReady, we anticipate seeing a positive impact on DFS.

Action 2: Math Comprehensive Program for TK-6

Effective

The actions were effective

- The metrics show high iReady typical and stretch growth in Reading and Math in comparison to McLane Region and District.
- We need ensure continued consistency of fluency instruction, as well as differentiated instruction for student support.

Action 3: English Language Learner Instructional Plan for K-6

Effective

The actions were effective

- The measure showed growth towards our goal.
- EL student made growth on ELPAC, there was growth on ELPI
- Designated and Integrated ELD instruction was in daily schedules, but instruction was not planned or delivered consistently across all classrooms.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- English Language Learner Instructional Plan for K-6
 - Implement individualized progress monitoring and targeted small-group instruction.
 - Increase structured academic conversations and writing opportunities for ELs.
- ELA Comprehensive Reading and Intervention Program for TK-6
 - Expand writing across content areas and reinforce academic vocabulary instruction.
 - We will continue to strengthen our current actions to support our literacy program and RtI.
- Math Comprehensive Program for TK-6

- Enhance small-group interventions focusing on foundational math skills.
- Incorporate real-world problem-solving tasks and math discourse routines.
- Continue with Math Fluency focus
- General Strategies Increase data-driven PLC collaboration to adjust instruction in real time.
 - Utilize formative assessments more frequently to target individual needs.
 - Provide additional tutoring and after-school supports for struggling students.

Section D: 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.

SSC:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Goal Setting Incentives
- Mentors - SEL and Behavioral support for students
- Social Worker - Provides social emotional supports, services and resources for students and families
- Substitutes for Academic Planning
- Teaching Fellows - Academic support for students
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)
- Supplemental Educational Materials (Scholastic News and Action)

Would like to see more support in the following areas:

- Tutoring
- Hands on learning experiences
- Have people to visit classrooms to read books/career day
- More Counselors
- One on one meetings with parents to provide support for students with attendance issues.
- Mindfulness or Mind Yeti

ELAC:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Social Worker - Provides social emotional supports, services and resources for students and families
- Teaching Fellows - Academic support for students
- Supplemental Educational Materials (Scholastic News and Action)
- Mentors - SEL and Behavioral support for students
- Goal Setting Incentives
- Substitutes for Academic Planning
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)

Would like to see more support in the following areas:

- Tutoring
- Required Basic Spanish Class

Staff:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Social Worker - Provides social emotional supports, services and resources for students and families
- Mentors - SEL and Behavioral support for students
- Teaching Fellows - Academic support for students
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)
- Substitutes for Academic Planning
- Goal Setting Incentives
- Supplemental Educational Materials (Scholastic News and Action)

Would like to see more support in the following areas:

- PE Instructor
- Incentives for students that receive an award, iReady growth, always following expectations, that other students see. Having challenges/ competitions
- involve families and community: read aloud, invite community members to speak to our students, get them excited about reading...fieldtrips to Barnes and Nobel, or our public libraries...Birney Garden where student see application of science.
- Math (Rti and tutoring groups)
- offering learning opportunities on how parents can support their child learning at home. Maybe doing teacher ran workshops
- increase attendance incentives
- Better quality headphones for our in-school computers.
- Incentives that motivate students (Extra Recess, Bounce House Day, Movie in the cafeteria with popcorn, field trips!!)
- Foster growth mindsets

- Introducing clubs
- after school tutoring/Homework club
- Keep Dance Teacher next year.
- We need additional guided reading leveled books in Spanish and more Spanish books in the library.

Action 1 :

ELA Comprehensive Reading and Intervention Program for TK-6

Action Details:

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

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

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

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

Differentiation and targeted supports will be implemented for English Learners to help them achieve reclassification.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

- **Core Reading Block:** High quality first instruction in reading and writing based on grade level standards.
- **Designated and Integrated ELD:** will support students in accessing the Core curriculum
- **Professional Learning:** Academic Coach will support professional learning in ELA and Math
- **Technology:** will be utilized to support student learning of the Common Core State Standards
 - Instructional support technology will be purchased as funds allow
 - Funds will also be utilized for technology repairs and software
- **Materials and Supplies:** including supplementary materials to support teaching of CCSS in all content areas
- **Substitute Support:** Substitutes may be provided for instructional talks, data analysis, PLC planning, peer observations, and/or classroom demonstrations
- **Incentives:** will be purchased to support academic achievement in: Goal setting, achievement on assessments, and for students who meet Reclassification status.
- **Parent Engagement:** Parents will be informed of student progress (see parent engagement actions) funds will be allocated for:
 - Materials/Supplies
 - Refreshments
 - Babysitting
 - Translators
- **Climate and Culture Specialist:** will provide coaching for teachers and support staff with classroom management through observations and feedback
- **Professional Learning Opportunities:** 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 as needed
- Graphics and/or use of Birney Poster maker and laminator will be maintained for site use

- Staff will be offered supplemental contracts by site and district to provide after school tutoring for individualized targeted instruction to support learning outcomes

Tier II-

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

Tier III-

- **30-45 minute intervention block**
 - SPED RSP Teacher will provide individualized instruction to students based on academic needs
- Student Success Team (SST)
 - Students will be referred when they are not responding to Tier I and II interventions
 - Students may be referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1 and 2 interventions
 - Students with ongoing behavior issues maybe referred to district ICET-Inter-agency Child Empowerment Team
 - District assigned Behavior Intervention Specialists will support students with individual behavior plans and teacher support
 - Social Emotional support through counselor (such as All 4 Youth) to provide support to students, families, and staff

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Birney provides targeted support for all English Learner (EL) students, including newcomers, Long-Term English Learners (LTELs), and reclassified students, through the following actions:

- **Designated and Integrated Instruction:** Teachers will provide designated and integrated instruction using the GVC and the ELA/ELD State Standards to meet the needs of EL students.
- **ELD Instruction:** Students will receive designated ELD instruction aligned with their proficiency levels.
- **Reading Intervention for LTELs:** LTELs will be specifically targeted for additional reading interventions to support their language development.
- **Monitoring and Support:** District EL Coaches will collaborate with administrative teams and PLCs to monitor progress, ensure acceleration of student achievement, and support reclassification efforts.
- **Reclassification Goal Setting:** Teachers will use the Reclassification Goal Setting report to set individualized goals for EL students, focusing on areas of growth.
- **Family Engagement:** Parents will be invited to Parent Engagement Meetings, ELAC, and SSC meetings to discuss their children's academic progress and EL status.
- **Professional Development:** As funding allows, teachers will have access to conferences and professional learning opportunities to enhance their knowledge of ELA and Math strategies for EL students.
- **Home-School Liaison Support:** The Home-School Liaison will assist in communicating academic progress and attendance to families, ensuring they are well-informed and involved.

