



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **BIRNEY ELEMENTARY SCHOOL**

2018-19

37-68338-6039259
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Hammond-Williams, Amanda
Contact Person: Hammond-Williams, Amanda
Position: Principal
Telephone Number: 619/497-3500
Address: 4345 Campus Ave, Birney Elementary, San Diego, CA, 92103-2406,
E-mail Address: ahammondwilliams@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: BIRNEY
SITE CONTACT PERSON: A.L. HAMMOND-WILLIAMS

DUE: May 15, 2018 (Year Round)

PHONE: 619 497 3500 FAX: 619 688 3017 E-MAIL ADDRESS: ahammondwilliams@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.


CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>5/16</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 5-17-18


The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

A.L. HAMMOND-WILLIAMS
Type/Print Name of School Principal


Signature of School Principal

5-15-2018
Date

P. DELANEY
Type/Print Name of SSC Chairperson


Signature of SSC Chairperson

5.15.2018
Date

M. MERINO
Type/Print Name of Area Superintendent


Signature of Area Superintendent

6/8/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Data Reports
 - B. Title I Parent Involvement Policy
 - C. Home/School Compact
 - D. Title I/MPP Budget Allocations Summary Grid
 - E. 2018-19 SPSA Assessment and Evaluation

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION****“Think globally, learn locally”**

The mission of Alice Birney IB World School is to prepare all students to be active, curious and communicative learners in an International Baccalaureate (IB) World School Primary Years Program (PYP) climate of tolerance, empathy and integrity. Birney students use their knowledge to promote peace, tolerance and understanding of others in their daily lives. Our goal is to send independent, inquiring, caring students on to be successful and prepared for the Middle Years Program (MYP) at our continuity middle school magnet, Roosevelt IB World Middle School, or their choice of any middle school. We envision that our students will act to create a more peaceful world through intercultural understanding and respect. Ultimately, our students will be well-prepared, confident participants in the School of International Studies IB Diploma Program at the San Diego High School Educational Complex (SDHEC), or any comprehensive high school, and college beyond. Our specific area of focus continues to be closing the persistent gap in achievement for our significant subgroups.

SCHOOL VISION AND REALITY

Alice Birney, an IB World School, continues to be a highly sought-after International Baccalaureate Primary Years Program public elementary school for ALL families in the San Diego community. Under the previous accountability system (2001-2014), we achieved an Academic Performance Indicator (API) of 10 in similar schools measurements. We are proud that Birney's highest overall ranking under the former system was API 8 which, given our diversity, points to the rigorous standards our teachers hold for all our students. About half of our Birney population are considered socioeconomically disadvantaged, and our population is highly diverse, with 33.8% Hispanic, 36.2% White, 13.2% African American, 14.1% multiracial, 0.9 Indochinese, 0.6% Filipino, 0.6% Asian, 0.4% Native American and 0.2% Pacific Islander. While we relish our diversity and believe it contributes many advantages to our students' and families' experiences at Birney, we also recognize that because of our diversity we must attend to a variety of student needs and challenges and we have designed our school plan to address these needs.

For 2018-19, our challenge continues to be increasing the achievement in literacy and mathematics of our students in poverty, English Learners and students with special needs. A particular focus for 2018-19 will be in mathematics for all students, especially on the aspects of mathematical language and critical thinking. In grades 3-5, students who are not performing at or above grade level in mathematics will be provided additional weekly support in smaller groups, while Spanish enrichment will be offered to students who do not need the additional support in math. In addition, we will continue to focus our efforts on English Language development in grades K-2 in order to achieve the reclassification of our English Learners by the beginning of 3rd grade, since we have established that students who do indeed reclassify by 3rd grade achieve at higher rates. This will be facilitated by our part-time ESL Coordinator identifying those students who can be accelerated towards reclassification. In addition, we will have a part-time reading specialist to support students in grades 2 and 3 who are not reading at grade level by providing regular, strategic intervention. Finally, we will devote resources to strengthening our guided and shared reading practices and materials at grades K/1.

Originally authorized as an IB World School in 2010, and re-authorized in 2013 and 2018, Birney has both maintained IB status and achieved consistently higher levels of academic achievement over last decade, while weathering the state-wide lack of resources, thanks to district, parent and community support and a commitment to:

- Adapt to current best pedagogical practice by ensuring resources are set aside for IB-designed training:
 - Our IB training model aims to train ALL teachers new to the school in IB Level 1 as well as alternating additional Level 2 and Level 3 trainings every other year for odd and even grade levels (K, 2nd, 4th in 17-18, 1st, 3rd, and 5th in 18-19). Thanks to a generous district allocation and additional commitments from the Friends of Alice Birney Foundation, we can ensure that this valuable and powerful training experience is available to our Birney staff.

Achieve Common Core alignment and full implementation of the Next Generation Science Standards according to California State timelines

- In 2018-19 we will continue to commit time and resources to rewriting curriculum to align our Program of Inquiry with the NGSS.

Reflect and revise our Program of Inquiry every year in order to ensure the most relevant and engaging curriculum for our students.

Continue equitable integration of our diverse body of students in each and every classroom with full support as is appropriate for student needs.