These services aim to ensure that EL students receive the necessary support for academic success and timely reclassification.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Teaching Fellows
- Supplemental Resources

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Certificated Tutor
- Mentors
- Substitute Event Number for Planning/Data Days
- Social Worker
- ELPAC Assessor
- Supplemental Resources
- Ricoh Lease
- Materials & Supplies
- Student Incentives, Activities, and Events

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

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

- **Core Reading Block:** High quality first instruction in reading and writing based on grade level standards.
- **Designated and Integrated ELD:** will support students in accessing the Core curriculum
- **Professional Learning:** Academic Coach will support professional learning in ELA and Math
- **Technology:** will be utilized to support student learning of the Common Core State Standards
 - Instructional support technology will be purchased as funds allow
 - Funds will also be utilized for technology repairs and software
- **Materials and Supplies:** including supplementary materials to support teaching of CCSS in all content areas
- **Substitute Support:** Substitutes may be provided for instructional talks, data analysis, PLC planning, peer observations, and/or classroom demonstrations
- **Incentives:** will be purchased to support academic achievement in: Goal setting, achievement on assessments, and for students who meet Reclassification status.
- **Parent Engagement:** Parents will be informed of student progress (see parent engagement actions) funds will be allocated for:
 - Materials/Supplies
 - Refreshments
 - Babysitting
 - Translators
- **Climate and Culture Specialist:** will provide coaching for teachers and support staff with classroom management through observations and feedback
- **Professional Learning Opportunities:** 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 as needed
- Graphics and/or use of Birney Poster maker and laminator will be maintained for site use
- Staff will be offered supplemental contracts by site and district to provide after school tutoring for individualized targeted instruction to support learning outcomes

Tier II-

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

Tier III-

- **30-45 minute intervention block**
 - SPED RSP Teacher will provide individualized instruction to students based on academic needs
- **Student Success Team (SST)**
 - Students will be referred when they are not responding to Tier I and II interventions
 - Students may be referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1 and 2 interventions
 - Students with ongoing behavior issues may be referred to district ICET-Inter-agency Child Empowerment Team
 - District assigned Behavior Intervention Specialists will support students with individual behavior plans and teacher support
 - Social Emotional support through counselor (such as All 4 Youth) to provide support to students, families, and staff

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback: - Outcomes measured by walk through data focused on IPG and PL school focus areas in ELA and intervention - Goalsetting: School, Grade Level, Teacher and Student - Outcomes will be monitored by teachers, grade level PLCs, and admin.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments - Outcomes measured by stretch growth goals. - Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data. - Review of PK, T, and K FSA Assessment Progress - Goalsetting Progress Monitoring - Outcomes will be monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC Results: Decrease the distance from standards in ELA by 15 points. Outcomes measured by growth from distance from standard. - SBAC Results: Increase the percentage of students that are proficient from 36.4% to 41.4%. - K-6 iReady 3 Results: Increase by 10% from prior year. - TK/K FSA Assessment Progress Results: Increase by 10% from prior year. - Outcomes will be monitored by teachers, grade level PLCs, and admin.

Action 2 :

Math Comprehensive Program for TK-6

Action Details:

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

PLCs will utilize grade level standards 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

Tier II-

- **30-45 minute intervention block**
 - Interventions will be based on formative assessment data of student progress
 - Teachers will utilize: GVC, iReady, REFLEX and supplemental resources to provide differentiated support for individual students through small group and one on one instruction
- Certificated Tutor (.75) will support students based on academic data, as time allows
- Academic Coach will support students based on academic data, as time allows
- **ELD Support:** After School Tutoring may be offered for students that need extra support in ELA or Math to support students based on academic needs
- **After school Tutoring** contracts will be provided for teachers to provide additional support and intervention
- **Targeted Support Team:** Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
 - **Tier II Intervention Specialist** will support student social emotional needs through social skills groups, individual supports and Check in Check out
 - **3 Mentors** will provide social-emotional supports for students, CICO, and Small Skills Group
 - District provided Restorative Practice Counselor will provide intervention for students with self-regulation issues through mindfulness or via small skills groups.
 - **Social Worker** will support student social emotional needs through individual/group counseling, check in check out, and small skills groups.

Tier III-

- **30-45 minute intervention block**
 - SPED RSP Teacher will support students based on academic needs
- Student Success Team (SST)
 - Students will be referred when they are not responding to Tier I and II interventions
 - Students may be referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1 and 2 interventions
 - Students with ongoing behavior issues may be referred to district ICET-Inter-agency Child Empowerment Team
 - District assigned Behavior Intervention Specialists will support students with individual behavior plans and teacher support
 - Social Emotional support through counselor (such as All 4 Youth) to provide support to students, families, and staff

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced services for English Learner (EL) Students:

- **Designated and Integrated Instruction:** Teachers will provide designated and integrated instruction using the GVC and the ELA/ELD State Standards to meet the needs of EL students.
- **ELD Instruction:** Students will receive designated ELD instruction aligned with their proficiency levels.
- **Reading Intervention for LTELs:** LTELs will be specifically targeted for additional reading interventions to support their language development.
- **Monitoring and Support:** District EL Coaches will collaborate with administrative teams and PLCs to monitor progress, ensure acceleration of student achievement, and support reclassification efforts.
- **Reclassification Goal Setting:** Teachers will use the Reclassification Goal Setting report to set individualized goals for EL students, focusing on areas of growth.
- **Family Engagement:** Parents will be invited to Parent Engagement Meetings, ELAC, and SSC meetings to discuss their children's academic progress and EL status.
- **Professional Development:** As funding allows, teachers will have access to conferences and professional learning opportunities to enhance their knowledge of ELA and Math strategies for EL students.
- **Home-School Liaison Support:** The Home-School Liaison will assist in communicating academic progress and attendance to families, ensuring they are well-informed and involved.
- Birney is a Dual Language Immersion school.
 - 23-24 One DLI TK class and Two DLI Kindergarten classes
 - 24-25 One Preschool and Two 1st grade classes.
 - 25-26 Two 2nd grade classes

Student Groups

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

- Students with Disabilities (SWD):**
- Hispanic (HI):**
- English Learner (EL):**
- African American (AA):**
- Socio-economically Disadvantaged (SED):**
- Teaching Fellows
 - Supplemental Resources

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

- Students with Disabilities (SWD):**
- Hispanic (HI):**
- English Learner (EL):**
- African American (AA):**
- Socio-economically Disadvantaged (SED):**
- Certificated Tutor
 - Mentors
 - Substitute Event Number for Planning/Data Days
 - Social Worker
 - ELPAC Assessor
 - Supplemental Resources
 - Ricoh Lease
 - Materials & Supplies

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Hispanic (HI):

English Learner (EL):

African American (AA):

Socio-economically Disadvantaged (SED):

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

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

Tier II-

- **30-45 minute intervention block**
 - Interventions will be based on formative assessment data of student progress
 - Teachers will utilize: GVC, iReady, REFLEX and supplemental resources to provide differentiated support for individual students through small group and one on one instruction
- Certificated Tutor (.75) will support students based on academic data, as time allows
- Academic Coach will support students based on academic data, as time allows
- **ELD Support:** After School Tutoring may be offered for students that need extra support in ELA or Math to support students based on academic needs
- **After school Tutoring** contracts will be provided for teachers to provide additional support and intervention
- **Targeted Support Team:** Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
 - **Tier II Intervention Specialist** will support student social emotional needs through social skills groups, individual supports and Check in Check out
 - **3 Mentors** will provide social-emotional supports for students, CICO, and Small Skills Group
 - District provided Restorative Practice Counselor will provide intervention for students with self-regulation issues through mindfulness or via small skills groups.
 - **Social Worker** will support student social emotional needs through individual/group counseling, check in check out, and small skills groups.

Tier III-

- **30-45 minute intervention block**
 - SPED RSP Teacher will support students based on academic needs
- Student Success Team (SST)
 - Students will be referred when they are not responding to Tier I and II interventions
 - Students may be referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1 and 2 interventions
 - Students with ongoing behavior issues maybe referred to district ICET-Inter-agency Child Empowerment Team
 - District assigned Behavior Intervention Specialists will support students with individual behavior plans and teacher support
 - Social Emotional support through counselor (such as All 4 Youth) to provide support to students, families, and staff

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence		
☐ Moderate Evidence		
☐ Promising Evidence		
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback • Outcomes measured by walkthrough data focused on IPG and PL school focus areas in Math and Intervention. • Goalsetting: School, Grade Level, Teacher, Student • Outcomes will be monitored by teachers, grade level PLCs, and admin	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Data analysis of District benchmark, iReady Diagnostic assessments, SBAC Interim assessments • Outcomes measured by stretch growth. • Students meeting their D2 iReady stretch growth will increase by 10% comparing to last year's data to this year's data. • Review of PK, TK, and K FSA Assessment Progress • Goalsetting Progress Monitoring • Outcomes will be monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC Results: decrease the distance from meeting standards in Math by 15 points. Outcomes measured by growth from distance from standard. • SBAC Results: increase the percentage of students that are proficient from 28.3% to 33.3% from prior year results. • K-6 iReady3 Results: Increase by 10% from prior year • TK/KFSA Assessment Progress Results: Increase by 10% from prior year • Outcomes will be monitored by teachers, grade level PLCs, and admin.

2025-2026 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	Subagreements			California Teaching Fellows Foundation : California Teaching Fellow Foundation: Academic Rti, 4 TF/4.5 hrs. daily	88,717.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor Response to Intervention	60,417.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Event number for Teacher Subs to allow for Demo Lessons, Observations, Data Chats and PL/Planning	23,854.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Online licenses and print resources to support instruction: Brainpop, Starfall, Generation Genius, Accelerated reader, and Scholastic Subscriptions.	19,660.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction	122,175.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair and Maintenance of Equipment, Technology and various need to support learning and safety at our site.	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh lease for office copy/fax machine, small color copy machine in Rm. 5 and printer for each grade level or group.	15,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3125	Certificated Tutor Response to Intervention	43,156.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Online license for Math Shelf	3,850.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher - Supplemental ELPAC Assessors (approx. 90 hrs.)	5,854.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	1,949.00

\$385,632.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	95 %	93.5 %	2024-2025	95 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey stayed the same from Fall 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not enough time throughout the day
- Not enough opportunities for student involvement due to lack of sponsors for clubs
- Chronic absenteeism contributes to students missing Goal 2 activities.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Increase onsite learning opportunities for students
- Parent informational meetings to discuss the opportunities and student participation
- More fieldtrips that tie in academics with real world experiences

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Centered and Real-world Learning Experiences

Fully Implemented

Current data reflects 93.5% favorable responses in the Student-Centered/Real-World Experiences domain, marking a .5% increase from Spring 2024. Birney continues to prioritize student-centered opportunities and will refine and expand initiatives to ensure all students have access to these experiences, with the goal of achieving 95% positive responses on the Student Climate & Culture Survey.

During the 2024-2025 school year, the following actions were implemented:

- TK-6th Grade: Read Across America with community volunteers
- TK-6th Grade: Character Counts & Student of the Month awards
- 1st Grade: Police Chaplain mentorship opportunities
- 3rd-6th Grade: District-funded career engagement programs
- Students provided the opportunity to walk/run before lining up.
- Social-Emotional Learning: Second Step class meetings, Growth Mindset, and Goal Setting lessons
- Schoolwide Events: Red Ribbon Week, Community Workers, Easter Egg Hunt, Bingo, Field Day, Jog-a-thon, Water Day.
- Community & Leadership: Volunteer/service opportunities, Student Leadership, Meaningful Work
- Academic & Extracurricular Activities: Peach Blossom Festival, after-school clubs based on staff interests
- VAPA (Visual and Performing Arts): Dance, Music, Choir, Band, Strings, and Arts engagement opportunities

These initiatives have contributed to increased student engagement and participation in real-world learning experiences. Moving forward, Birney will continue to refine and expand these programs to ensure all students can fully engaged in meaningful opportunities that support their academic, social, and personal growth

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Centered and Real-world Learning Experiences

Effective

1. Increased Student Engagement:

- Literacy Week brought in community helpers to read and District-funded career engagement initiatives, provided students with early exposure to real-world applications of learning.
- Volunteer and leadership opportunities through Student Council and service projects empowered students to take active roles in their school and community.

2. Recognition and Motivation:

- Student of the Month recognition, which is focused on Character Traits and Growth Mindset, reinforced positive behavior and values, contributing to a stronger school culture.
- Academic and extracurricular activities (e.g., Peach Blossom Festival, and after-school clubs) fostered student confidence and provided additional avenues for engagement.

3. Social-Emotional and Cultural Impact:

- The Second Step program, Growth Mindset lessons, and Goal Setting activities helped students develop essential SEL skills, improving their resilience and goal orientation.
- Schoolwide initiatives like strengthened students' sense of belonging and inclusivity within the school community.