Continue Visual and Performing Art, Spanish, computer, library and garden classes for 'Specials' providing teachers with approximately 2.25 hours of common grade level planning time thanks to the commitment of district resources for physical education and Spanish enrichment in grades 3-5 as well as Foundation resources for Spanish enrichment TK-5, garden and art.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

All International Baccalaureate (IB) Primary Years Programs (PYP) are required to facilitate regular time during the school day when a grade-level team of teachers can gather to collaborate. The IB PYP recognizes that universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. At Birney, we hold high expectations with support for adult learning by providing responsive structures for professional development in order to achieve school goals. Professional learning is a core function of ongoing improvement and by establishing and maintaining a persistent focus on educator professional learning through our community-supported "Specials" program, when students are released to specialists so teachers can meet to collaborate, we have established that professional learning is a top priority for our school.

In the weekly Professional Learning Communities (PLCs), or what we call our "Collaboratives," our teachers are asked to analyze student data, work and performance, in order to inform the next steps for responding to student learning and subsequent instruction within the Program of Inquiry (our 'transdisciplinary' curriculum, also called the POI). Teachers also monitor student progress towards their goals throughout the year. The school year is broken in to three learning cycles, aligned with the reporting periods, each cycle building student capacity within the POI. In addition, we gather regularly in "Vertical Teams" to monitor the articulation and alignment of our goals and vision between grade levels. In this way, each grade level team is connected with the rest of the school and teams can support each other in regular data analysis and recognition of best practices across the

school. We approach our professional development from an inquiry position - What is working for our students? What needs to work better for our students? And how can we make this happen?

For the 2018-19 school year, our professional development areas will be:

- Mathematics Assessment - our grade level teams will keep in mind the key achievement goals for targeted students and sharing data representing achievement of those goals. Teams will incorporate the Critical Concepts for Mathematics into this assessment review. In addition, we will share and maintain a database of mathematics results where we can measure the progress of our target groups.
- Inclusion and Differentiation - in our grade-level collaboratives, we will update all curriculum to include areas for differentiation to support both our special needs students but also our advanced achievers. This will include an inquiry into English Learner acceleration using the new California Framework.
- IB PYP Action Plan - As a result of our 2018 IB Self-Study and Evaluation, we will put into practice our Action Plan for the next 5 years for ongoing improvement.
- Our K-3 Vertical Team will meet to design and document acceleration plans in north numeracy and literacy to meet our goal of 100% proficiency by 3rd grade.
- Our special education team will dedicate time weekly to collaborate with general education colleagues to facilitate and to accelerate the progress of students with special needs.

Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The Birney staff with the SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

In order to engage the entire Birney community in the 2018-2019 budget priorities, information was gathered via a survey and meetings of the Birney certificated staff, the Birney School Site Council (SSC), the Birney PTA and the Friends of Alice Birney Elementary Foundation (FOABE). Regular

monthly Family Friday meetings throughout the year allow for 30 minutes of principal engagement with the Birney community where we present what is happening at the school prior to releasing the families to the classrooms to meet with their children and teachers and gather feedback from the stakeholders regarding their preferences for the school. Regular weekly PLC meetings with the certificated staff allow the opportunity to gather feedback from staff regarding their preferences for budget direction.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
AMANDA HAMMOND-WILLIAMS	PRINCIPAL
LORI RAPCZYNSKI	TEACHER
BETH DEIG	PARENT
JULIA CLINE	PARENT
JESSICA YORK	PARENT
RAY RIVERA	PARENT
PATRICK DELANY	TEACHER/CHAIR
MANDANA PIROUZAN	TEACHER
MONICA VALENCIA	NON-CLASSROOM STAFF

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 72% (approx. 69 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 78% (approx. 62 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Socioeconomically Disadvantaged,

By June 2019, 60% (approx. 58 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 65% (approx. 52 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 62% (approx. 19 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 68% (approx. 20 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 3 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and ARI achievement 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 72% (approx. 69 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 74% (approx. 59 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 *Subgroup: African American students
 By June 2019, 60% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 50% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: English Learners students
 By June 2019, 22% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 *Our number of ELs at 5th grade is less than 10.
 Subgroup: Hispanic/Latino students
 By June 2019, 62% (approx. 18 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 78% (approx. 19 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 25% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 25% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department to analyze end of unit assessments 6 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Teacher recommendation

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Teachers will meet by grade level/department to analyze DRA achievement 4 times per year. Analysis will inform subsequent instruction.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 75% (approx. 72 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 64 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Anecdotal Records

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet by grade level to analyze end of unit assessments DRA/ARI 6 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 95% of Birney families will receive information regarding academic and citizenship progress of their children.

Targeted Population:

All parents will learn strategies to promote student achievement goals by attending parent/community engagement events such as (1) Parent-teacher Conference and (2) Family Friday

What data did you use to form these goals?

Parent-Teacher Conference and Family Friday event attendance and sign in sheets

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and principal will meet 3 per year to analyze student progress using site developed criteria (Start of school, RP #1 and RP #2). Families are contacted at each report card to discuss progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:****Universal Access to Strong Core Instructional Program (Tier 1)**

- All Birney teachers will use the IB Program of Inquiry transdisciplinary units of study using the new CCSS Literacy ELA and Math Frameworks and California grade level standards in designing and differentiating instruction for all Birney students to achieve proficiency. All Birney teachers will provide Balanced Literacy instruction including daily shared and/or guided reading and writing emphasizing strategic literacy throughout the curriculum. All Birney teachers will provide mathematics instruction following district's scope and sequence using materials to include EngageNY and Georgia math. All Birney teachers will track math achievement using unit tests. All Birney teachers will provide Science and Social Studies instruction designed according to the NGSS and new Social Studies California Standards within the transdisciplinary IB units as designed.
- ALL English learners will continue to receive INTEGRATED language development that is supported throughout the day using Thinking Maps, Focused ELD and SDAIE integrated strategies. All English learners will be assessed using ELPAC.
- All Birney teachers will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students). Kindergarten teachers will schedule a one-day Kindergarten Early Assessment Program prior to August return date to survey incoming kindergarteners for literacy and numeracy skills.
- All Birney teachers will analyze on-demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- All Birney teachers will use Thinking Maps across the curriculum to support student understanding and language development.
- All Birney teachers will welcome and include students with special needs assigned to their classroom including students learning English, students with an IEP, as well as students designated Cluster and Seminar. Students will benefit from instruction that is differentiated according to their needs.
- Counselor, nurse, school psychologist and education specialists will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, teachers and principal will monitor and follow up with student attendance needs.
- All Birney classroom teachers will have the opportunity to work collaboratively for approximately at least 2.25 hours a week to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, and adjust instruction accordingly.
- All Birney classroom teachers will participate in on site and district professional development to strengthen literacy and/or numeracy instruction.
- All Birney teachers will meet for parent-teacher conferences with all families of students in their classroom to report on progress towards meeting standards as called out in the Fall and Spring report cards.

Strategic Support (Tier 2)

- Extended learning time will be provided to address specific student needs as identified through teacher, grade level and site analysis using the LEAP (Learners Equally Achieving Proficiency), Spanish Enrichment or similar model.
- English Learners at Beginner and Early Intermediate in grades K-2 will receive 30 minutes of SELD instruction either in class or in a pullout group 3-4 times a week and

- Targeted additional small flexible group instruction will be used to address specific needs in literacy and/or numeracy. Targeted students in need of intervention and support beyond Tier 1 will receive support to improve language development, reading and writing from a retired teacher trained in Reading Recovery and FS/ELD.
- Teachers will make a home contact, i.e. progress report, phone call, home visit to discuss the progress of their at risk students.
- Intensive, focused, small group direct instruction will be provided to students at their point of need across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports (Learning Upgrade, STMath, Raz Kids) to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Intensive Intervention (Tier 3)

- Incorporate the support of Full Inclusion Ed Specialist, SEA, SET model to provide extra teaching and clarifying of concepts during whole group and small group instruction.
- Educational Specialists will provide supplemental small group instruction in specific goal areas and provide consultation support for their teachers.
- Counselor will provide regular check-in with at risk students.
- Support by Student Support Team to address literacy/math needs of students who are two or more years below proficiency through the IEP process.
- Psychologist will observe and collaborate with classroom teachers to assist with differentiating instruction and supports based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):**Universal Access to Strong Core Instructional Program (Tier 1)**

- All Birney teachers will use the IB Program of Inquiry units of study which integrate English Language Arts, Social Studies and Science using the new CCSS Literacy ELA Framework and California grade level standards in designing and differentiating instruction. *A minimum of two hours per teacher per week is provided for revision and reflection of the Program of Inquiry curriculum is provided through weekly teacher collaboratives, also known as the Specials program, funded by SDUSD Program Allocation for Spanish teacher, Prep Allocation for PE teacher and by donated Foundation funds.*
- English Learners at Beginner and Early Intermediate with no reported disability in grades K-1 will receive 30 minutes of designated ELD instruction either in class or in a pullout group 3-4 times a week and ALL English learners will continue to receive integrated language development throughout the day. English Learners with a disability will receive the support of the Education Specialist or Special Education Assistant and the case manager. *Birney's EL Coordinator meets for 30 minutes, 4 days a week with small groups of students for focused literary ELD - total time is 15 hours a week. Birney's reading specialist also works 15 hours a week and is assigned to support students struggling with reading at 2nd and 3rd grades.*
- All Birney teachers will provide balanced literacy instruction including daily shared and/or guided reading and writing. *Site licenses for grades K-2 include STMath and RazKids. For grades 3-5, site licenses include STMath and Achieve 3000. All grades have access to BrainPop and BrainPop Jr. Students found to be struggling with proficiency will be assigned to Learning Upgrade. Use of technology software in the classroom facilitates small group instruction at students' points of need.*
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students).

Birney Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Staff will analyze on-demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
 - All Birney teachers will use Thinking Maps to support student understanding.
 - All English learners will be assessed using ELPAC.
 - Counselor, nurse, school psychologist and education specialists will facilitate medical, dental and mental health referrals to community agencies.
 - Counselor, teachers and principal will monitor and follow up with student attendance needs.
 - All Birney classroom teachers will have the opportunity to work collaboratively for approximately at least 2 hours a week to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, and adjust instruction accordingly.
 - All Birney classroom teachers will participate in on site and district professional development to strengthen literacy instruction
2. Assign any applicable expenditures for this focus area once you have balanced your budget. Do not include LCFF proposed expenditures in this section.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Software License		\$5,000.00	\$5,000.00	0031-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 04, 05, LCFF 1, LCFF 2	License renewal for Learning Upgrade, Razkids, BrainPop.
Non Clsrn Tchr Hrly		\$500.00	\$601.95	0031-30100-00-1957-3160-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Incoming student pre-assessment cuts down on time assessing during the fall and maximizes instructional time.

How will you monitor these strategies/activities?