4. Access to Arts and Enrichment Programs:

- The VAPA programs (Dance, Music, Choir, Band, Strings, and Arts) enriched students' educational experiences, offering creative outlets that contribute to overall well-being and engagement.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Despite increased participation, chronic absenteeism limited some students' access to these opportunities.
- Share the various opportunities students will have during Back to School Night, Title One, as well as teachers encouraging participation throughout the year.
- Increasing Impact Toward 95% Goal: While progress is evident, continued refinement and additional targeted outreach efforts will be necessary to reach the 95% favorable response target on the Student Climate & Culture Survey

Section D: 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.

SSC:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Goal Setting Incentives
- Mentors - SEL and Behavioral support for students
- Social Worker - Provides social emotional supports, services and resources for students and families
- Substitutes for Academic Planning
- Teaching Fellows - Academic support for students
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)
- Supplemental Educational Materials (Scholastic News and Action)

Would like to see more support in the following areas:

- Tutoring
- Hands on learning experiences
- Have people to visit classrooms to read books/career day
- More Counselors
- One on one meetings with parents to provide support for students with attendance issues.
- Mindfulness or Mind Yeti

ELAC:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Social Worker - Provides social emotional supports, services and resources for students and families
- Teaching Fellows - Academic support for students
- Supplemental Educational Materials (Scholastic News and Action)
- Mentors - SEL and Behavioral support for students
- Goal Setting Incentives
- Substitutes for Academic Planning
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)

Would like to see more support in the following areas:

- Tutoring
- Required Basic Spanish Class

Staff:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Social Worker - Provides social emotional supports, services and resources for students and families
- Mentors - SEL and Behavioral support for students
- Teaching Fellows - Academic support for students
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)
- Substitutes for Academic Planning
- Goal Setting Incentives
- Supplemental Educational Materials (Scholastic News and Action)

Would like to see more support in the following areas:

- PE Instructor
- Incentives for students that receive an award, iReady growth, always following expectations, that other students see. Having challenges/ competitions
- involve families and community: read aloud, invite community members to speak to our students, get them excited about reading...fieldtrips to Bams and Nobel, or our public libraries...Birney Garden where student see application of science.
- Math (Rti and tutoring groups)
- offering learning opportunities on how parents can support their child learning at home. Maybe doing teacher ran workshops

- increase attendance incentives
- Better quality headphones for our in-school computers.
- Incentives that motivate students (Extra Recess, Bounce House Day, Movie in the cafeteria with popcorn, field trips!!)
- Foster growth mindsets
- Introducing clubs
- after school tutoring/Homework club
- Keep Dance Teacher next year.
- We need additional guided reading leveled books in Spanish and more Spanish books in the library.

Action 1 :

Student Centered and Real-world Learning Experiences

Action Details:

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

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

Furthermore, we will continue to expose students to work and career pathways where a multilingual skill set is a benefit and advantage by including multilingual guest speakers and career professionals at school events.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I

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

- **TK-6th Grade:** Read Across America: Community Volunteers
- **TK-6th Grade:** Student of the Month Awards (Character Counts/Growth Mndset)
- **1st Grade:** Police Chaplain opportunities
- **K-2nd Grade:** Structured Play and Skills learning
- **TK-6th Grade:** District funded enrichment trip opportunities
- **3rd-6th Grade:** District funded career engagement opportunities
- **3rd-6th Grade:** Intramural Sports
- **Social Emotional Learning:** Weekly Second Step and Class Meetings, Meaningful Jobs.
- **School Wide Events:** Red Ribbon Week, Literacy Week, Cultural Events, etc.
- **Community & Leadership:** Student Leadership & Meaningful Work opportunities
- **Academic & Extracurricular Activities:** Spelling Bee, Peach Blossom Festival and After-school clubs based on staff interest
- **Afterschool sports:** (football, volleyball, basketball, and softball) 5th/6th grade and (Cross Country and Track) 3rd-6th grade
- **Community Events:** Various family events planned throughout the year, which are held before or after school
- **Family Learning:** Various family/student events planned through the year, which are held after school
- **VAPA:** Dance, Music, Choir, Band, and Strings
- **Transportation:** services to attend an activity or event

Tier II and Tier III

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

Additional interventions will be implemented to strengthen relationships, character development, and career readiness for students needing extra support.

- **Behavior Supports:** Structured interventions to foster positive relationships and career-related skills
- **Resource Allocation:** Materials and supplies to enhance student engagement in character-building and career activities
- **Staffing Support:** Extra pay contracts funded to expand student engagement opportunities

Birney remains committed to providing all students with meaningful experiences that promote career awareness, leadership, and character development.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Birney provides enhanced services for English Learner (EL) students through targeted academic support, career exposure, leadership opportunities, and ongoing parent engagement.

- **Academic Support & Intervention:**
 - EL students receive differentiated instruction, including structured literacy interventions focused on phonics, fluency, and comprehension.
 - Long-Term English Learners (LTELs) receive additional support through small-group instruction and designated ELD time.
 - Reclassified students continue to be monitored to ensure sustained academic progress.
 - Student engagement data of EL students will be monitored for disproportionality to ensure equitable participation in all programs.
- **Career &Community Engagement:**
 - Students explore career opportunities through field trips, guest speakers, and research presentations.
 - Community service and leadership roles in student council empower EL students to develop confidence and communication skills.
- **Parent & Community Involvement:**
 - Parent information regarding Goal 2 will be shared during ELAC, SSC, and Parent Engagement meetings.
 - Communications will be sent out in all languages via Parent Square through monthly newsletters and Weekly Update announcements to ensure families stay informed and engaged.
- **Positive School Climate & Recognition:**
 - EL students are acknowledged for their achievements in language growth and character development.
 - School-wide initiatives promote inclusivity, celebrating linguistic diversity and student success.

Birney remains committed to fostering an engaging and supportive environment where all EL students thrive academically and socially

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Materials & Supplies

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Tier I

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

- **TK-6th Grade:** Read Across America: Community Volunteers
- **TK-6th Grade:** Student of the Month Awards (Character Counts/Growth Mindset)
- **1st Grade:** Police Chaplain opportunities
- **K-2nd Grade:** Structured Play and Skills learning
- **TK-6th Grade:** District funded enrichment trip opportunities
- **3rd-6th Grade:** District funded career engagement opportunities
- **3rd-6th Grade:** Intramural Sports
- **Social Emotional Learning:** Weekly Second Step and Class Meetings.
- **School Wide Events:** Red Ribbon Week, Literacy Week, Cultural Events, etc.
- **Community & Leadership:** Student Leadership & Meaningful Work
- **Academic & Extracurricular Activities:** Spelling Bee, Peach Blossom Festival and After-school clubs based on staff interest
- **Afterschool sports:** (football, volleyball, basketball, and softball) 5th/6th grade and (Cross Country and Track) 3rd-6th grade
- **Community Events:** Various family events planned throughout the year, which are held before or after school
- **Family Learning:** Various family/student events planned through the year, which are held after school
- **VAPA:** Dance, Music, Choir, Band, and Strings
- **Transportation:** services to attend an activity or event

Tier II and Tier III

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

Additional interventions will be implemented to strengthen relationships, character development, and career readiness for students needing extra support.