Birney staff will monitor these strategies/activities through weekly grade-level collaborative meetings and quarterly vertical team reporting.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

1. As a result of quarterly monitoring meetings following each reporting period, we designate groups of students who will benefit from before/after school tutoring (February-May) or Saturday School (October-June) to close the achievement gap.
2. Prime Time and Title 1 funding.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired Clsrn Teacher Hrly		\$15,000.00	\$18,058.50	0031-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Reading Specialist and EL Coordinator supporting students in need of additional support to be at grade level.
Supplies		\$3,500.00	\$3,500.00	0031-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	1st grade guided reading materials

How will you monitor these strategies/activities?

Birney staff will monitor these strategies/activities through weekly grade-level collaborative meetings and quarterly vertical team reporting.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Grade level collaboratives take place weekly for planning in tiers 1 and 2, as well as capacity-building, intervention planning, and curricular planning. 2. Vertical teams meet quarterly to build capacity between grade levels, review curriculum alignment, address planning for subgroups not meeting expectations. 3. Site professional development in 2017-2018 will focus on closing the achievement gap in all curricular areas through early intervention in ELD, increasing reclassification targets and optimizing integrated ELD in the classroom through Tier 1 instruction.

How will you monitor these strategies/activities?

Birney staff will monitor these strategies/activities through weekly grade-level collaborative meetings and quarterly vertical team reporting.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Monthly reading targets will be set for all 2nd and 3rd graders. Counselor will intervene when attendance or health is preventing goals from being met.

How will you monitor these strategies/activities?

Birney staff will monitor these strategies/activities through weekly grade-level collaborative meetings and Vertical Team reporting.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

At Birney, we have amazing parent involvement, the cornerstone of which is our monthly Family Friday. Family Friday begins in the auditorium with updates and information from the principal and community groups. At 3:00 p.m., participants either visit the classrooms to see their children in academic action with their peers, or go to the blacktop to participate in a wellness activity such as the peace sign for International Day of Peace, Jump for Heart in the fall, the Kindness heart picture in February or the 'Run for the Green' in March. In addition, it is expected that teachers will meet with ALL parents for report card conferences both in the fall and the spring.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$324.00	\$324.00	0031-30103-00-5733-1000-1110-01000-0000	Title I Parent Involvement	05	Paper for newsletter and other parent engagement activities
Supplies		\$2,253.00	\$2,253.00	0031-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Materials for parent education, home-to-school supports such as math manipulatives, reading supports, flash cards.
Non Clsrm Tchr Hrly		\$725.00	\$872.82	0031-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	05	School Smarts, Family Friday, Saturday Parent School
Other Support Prsnl PARAS Hrly		\$200.00	\$256.82	0031-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	childcare
Postage Expense		\$96.00	\$96.00	0031-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Communication for incoming and outgoing parent services

How will you monitor these strategies/activities?

Birney staff will monitor these strategies/activities through weekly grade-level collaborative meetings and quarterly vertical team reporting.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Push-in/Pull-out literacy and language support (30 hours/week intervention teachers) and math intervention (Zearn, Learning Upgrade, ST Math) at grades K-5 are provided to increase the number of students meeting grade level standards as evidenced by DRA, SBAC and site developed math assessments.</p> <p>Identified Need:: There are students at all grade levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support or extended day learning. Students in K who are at beginning and early intermediate levels are pulled out during Learners Equally Achieving Proficiency (LEAP) program to instruct in designated ELD in order to accelerate the rate of English acquisition. During Kindergarten LEAP, all other students are grouped by literacy levels and deployed among the teachers for targeted literacy instruction at their point of need. Students in 1st and 2nd grade in need of literacy intervention are pulled out in pairs or triads to work with the literacy intervention teachers. Students in grades 3-5 participate in an extended day tutoring program in Winter and Spring and also receive targeted intervention and support from classroom teachers when all proficient students are provided with additional Spanish instruction. Students preparing for the SBA in grades 3-5 are able to participate in an SBA Saturday School Academy for 4 Saturdays after Spring break.</p> <p>Target Group:: English Learners at Beginning and Early Intermediate and students not meeting grade level literacy and math standards</p> <p>Monitoring:: Unofficial ELPAC scores, DRA2, interim math and literacy scores, unit tests, and results of site-developed assessments.</p> <p>Personnel Responsible:: Principal, Classroom teachers, Push-in/Pull-out teachers</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: To increase access to grade-level standards and improve learning in literacy and mathematics, software licenses are necessary.</p> <p>Identified Need:: All students are in need of supplemental instructional resources at school and home.</p> <p>Target Group:: All students are in need of supplemental instructional resources at school and home.</p>

Monitoring::
 Administrative approval of instructional requests will be based on academic rationale provided.
Personnel Responsible: Principal, classroom teachers.

Goal 3: Professional Development
 Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
 Birney teachers benefit the most from regular opportunities to share best practice, analyze student work and plan further instruction. Teachers participate in grade level 'collaboratives' weekly for 2.25 hours. Teachers also participate in 'vertical teams' regularly to align best practice across grade levels. Vertical teams are responsible for setting pacing guides, articulating common supports across grade level and for maintaining Common Core Standards (POI) across grade levels.
 Other professional development in 2017-18 will be to select at least 1 teacher per grade level to attend IBO workshops.

Identified Need::
 Birney teachers are organized into vertical teams for reading, writing and mathematics.
Target Group::
 Birney teachers work in grade level and vertical teams with the needs of advanced students, English learners and students with Special Needs in mind.

Monitoring::
 Teams maintain minutes from meetings.
Personnel Responsible::
 All certificated personnel.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0031-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	[no data]	Paper to provide additional methods of instruction and student engagement.
Non Clsrn Tchr Hrly		\$500.00	\$601.95	0031-09800-00-1957-3160-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Additional assessment time for new students to ensure appropriate instruction.
Retired Clsrn Teacher Hrly		\$4,000.00	\$4,815.60	0031-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 2	Intervention and support for English Learners not at grade level.
Supplies		\$2,622.00	\$2,622.00	0031-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies such as pencils, journals, charts, etc.
Retired Clsrn Teacher Hrly		\$26,000.00	\$31,301.40	0031-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Retired reading specialist works with small groups of students in grades 2 and 3 to support achievement goals in literacy.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Birney
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	278	61.9	252	65.1	230	70.0	8.1	4.9	275	52.0	250	62.4	230	64.8	12.8	2.4
Female	127	66.1	118	66.1	121	72.7	6.6	6.6	124	50.0	118	62.7	121	65.3	15.3	2.6
Male	151	58.3	134	64.2	109	67.0	8.7	2.8	151	53.6	132	62.1	109	64.2	10.6	2.1
African American	48	50.0	49	49.0	34	52.9	2.9	3.9	47	42.6	48	50.0	34	52.9	10.3	2.9
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	112	55.4	103	56.3	92	65.2	9.8	8.9	109	39.4	103	50.5	92	54.3	14.9	3.8
Indochinese	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Native American	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
White	89	76.4	80	87.5	84	81.0	4.6	-6.5	90	67.8	79	88.6	84	81.0	13.2	-7.6
Multiracial	26	61.5	16	56.3	18	77.8	16.3	21.5	26	61.5	16	43.8	18	66.7	5.2	22.9
English Learner	47	14.9	37	8.1	25	12.0	-2.9	3.9	44	9.1	37	13.5	24	20.8	11.7	7.3
English-Speaking	231	71.4	215	74.9	205	77.1	5.7	2.2	231	60.2	213	70.9	206	69.9	9.7	-1.0
Reclassified†	29	89.7	18	94.4	25	76.0	-13.7	-18.4	29	72.4	18	83.3	25	72.0	-0.4	-11.3
Initially Eng. Speaking	202	68.8	197	73.1	180	77.2	8.4	4.1	202	58.4	195	69.7	181	69.6	11.2	-0.1
Econ. Disadv.*	175	54.9	151	52.3	116	56.0	1.1	3.7	172	43.6	150	46.0	115	48.7	5.1	2.7
Non-Econ. Disadv.	103	73.8	101	84.2	114	84.2	10.4	0.0	103	66.0	100	87.0	115	80.9	14.9	-6.1
Gifted	89	84.3	83	88.0	75	88.0	3.7	0.0	89	80.9	83	88.0	76	92.1	11.2	4.1
Not Gifted	189	51.3	169	53.8	155	61.3	10.0	7.5	186	38.2	167	49.7	154	51.3	13.1	1.6
With Disabilities	35	20.0	33	33.3	35	14.3	-5.7	-19.0	34	17.6	32	21.9	34	14.7	-2.9	-7.2
WO Disabilities	243	67.9	219	69.9	195	80.0	12.1	10.1	241	56.8	218	68.3	196	73.5	16.7	5.2
Homeless	9	-	6	-	11	54.5	-	-	9	-	5	-	11	36.4	-	-
Foster	2	-	3	-	2	-	-	-	2	-	0	-	2	-	-	-
Military	13	61.5	13	84.6	9	-	-	-	13	84.6	13	92.3	9	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Birney
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	90	60.0	84	67.9	77	68.8	8.8	0.9	90	58.9	84	66.7	77	68.8	9.9	2.1
Female	38	65.8	41	70.7	44	63.6	-2.2	-7.1	38	60.5	41	68.3	44	61.4	0.9	-6.9
Male	52	55.8	43	65.1	33	75.8	20.0	10.7	52	57.7	43	65.1	33	78.8	21.1	13.7
African American	18	50.0	12	50.0	6	-	-	-	18	44.4	12	58.3	6	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	29	51.7	37	56.8	32	56.3	4.6	-0.5	28	50.0	37	48.6	32	50.0	0.0	1.4
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	37	73.0	28	89.3	30	83.3	10.3	-6.0	38	71.1	28	92.9	30	86.7	15.6	-6.2
Multiracial	5	-	5	-	9	-	-	-	5	-	5	-	9	-	-	-
English Learner	13	23.1	16	12.5	12	16.7	-6.4	4.2	12	25.0	16	18.8	12	16.7	-8.3	-2.1
English-Speaking	77	66.2	68	80.9	65	78.5	12.3	-2.4	78	64.1	68	77.9	65	78.5	14.4	0.6
Reclassified†	4	-	6	-	5	-	-	-	4	-	6	-	5	-	-	-
Initially Eng. Speaking	73	64.4	62	79.0	60	78.3	13.9	-0.7	74	63.5	62	75.8	60	78.3	14.8	2.5