- **Behavior Supports:** Targeted interventions designed to build positive relationships, enhance social-emotional skills, and strengthen career readiness skills.
- **Resource Allocation:** Materials and supplies to enhance student engagement in character-building and career activities
- **Staffing Support:** Extra pay contracts funded to expand student engagement opportunities

Birney remains committed to providing all students with meaningful experiences that promote career awareness, leadership, and character development.

African American (AA):

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...
Include how these outcomes will be measured and who will monitor them.

- Promote student engagement in activities

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...
Include how these outcomes will be measured and who will monitor them.

- Review Fall student Survey results on student engagement
- Develop actions based on data review

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.
Include how these outcomes will be measured and who will monitor them.

- Review Spring Student Survey Results on student engagement
- Achieve a goal of at least a 1.5% gain or higher in positive responses
- Develop actions based on data review

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		36.8 %	2023-2024	36.2 %
Chronic Absenteeism - (African American)	✓		42.2 %	2023-2024	41.6 %
Chronic Absenteeism - (English Learner)	✓		30.5 %	2023-2024	29.9 %
Suspension Rate	✓	1.5 %	4.3 %	2023-2024	3.97 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, Chronic Absenteeism has decreased over the last year from 33.1% to 30.8% for all students and 43.9% to 28.9% for our EL students. Though it remains a challenge, particularly for our African American students, whose rate increased from 41.2% to 46%.

Suspensions have decreased over the last year from 4.3% to 2%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Chronic Absenteeism
- High percentage of students exposed to trauma
- Lack of transportation to and from school
- Low participation at attendance meetings and lack of parent accountability

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-

performing student groups.

- Targeted attendance outreach and mentorship programs for students with chronic absences.
- Strengthening school climate and engagement efforts to make students feel more connected.
- Enhancing family partnerships and support services to address underlying attendance barriers.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Student Engagement and a positive culture

Fully Implemented

The action was fully implemented. Birney students participating in after school and extra-curricular activities such as athletics, clubs, academic competitions, leadership, music/band, service projects, field trips and other school-wide activities.

Birney is a Community School with a focus on building relationships and supporting our families, students, and community, which has supported this action.

Action 2: Decrease Chronic Absenteeism

Fully Implemented

The action was fully implemented. Phone calls were made by OM and HSL to clear daily absences, but home visits were not consistently completed. In addition, we need to revise our protocol to ensure our site SEL team follows protocol to ensure no students are missed.

Action 3: Decrease Out-of-School Suspension Rate

Fully Implemented

The action was fully implemented. There needs to be refinement regarding the use of mentors and ensure a structure is in place to support all student behavior.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Student Engagement and a positive culture

Effective

The action was effective, as students were engaged in various extra-curricular activities, attended fieldtrips, and participated in other clubs/or programs.

Action 2: Decrease Chronic Absenteeism

Effective

The action was effective, as data shows progress in reducing chronic absenteeism from 33.1% to 30.8% for all students and 43.9% to 28.9% for our EL students. Though it remains a challenge, particularly for our African American students, whose rate increased from 41.2% to 46%.

Action 3: Decrease Out-of-School Suspension Rate

Effective

The action was effective, as current data shows progress in reducing the suspension rate from 4.3% to 2%, which demonstrates the impact of behavioral interventions.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Based on the analysis from Sections A and B, the following major changes will be implemented to achieve this Current Goal:

- Refinement of tiered supports with a stronger emphasis on support team utilizing a protocol to support students.
- Increased professional development opportunities for staff to strengthen implementation of SEL, CHAMPS, and restorative practices.
- Refinement on reducing chronic absenteeism through targeted attendance initiatives and engagement strategies.
- Continue recognition and incentive programs to reinforce positive student behavior and academic success, but ensure planned out for the year.

Section D: 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.

SSC:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Goal Setting Incentives
- Mentors - SEL and Behavioral support for students
- Social Worker - Provides social emotional supports, services and resources for students and families
- Substitutes for Academic Planning
- Teaching Fellows - Academic support for students
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)
- Supplemental Educational Materials (Scholastic News and Action)

Would like to see more support in the following areas:

- Tutoring
- Hands on learning experiences

ELAC:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Social Worker - Provides social emotional supports, services and resources for students and families
- Teaching Fellows - Academic support for students
- Supplemental Educational Materials (Scholastic News and Action)
- Mentors - SEL and Behavioral support for students
- Goal Setting Incentives
- Substitutes for Academic Planning
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)

Would like to see more support in the following areas:

- Tutoring
- Required Basic Spanish Class

Staff:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Social Worker - Provides social emotional supports, services and resources for students and families
- Mentors - SEL and Behavioral support for students
- Teaching Fellows - Academic support for students
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)
- Substitutes for Academic Planning
- Goal Setting Incentives
- Supplemental Educational Materials (Scholastic News and Action)

Would like to see more support in the following areas:

- PE Instructor
- Incentives for students that receive an award, iReady growth,

- Have people to visit classrooms to read books/career day
- More Counselors
- One on one meetings with parents to provide support for students with attendance issues.
- Mindfulness or Mind Yeti

- always following expectations, that other students see.
- Having challenges/ competitions
- involve families and community: read aloud, invite community members to speak to our students, get them excited about reading...fieldtrips to Barnes and Nobel, or our public libraries...Birney Garden where student see application of science.
 - Math (Rti and tutoring groups)
 - offering learning opportunities on how parents can support their child learning at home. Maybe doing teacher ran workshops
 - increase attendance incentives
 - Better quality headphones for our in-school computers.
 - Incentives that motivate students (Extra Recess, Bounce House Day, Movie in the cafeteria with popcorn, field trips!!)
 - Foster growth mindsets
 - Introducing clubs
 - after school tutoring/Homework club
 - Keep Dance Teacher next year.
 - We need additional guided reading leveled books in Spanish and more Spanish books in the library.