Econ. Disadv.*	48	50.0	46	47.8	42	54.8	4.8	7.0	48	47.9	46	43.5	42	54.8	6.9	11.3
Non-Econ. Disadv.	42	71.4	38	92.1	35	85.7	14.3	-6.4	42	71.4	38	94.7	35	85.7	14.3	-9.0
Gifted	29	82.8	22	90.9	31	87.1	4.3	-3.8	30	86.7	22	90.9	31	83.9	-2.8	-7.0
Not Gifted	61	49.2	62	59.7	46	56.5	7.3	-3.2	60	45.0	62	58.1	46	58.7	13.7	0.6
With Disabilities	10	10.0	13	23.1	11	18.2	8.2	-4.9	10	20.0	13	23.1	11	27.3	7.3	4.2
WO Disabilities	80	66.3	71	76.1	66	77.3	11.0	1.2	80	63.8	71	74.6	66	75.8	12.0	1.2
Homeless	3	-	1	-	5	-	-	-	3	-	1	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	3	-	-	-	6	-	4	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Birney
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	98	56.1	77	67.5	80	66.3	10.2	-1.2	97	43.3	75	69.3	80	57.5	14.2	-11.8
Female	52	57.7	31	71.0	42	73.8	16.1	2.8	51	41.2	31	71.0	42	57.1	15.9	-13.9
Male	46	54.3	46	65.2	38	57.9	3.6	-7.3	46	45.7	44	68.2	38	57.9	12.2	-10.3
African American	19	47.4	17	52.9	15	46.7	-0.7	-6.2	18	44.4	16	50.0	15	53.3	8.9	3.3
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	41	51.2	25	56.0	33	63.6	12.4	7.6	41	24.4	25	64.0	33	45.5	21.1	-18.5
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	26	73.1	30	86.7	26	76.9	3.8	-9.8	26	65.4	29	89.7	26	73.1	7.7	-16.6
Multiracial	11	45.5	4	-	4	-	-	-	11	54.5	4	-	4	-	-	-
English Learner	21	9.5	7	-	11	0.0	-9.5	-	21	4.8	7	-	10	20.0	15.2	-
English-Speaking	77	68.8	70	74.3	69	76.8	8.0	2.5	76	53.9	68	75.0	70	62.9	9.0	-12.1
Reclassified†	9	-	3	-	10	80.0	-	-	9	-	3	-	10	90.0	-	-
Initially Eng. Speaking	68	66.2	67	73.1	59	76.3	10.1	3.2	67	49.3	65	73.8	60	58.3	9.0	-15.5
Econ. Disadv.*	70	48.6	39	56.4	43	53.5	4.9	-2.9	69	36.2	38	50.0	42	40.5	4.3	-9.5
Non-Econ. Disadv.	28	75.0	38	78.9	37	81.1	6.1	2.2	28	60.7	37	89.2	38	76.3	15.6	-12.9
Gifted	30	80.0	25	92.0	20	80.0	0.0	-12.0	29	65.5	25	96.0	21	95.2	29.7	-0.8
Not Gifted	68	45.6	52	55.8	60	61.7	16.1	5.9	68	33.8	50	56.0	59	44.1	10.3	-11.9
With Disabilities	15	26.7	9	-	14	14.3	-12.4	-	15	6.7	8	-	34	14.7	8.0	-
WO Disabilities	83	61.4	68	72.1	66	77.3	15.9	5.2	82	50.0	67	76.1	67	68.7	18.7	-7.4
Homeless	4	-	4	-	2	-	-	-	4	-	5	-	2	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	3	-	6	-	2	-	-	-	3	-	6	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Birney
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	90	70.0	91	60.4	73	75.3	5.3	14.9	88	54.5	91	52.7	73	68.5	14.0	15.8
Female	37	78.4	46	58.7	35	82.9	4.5	24.2	35	51.4	46	52.2	35	80.0	28.6	27.8
Male	53	64.2	45	62.2	38	68.4	4.2	6.2	53	56.6	45	53.3	38	57.9	1.3	4.6
African American	11	54.5	20	45.0	13	61.5	7.0	16.5	11	36.4	20	45.0	13	46.2	9.8	1.2
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	42	61.9	41	56.1	27	77.8	15.9	21.7	40	47.5	41	43.9	27	70.4	22.9	26.5
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	26	84.6	22	86.4	28	82.1	-2.5	-4.3	26	65.4	22	81.8	28	82.1	16.7	0.3
Multiracial	10	80.0	7	-	5	-	-	-	10	70.0	7	-	5	-	-	-
English Learner	13	15.4	14	7.1	2	-	-	-	11	0.0	14	7.1	2	-	-	-
English-Speaking	77	79.2	77	70.1	71	76.1	-3.1	6.0	77	62.3	77	61.0	71	69.0	6.7	8.0
Reclassified†	16	87.5	9	-	10	70.0	-17.5	-	16	62.5	9	-	10	50.0	-12.5	-
Initially Eng. Speaking	61	77.0	68	67.6	61	77.0	0.0	9.4	61	62.3	68	60.3	61	72.1	9.8	11.8
Econ. Disadv.*	57	66.7	66	53.0	31	61.3	-5.4	8.3	55	49.1	66	45.5	31	51.6	2.5	6.1
Non-Econ. Disadv.	33	75.8	25	80.0	42	85.7	9.9	5.7	33	63.6	25	72.0	42	81.0	17.4	9.0
Gifted	30	90.0	36	83.3	24	95.8	5.8	12.5	30	90.0	36	80.6	24	100.0	10.0	19.4
Not Gifted	60	60.0	55	45.5	49	65.3	5.3	19.8	58	36.2	55	34.5	49	53.1	16.9	18.6
With Disabilities	10	20.0	11	45.5	10	10.0	-10.0	-35.5	9	-	11	27.3	10	20.0	-	-7.3
WO Disabilities	80	76.3	80	62.5	63	85.7	9.4	23.2	79	57.0	80	56.3	63	76.2	19.2	19.9
Homeless	2	-	1	-	4	-	-	-	2	-	5	-	4	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	4	-	3	-	4	-	-	-	4	-	3	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