Action 1 :

Decrease Chronic Absenteeism

Action Details:

Birney will utilize a tiered system of support for addressing chronic attendance rates. Our OA supports all tiers of attendance. Our HSL supports Tier I attendance, and they can refer students to TST for Tier II attendance interventions.

- **Promoting Positive Attendance:**
 - Our goal is to continue our work in maintaining a positive climate and culture where students feel safe and connected to their school community. Positive attendance rates will be encouraged through incentives, individual support, and positive relationships among students, staff, and the community.
 - All students will benefit from incentives, individualized supports, and strengthened relationships between students, staff, and the community. Our goal is to cultivate a culture of academic engagement and belonging that encourages consistent attendance.
- **Targeted Tiered Interventions:**
 - A tiered support system will be implemented to provide personalized interventions for students struggling with chronic attendance and behavioral challenges. Through early identification and responsive strategies, we will work to increase attendance.
- **Family Communication:**
 - Birney will communicate through phone calls, home visits, parent square, and conferences to support parents and families of students with attendance support.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I

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

Tier II

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

Tier III

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

Tier I, II, III

- Substitutes, materials, supplies, food and incentives will be provided as funding allows to support all levels of student tiered supports
- Refreshments will be provided during professional learning for staff

- Translator to support parent communication
- HSL mileage (District Funded)

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced Services for English Learners (ELs):

- **Intervention Specialist/Home School Liaison:** Provides translation services for parent meetings, conducts home visits for attendance and behavioral concerns, and fosters positive parent communication.
- **Parent Engagement:** Parents of EL students, including newcomers, LTELs, and reclassified students, will be invited to ELAC, SSC, and other engagement meetings with translators available.
- **Dedicated Communication Support:** A1.0 Home School Liaison will proactively communicate with EL families about attendance, academic progress, behavior and available supports.

Site-Based Actions to Support EL Students

Attendance, Behavior and Engagement Strategies:

- **All teachers** will reinforce the importance of school attendance during Back-to-School Night, parent conferences, and regular communications.
- **Home School Liaison** will conduct home visits for chronically absent EL students, focusing on African American ELs and EL Students with Disabilities, who have the highest need.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- ELPAC Assessors
- CT Split funded (7090/7091)
- Social Worker split funded (7090/7091)
- Material & Supplies
- Mentors

- Student Incentives/Events

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

Tier I

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

Tier II

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

- 3 Mentors will support with social/emotional needs and emotional regulation, Check in Check out, Small Skills Group
- Project Access School Social Worker provide individual counseling and supports to our homeless and foster youth (district funded) (PASSW supports in Tier II and Tier III)
- SEL Staff will be utilized for supporting student relationships, behavioral goals, social emotional skills, connectedness, and improving students Social Emotional Skills

Tier III

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

Tier I,II,III

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

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	
☐	Moderate Evidence	
☐	Promising Evidence	
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in chronic absenteeism rate monthly compared to last year. • SEL instruction to remain consistent throughout the school year. • Measured by: Monthly meetings to review and analyze attendance data by school, grade level, and teacher. • Monitored by: Admin. Team, Teachers, TST and SST Team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in chronic absenteeism rate by semester compared to last year. • Measured by: Monthly meetings to review and analyze attendance data by school, grade level, and teacher. • Monitored by: Admin Team, Teachers, TST and SST Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Decrease in chronic absenteeism rate from this year to last year. • Measured by: Monthly meetings to review and analyze attendance data by school, grade level, and teacher. • Monitored by: Admin Team, Teachers, TST and SST Team.

Action 2 :

Decrease Out-of-School Suspension Rate

Action Details:

Birney will utilize a tiered system of support for addressing out-of-school suspension rates. Our OA supports all tiers of attendance.

- **Promoting Positive Attendance:**
 - We aim to continue our work in maintaining a positive climate and culture at Birney Elementary. We will continue to focus on building positive relationships with students and providing individual support as needed for all students.
 - All students will benefit from incentives, individualized supports, and strengthened relationships between students, staff, and the community. Our goal is to cultivate a culture of academic engagement and belonging that encourages positive behavior.
- **Targeted Tiered Interventions:**
 - Birney will utilize a multi-tiered system of support for agreed-upon levels of misbehavior and response strategies as identified in discipline guidelines by the FUSD Department of Prevention and Intervention.
- **Family Communication:**
 - Birney will communicate through phone calls, home visits, parent square, and conferences to ensure consistent communication with our Birney families.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I

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

Tier II

- Targeted Support Team -TST will meet bimonthly to review student referrals and provide targeted individualized supports for students.
- Tier II Intervention Specialist will provide Individualized student interventions for attendance, behavior and social emotional needs (District Funded)
- Our Social Worker (2.5 days a week) will provide students and families with individual group and supportive mental health counseling, case management and family support, Crisis and Risk Assessment (Site Funded)

- Restorative Practice School Counselor will provide students with restorative conferences/circles, Mediation, Re-entry meetings for post suspensions, Welcome circles, Mindfulness individual and small group social emotional counseling and trauma informed and case management services (District funded) (RPSC supports in both Tier II and Tier III)
- Project Access School Social Worker provide individual counseling and supports to our homeless and foster youth (district funded) (PASSW supports Tier II and Tier III)

Tier III

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

Tier I, II, III

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced Services for English Learners (ELs):

- **Intervention Specialist/Home School Liaison:** Provides translation services for parent meetings, conducts home visits for attendance and behavioral concerns, and fosters positive parent communication.
- **Parent Engagement:** Parents of EL students, including newcomers, LTELs, and reclassified students, will be invited to ELAC, SSC, and other engagement meetings with translators available.
- **Dedicated Communication Support:** A1.0 Home School Liaison will proactively communicate with EL families about attendance, academic progress, behavior and available supports.

Site-Based Actions to Support EL Students

Attendance, Behavior and Engagement Strategies:

- **All teachers** will reinforce the importance of school attendance during Back-to-School Night, parent conferences, and regular communications.
- **Home School Liaison** will conduct home visits for chronically absent EL students, focusing on African American ELs and EL Students with Disabilities, who have the highest need.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- ELPAC Assessors
- CT Split funded (7090/7091)
- Social Worker split funded (7090/7091)
- Material & Supplies
- Mentors
- Student Incentives/Events

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

Tier I

- All students are rated by their teacher with our District's Social Emotional screener, DESSA
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- 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
- Mentors will support with students SE needs in the classroom and small group intervention (3 mentors 5 hours a day for 5 days a week)
- Bears Den will be utilized during recess for supporting student relationships, behavioral goals and promoting social emotional skills. Materials and supplies will be provided.
- Utilize Community School and/or Stronger Connections Grant to fund Generation Changers to support with Intramural play during lunch recess.

Tier II

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

Tier III

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

Tier I, II, III

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

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspension rate monthly compared to last year.
- Measured by: Monthly meetings to review and analyze suspension data by school, grade level, and teacher.
- Monitored by: Admin.Team, Teachers, TST and SST Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspension rate by semester compared to last year.
- Measured by: Monthly meetings to review and analyze suspension data by school, grade level, and teacher.
- Monitored by: Admin Team, Teachers, TST and SST Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Decrease in suspension rate from this year to last year.
- Measured by: Monthly meetings to review and analyze suspension data by school, grade level, and teacher.
- Monitored by: Admin Team, Teachers, TST and SST Team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0045 Birney Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation for student enrichment, incentives and real-world learning experiences.	500.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Mileage for home visits	161.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.4000	Social Worker Split funded 0.60 FTE Birney G3A1 & G3A2 / 0.40 FTE Rowell G3A1 & G3A2	53,316.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.2000	Social Worker Split funded 0.60 FTE Birney G3A1 & G3A2 / 0.40 FTE Rowell G3A1 & G3A2	26,657.00
G3A3	Sup & Conc	Instruction	Direct-Graph			Graphics: Certificates, Posters, Office Materials, PLC Packets, School Spirit and Incentives.	1,000.00

\$81,634.00

Current Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	94.5 %	2024-2025	95.6 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

N/A

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

N/A

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

N/A

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Safe, Collaborative Supportive, and Positive Culture

N/A

Not Implemented

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Safe, Collaborative Supportive, and Positive Culture

Ineffective

N/A

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA

Section D: 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.

SSC:

N/A

ELAC:

N/A

Staff:

N/A

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	94.5 %	92 %	2024-2025	95 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Birney provides several opportunities for parents to engage in activities and events. Our goal is to provide opportunities for parents to be actively involved in their child's education. Current data indicates that 92%of parents gave a favorable response on our Fall Climate and Culture family survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Birney offers multiple opportunities for parents to engage in school events and activities, with the goal of fostering active participation in their child's education. Despite these efforts, some barriers to family engagement may include:

- Work and Time Constraints: Many parents have demanding work schedules or other commitments that make attending school events challenging.
- Lack of Awareness: Some parents may not be fully aware of available engagement opportunities or may miss communication about events.
- Comfort Level with School Environment: Parents who had negative school experiences themselves or feel unfamiliar with the school system may be less likely to engage.
- Transportation or Childcare Challenges: Families with limited access to transportation or additional childcare may struggle to attend school activities. .

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Offer flexible event times and virtual options.
- Provide translation services and multilingual communications.
- Increase outreach through Parent Square, social media, and home school liaisons.
- Provide incentives for students and families
- Provide on-site childcare and explore transportation support.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive Opportunities for Families/Welcomed and Respected

Fully Implemented

This action was fully implemented. While we still do not have as much participation as we want, we have implemented everything that was planned.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive Opportunities for Families/Welcomed and Respected

Partially Effective

Partially Effective - The Fall Climate & Culture family survey shows that parents feel engaged. We have multiple opportunities for parents to be engaged on campus, however, participation is still low, and the same parents attend most events. However, when we have a function that is fun and focused on the family, we generally have large turnout.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase parent participation by:

- Providing more incentives for our parents to attend our meetings.
- Personalized outreach from our HSL, Office Assistant and Community School Coordinator
- Monitor participation trends and adjust strategies based on data/feedback

Section D: 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.

SSC:

ELAC:

Staff:

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Goal Setting Incentives
- Mentors - SEL and Behavioral support for students
- Social Worker - Provides social emotional supports, services and resources for students and families
- Substitutes for Academic Planning
- Teaching Fellows - Academic support for students
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)
- Supplemental Educational Materials (Scholastic News and Action)

Would like to see more support in the following areas:

- Tutoring
- Hands on learning experiences
- Have people to visit classrooms to read books/career day
- More Counselors
- One on one meetings with parents to provide support for students with attendance issues.
- Mindfulness or Mind Yeti

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Social Worker - Provides social emotional supports, services and resources for students and families
- Teaching Fellows - Academic support for students
- Supplemental Educational Materials (Scholastic News and Action)
- Mentors - SEL and Behavioral support for students
- Goal Setting Incentives
- Substitutes for Academic Planning
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)

Would like to see more support in the following areas:

- Tutoring
- Required Basic Spanish Class

Continue to fund the following:

- Certificated Tutor - School Reading Intervention/ Tutor
- Social Worker - Provides social emotional supports, services and resources for students and families
- Mentors - SEL and Behavioral support for students
- Teaching Fellows - Academic support for students
- Computer online software programs (Brainpop, Accelerated Reader, Generation Genius, Starfall)
- Substitutes for Academic Planning
- Goal Setting Incentives
- Supplemental Educational Materials (Scholastic News and Action)

Would like to see more support in the following areas:

- PE Instructor
- Incentives for students that receive an award, iReady growth, always following expectations, that other students see. Having challenges/ competitions
- involve families and community: read aloud, invite community members to speak to our students, get them excited about reading...fieldtrips to Bams and Nobel, or our public libraries...Birney Garden where student see application of science.
- Math (Rti and tutoring groups)
- offering learning opportunities on how parents can support their child learning at home. Maybe doing teacher ran workshops
- increase attendance incentives
- Better quality headphones for our in-school computers.
- Incentives that motivate students (Extra Recess, Bounce House Day, Movie in the cafeteria with popcorn, field trips!!)
- Foster growth mindsets
- Introducing clubs
- after school tutoring/Homework club
- Keep Dance Teacher next year.
- We need additional guided reading leveled books in Spanish and more Spanish books in the library.

Action 1 :

Inclusive Opportunities for Families/Welcomed and Respected

Action Details:

Birney will continue to strengthen parent engagement by providing families with strategies to support student success and fostering a positive academic culture. A comprehensive communication and outreach program will increase parent participation in school events, enhancing attendance, achievement, and home-school connections.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

To support parent engagement through a tiered system of support, Birney will implement a variety of initiatives that actively involve parents in their children's education and school activities.