ALICE BIRNEY ELEMENTARY, AN IB WORLD SCHOOL
TITLE I PARENT INVOLVEMENT POLICY 2018-19

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements. *ALICE BIRNEY ELEMENTARY, AN IB WORLD SCHOOL* has developed a written Title I parental involvement policy with input from Title I parents on the School Site Council. It will distribute the policy to parents of Title I students via email and paper copies distributed at Family Fridays September-November, 2018. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at *ALICE BIRNEY ELEMENTARY, AN IB WORLD SCHOOL*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This information is shared at the November Family Friday and via the email newsletter, The Birney Buzz, sent home in paper copy with students and emailed to families. This policy will be included as an attachment during the first 3 months of the school year.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Afternoon Family Fridays – first or second Friday of every month school is in session, 2:30-3:35
 - Evening Parent Organization Meetings – 3rd Thursday, 6:00-7:30
 - SSC – 3rd Thursday, 4:45-5:45
 - Wellness - 3rd Thursday, 3:45-4:30
 - Morning Buzz – last Friday of month, 8:45-9:30
 - Parent-Teacher Conferences – November and March, 100% attendance
 - Specials Celebration Assemblies – fall, spring
 - Parent Organization-sponsored events: 2 Playground Playdates, 2 Parent Nights Out, 2 Bedtime Stories, 1 Passport to Adventure, 1 Star Party, 1 Volunteer Appreciation
 - School Smarts Parent Academy, 8 week parent education course
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. The School Site Council, Parent Organization meetings and Family Fridays provide the venue for all parents to have input in the planning, review and improvement of the school's Title 1 program and the Title 1 Parent Involvement Policy. In addition, parent feedback is welcome at all times.
- The school provides parents of Title I students with timely information about Title I programs. As a school-wide Title 1 Program, parents are given timely information about our programs via a weekly newsletter, sent home via email and paper copy with students. In addition, monthly Family Fridays, bi-annual parent-teacher conferences and quarterly assemblies inform parents about the progress of their students.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through monthly Family Fridays, Specials Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents may contact their child's teacher at any time to discuss the progress of the students. In addition, monthly Family Fridays, Specials Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring provide ample opportunities for contact to be made in order for parents to participate in the decisions being made to educate their children.

** It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]*

Home School-Parent Compact:

ALICE BIRNEY ELEMENTARY, AN IB WORLD SCHOOL distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Compact was developed with parents and teachers on the School Site Council and is revised every year.

Building Capacity for Involvement:

ALICE BIRNEY ELEMENTARY, AN IB WORLD SCHOOL engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children through monthly Family Fridays, Specials Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement through monthly Family Fridays, Specials

Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners through feedback provided to the school as a result of monthly Family Fridays, Specials Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring. Parent feedback is solicited frequently through email and School Messenger calls or through verbal feedback at monthly Family Fridays, quarterly Specials Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children through monthly Family Fridays, Specials Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring as well as the other meetings and opportunities for involvement mentioned earlier in this document.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand providing Spanish translation and guidance to Google Translate in all other languages.
- The school provides support for parental involvement activities requested by Title I parents through feedback provided in through monthly Family Fridays, Specials Celebration Assemblies, bi-annual Parent-Teacher Conferences and three Student-Led Conferences in fall, winter and spring as well as the other meetings and opportunities for involvement mentioned earlier in this document.

Accessibility

ALICE BIRNEY ELEMENTARY, AN IB WORLD SCHOOL provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO CITY SCHOOLS

HOME/SCHOOLS COMPACT ALICE BIRNEY ELEMENTARY SCHOOL

Alice Birney School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019.

School Responsibilities

The Alice Birney School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

Our classrooms are designed to be supportive of students' needs, enabling teachers to meet with students in a whole group, small groups, partnerships or as individuals as needed according to the teacher's plans and the established student needs. Each teacher at Birney designs instruction for students to meet the state standards in all curricular areas, and delivers instruction according to the frameworks designated by the district. Student assessments form an integral part of the instructional plan, as teachers assess student performance regularly in order to appropriately plan further instruction.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which the compact will be discussed as it relates to the individual child's achievement.**

Parent-Teacher Conferences are held in November and March. Every parent is encouraged to make an appointment for each session in order to be informed of their students' progress. Birney has set a goal of 100% attendance at conferences twice a year.

- 3. Provide parents with frequent reports on their child's progress.**

Teachers will communicate with parents by phone or in writing as needed. Student report cards will be sent home three times a year. Parents can make an appointment with the teacher by calling (619) 497-3500, emailing or sending a note with the student.

4. Provide parents reasonable access to staff.

Appointments can be made at any time by calling 619-497-3500. Staff is also available through email. Email address can be provided by contacting the teacher or the office.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents may contact the office to arrange to volunteer. Classes are open to all visitors at monthly Family Fridays (First Friday of the month, 2:30–3:35 p.m.) Appointments can be made by calling 619-497-3500.