- Student-Centered Learning: Parents will be invited to chaperone fieldtrips, connecting students' learning to real-world experiences.
- Family Events: Parents/Families are encouraged to participate in our Family/student events throughout the year.
- Family Learning: Families are encouraged to attend Parent/Student learning throughout the year.
- Student Engagement: Parents are encouraged to attend and cheer on their children at sports games, clubs, and activities such as Peach Blossom and school events, fostering a sense of community and school spirit.
- Title I Meetings: These meetings will provide an opportunity for families to understand educational goals, funding sources, parent rights, and the role of parent involvement in supporting student success.
- Communication: A variety of platforms will be used to inform and engage parents, including email, Parent Square, phone calls, Peach jar, social media, school website, and the school marquee. Parent communication will be translated as needed using the Parent Square app to ensure accessibility for all families.
- ELAC Meetings: These meetings will focus on helping families understand the ELPAC process, how to interpret summative scores, and ways to support their children in becoming proficient in reading, writing, listening, and speaking.
- Quarterly Evaluations: The school will evaluate students' academic performance, social-emotional needs, and overall program improvement plans with educational partners at quarterly meetings. SSC meetings will be scheduled at times that are most convenient for the majority of families.

Additional supports include:

- Materials and Supplies to host events and encourage parent involvement.
- Extra Pay/Overtime and Mileage for staff to support events.
- Translators and Babysitters for parent meetings to ensure all families can participate.
- Intervention Specialist (district-funded) for additional support.
- HSL to assist with translation and parent communications
- Support from Parent University events
- Utilize Community School Funds to support parent/family engagement.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To enhance support for English Learner (EL) students, Birney will continue to implement strategies that increase parent engagement and ensure effective communication with families.

- Ongoing Support of ELAC: We will maintain active support for the English Learner Advisory Committee (ELAC) to ensure families are engaged and informed about their students' academic progress and resources available for support.
- Home School Liaison: The Home School Liaison will continue to provide Spanish-language support for meetings and communications, helping to ensure that Spanish-speaking families are fully involved in their children's education.
- Increase Parent Involvement: Efforts will be made to increase parent involvement in SSC, ELAC, and DELAC meetings by providing clear communication and accessible meeting times to encourage attendance.
- ELPAC Administration: Academic Coach will oversee the administration of ELPAC (English Language Proficiency Assessment for California), ensuring students' progress is accurately measured.
- After-School Tutoring: After-school tutoring will be provided based on data for students who demonstrate a need, supporting their academic growth and helping to address learning gaps.
- Materials and Supplies: Necessary materials and supplies will be provided to support family participation in events, ensuring a welcoming and accessible environment for all families.
- Babysitting Services: Babysitting services will be offered during parent meetings to ensure that families with young children can participate without barriers.

These efforts align with our commitment to providing comprehensive support to all EL students, including newcomer, Long-Term English Learner (LTEL), and reclassified students, ensuring all families have the tools and support they need to engage in their children's education and success.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Materials & Supplies (Parent Participation)

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- ELPAC Assessors
- CT Split funded (7090/7091)
- Social Worker split funded (7090/7091)
- Material & Supplies
- Mentors
- Student Incentives/Events

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

To support parent engagement through a tiered system of support, Birney will implement a variety of initiatives that actively involve parents in their children's education and school activities.

- Student-Centered Learning: Parents will be invited to chaperone fieldtrips, connecting students' learning to real-world experiences.
- Family Events: Parents/Families are encouraged to participate in our Family/student events throughout the year.
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- Student Engagement: Parents are encouraged to attend and cheer on their children at sports games, clubs, and activities such as Peach Blossom and school events, fostering a sense of community and school spirit
- Title I Meetings: These meetings will provide an opportunity for families to understand educational goals, funding sources, parent rights, and the role of parent involvement in supporting student success.

- Communication: A variety of platforms will be used to inform and engage parents, including email, Parent Square, phone calls, Peach jar, social media, school website, and the school marquee. Parent communication will be translated as needed using the Parent Square appt to ensure accessibility for all families.
- ELAC Meetings: These meetings will focus on helping families understand the ELPAC process, how to interpret summative scores, and ways to support their children in becoming proficient in reading, writing, listening, and speaking.
- Quarterly Evaluations: The school will evaluate students' academic performance, social-emotional needs, and overall program improvement plans with educational partners at quarterly meetings. SSC meetings will be scheduled at times that are most convenient for the majority of families.

Additional supports include:

- Materials and Supplies to host events and encourage parent involvement.
- Extra Pay/Overtime and Mileage for staff to support events.
- Translators and Babysitters for parent meetings to ensure all families can participate.
- Intervention Specialist (district-funded) for additional support.
- HSL to assist with translation and parent communications

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Conduct family outreach for engagement and school events via all modes of communication.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Analyze participation trends and survey responses. • Identify areas for improvement and adjust engagement strategies.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Measure the Family Engagement domain increase in the Fall Climate & Culture Survey • Refine future engagement plans based on family interests.

2025-2026 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 and Supplies **No incentives or food**	2,768.00

\$2,768.00

2025-2026 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	Subagreements			California Teaching Fellows Foundation : California Teaching Fellow Foundation: Academic Rti, 4 TF/4.5 hrs. daily	88,717.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor Response to Intervention	60,417.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Event number for Teacher Subs to allow for Demo Lessons, Observations, Data Chats and PL/Planning	23,854.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Online licenses and print resources to support instruction: Brainpop, Starfall, Generation Genius, Accelerated reader, and Scholastic Subscriptions.	19,660.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction	122,175.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair and Maintenance of Equipment, Technology and various need to support learning and safety at our site.	1,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh lease for office copy/fax machine, small color copy machine in Rm. 5 and printer for each grade level or group.	15,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3125	Certificated Tutor Response to Intervention	43,156.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher - Supplemental ELPAC Assessors (approx. 90 hrs.)	5,854.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	1,949.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Online license for Math Shelf	3,850.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation for student enrichment, incentives and real-world learning experiences.	500.00
G3A2	Title 1 Basic	Attendance & Social Work Services	Local Mileag			Mileage for home visits	161.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.4000	Social Worker Split funded 0.60 FTE Birney G3A1 & G3A2 / 0.40 FTE Rowell G3A1 & G3A2	53,316.00
G3A2	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.2000	Social Worker Split funded 0.60 FTE Birney G3A1 & G3A2 / 0.40 FTE Rowell G3A1 & G3A2	26,657.00
G3A3	Sup & Conc	Instruction	Direct-Graph			Graphics: Certificates, Posters, Office Materials, PLC Packets, School Spirit and Incentives.	1,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - Materials and Supplies **No incentives or food**	2,768.00

\$470,034.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$95,496.00
Sup & Conc	7090	\$296,922.00
LCFF: EL	7091	\$77,616.00
Grand Total		\$470,034.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$385,632.00
G3 - Increase student engagement in their school and community	\$81,634.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,768.00
Grand Total	\$470,034.00