Parent Responsibilities

We, as parents, will support our child's learning by:

- *Monitoring attendance.*
- *Making sure that homework is completed and returned.*
- *Monitoring and limiting the amount of television my child watches.*
- *Monitoring and limiting the amount of video games my child plays.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*
- *Attending Family Friday and other school events.*

Student Responsibilities

I, as a student at Alice Birney School, will share the responsibility to improve my academic achievement and achieve California's high standards. I can learn well by:

- *Doing my homework every day, including my reading and asking for help when I need it.*
- *Reading at least 30 minutes every day outside of school time.*
- *Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

Site: 0031 Birney Elementary	09800 LCFF		30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$ 40,341.00		\$ 29,414.00		\$ 1,550.00
Certificated Salaries		\$ 30,500.00		\$ 15,500.00		\$ 725.00
1189 Retired Clsrm Teacher Hrly		\$ 30,000.00		\$ 15,000.00		\$ -
1957 Non Clsrm Tchr Hrly		\$ 500.00		\$ 500.00		\$ 725.00
Classified Salaries		\$ -		\$ -		\$ 200.00
2281 Other Support Prsnl PARAS Hrly		\$ -		\$ -		\$ 200.00
Employee Benefits		\$ 6,218.95		\$ 3,160.45		\$ 204.64
Books and Supplies		\$ 2,622.00		\$ 5,753.00		\$ -
4301 Supplies		\$ 2,622.00		\$ 5,753.00		\$ -
Services and Other Operating		\$ 1,000.00		\$ 5,000.00		\$ 420.00
5733 Interprogram Svcs/Paper		\$ 1,000.00		\$ -		\$ 324.00
5841 Software License		\$ -		\$ 5,000.00		\$ -
5920 Postage Expense		\$ -		\$ -		\$ 96.00

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: BIRNEY ELEMENTARY IB WORLD SCHOOL

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
<p>MAXIMIZING INSTRUCTIONAL TIME</p> <p>IN THE 4 SUB-AREAS WE TYPICALLY SCORED FROM 3-4 ACKNOWLEDGING THE NEED FOR REFINEMENT IN ORDER TO CONSIDER OURSELVES AT A 5.</p>	<ul style="list-style-type: none"> • Inclusion/differentiation PD in 17-18 helped clarify structures for maximizing instructional time. Vertical teams established in 2018 will continue to refine these strategies and activities. • Scheduling of preps, interventions, specials, library, lunches, recess, pullouts, push-ins aligned and make sense for maximizing instructional time. This year 4th Friday adjustments compromised instructional time by changing a prep teacher who already had set days at other site, teams originally scheduled to plan together had to be broken into pairs. Library assistant only available 1 day. • The school has a Program of Inquiry for all subject areas to be taught in transdisciplinary units using the district’s scope and sequence for math and science which we align to our POI. We are in the process of including Literacy, Math and NGSS standards in our units. • Retired reading and ELD teachers 15 hours per week assigned to K-3 grade levels strategically to maximize opportunities for student growth. • Spanish and other enrichment for students already proficient helped create opportunities to provide additional support to students not at grade level. • Assessments in Math need to improve – In math we need to define entry-level screening, diagnostic and benchmark while summatives are in place. In ELA we need to establish protocols for screening/diagnostic and benchmarks so we are aligned across grade levels. • Vertical Team Governance Structure put in place end of 2017-18 will streamline analysis and discussion of data to make decisions regarding student placement, progress, effectiveness of instruction and intervention.
<p>CLOSING THE ACHIEVEMENT GAP</p>	<p>Goals are articulated in the SPSA. Students not performing are targeted for improvement throughout the year. Students are given supports according to the resources available to the</p>

<p>SCORES WERE TYPICALLY IN THE 3 AREA.</p>	<p>school. While the EL group is clearly one of the lowest performing at the school, we noted it is essential to reclassify English learners as soon as possible to maximize results; our ELs who have reclassified are among the highest performing. We had to account for dually identified students (EL/IEP) in our assessment of achievement results.</p>
<p>PROFESSIONAL DEVELOPMENT SCORES WERE TYPICALLY IN THE 3 AREA.</p>	<p>There are multiple levels of professional development from weekly grade level collaboratives to monthly vertical team governance to monthly principal-led PD. Goals are always to improve student outcomes. Weekly grade level collaboratives serve to support teachers in mathematics and language arts; PD opportunities are a result of needs identified in these collaboratives. The school fully implements PLCs. Data is analyzed and decisions are made to design PD to support teachers. Teachers are grouped by grade level and also vertically by subject area of focus. Teachers this year attended early literacy and Reader's/Writer's Workshop PDs offered by district as well as IB workshops for grades K, 2 and 4 consisting of Inquiry, Concept-Based Learning, Transdisciplinary Learning and others. Implementation of that learned in PD occurs through the PLC process.</p>
<p>GRADUATION/PROMOTION SCORES WERE TYPICALLY IN THE 3 AREA.</p>	<p>Supports were provided for 3rd grade readers and writers not at grade level early in the year. Students were then identified for additional support in 2nd grade (January) and 1st grade (May). This year in spring we formed a vertical team of grades K-3 with the goal of backwards planning supports and interventions to accelerate progress in math and ELA.</p>
<p>PARENT ENGAGEMENT SCORES WERE TYPICALLY IN THE 4-5 AREA.</p>	<p>Goals for parent engagement are clearly articulated. Families and community members are highly involved in school decisions by means of monthly Family Fridays and quarterly parent-teacher conferences. Translation is not available for any other language than English and Vietnamese. We value our parent and community support of our PTA and Foundation goals which support our school in so many ways.</p>