

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **BIRNEY ELEMENTARY** SCHOOL

**2014-16**

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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**



**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.*



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Attachment 2  
Modification of SPSA

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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: BIRNEY ELEMENTARY

**DUE March 13, 2015**

SITE CONTACT PERSON: AMANDA HAMMOND-WILLIAMS

PHONE: 6194973500

FAX: 6196883017

E-MAIL ADDRESS: ahammondwilliams@sandi.net

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

- Quality Education Investment Act (QEIA)
  - Title 1 Schoolwide Programs (SWP)
  - Program Improvement (PI)
- Y1    Y2    Y3    Y4    Y5    Y5+

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 PRESENTATION TO SSC:**

- English Learner Advisory Committee (ELAC)      Date of presentation: \_\_\_\_\_
- Community Advisory Committee for Special Education Programs (CAC)      Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE)      Date of presentation: \_\_\_\_\_
- Site Governance Team (SGT)      Date of presentation: 3/11/2015
- Other (list): PARENT COMMUNITY      Date of presentation: 3/6/2015

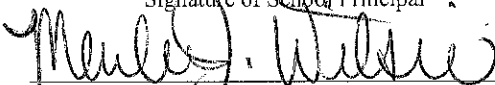
4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough 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: 3/11/2015

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.


AMANDA HAMMOND-WILLIAMS  
Type/Print Name of School Principal

  
Signature of School Principal      3/11/2015 Date

MERILEE WILSIE  
Type/Print Name of SSC Chairperson

  
Signature of SSC Chairperson      3/11/2015 Date

MITZI MERINO  
Type/Print Name of Area Superintendent

  
Signature of Area Superintendent      Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

Our vision is that Birney remain a highly sought after International Baccalaureate Primary Years Program public elementary school for ALL families. Under the former accountability system our vision was to become API 10 in similar schools measurements, which we achieved. Birney's highest ranking under the former system was API 8, similar schools 10, which given our diversity was a very good ranking. Birney continues to be over 50% FRL, with ethnicities that mirror the district average. The current vision is:

Continue to be an authorized IB PYP World School (authorized in 2010, re-authorized in 2013).

Maintain what we have achieved over last 6-8 years while weathering the lack of resources, mostly due to outstanding parent and community support.

Always be willing to adapt to current best practices by ensuring resources are set aside for IB-designed training.

Achieve common core alignment and full implementation of the next generation science standards by the end of 2016.

Continue ongoing reflective work with IB planners (yearly reflection, revision and refinement of 6 IB units for each grade level under the global themes of *Who We Are, How the World Works, Sharing the Planet, Where We Are in Place and Time, How We Organize Ourselves* and *How We Express Ourselves*).

Continue integration of all students in the classroom with full supports as is appropriate for students' needs.

Continue school-funded art, Spanish, computer, library and garden classes for specials providing teachers with a minimum of 2 hours of common grade level planning time.

As resources allow, return to 2007 staffing levels with full time counselor, nurse, full-time magnet resource teacher, yearly IB training, full time library assistant or librarian, fully supported specials staffing.

Our ideal state would have:

Teams at each grade level being collaborative and eager to contribute to the work at hand, as well as being open to learning and sharing best practices.

Vertical teams working on school culture, alignment of standards in writing, analyzing and improving our IB Programme of Inquiry to reflect the CCSS and the Next Generation Science Standards, monitoring alignment to IB Standards.

All staff willing to go the extra mile, feeling their impact makes a difference, maximizing outcomes for all students.

Families working with teachers respectfully and diligently, supporting the work and appreciating the school.

Students feeling appreciated and encouraged, capable of doing their best and eager to learn.

## Birney Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Classrooms being inclusive, respectful places where students are safe to be risk-takers; playgrounds and hallways where students respect each other.

Instruction and assessments are aligned with CCSS and NGSS, as well as IB recommendations and district goals.

Curriculum is trans disciplinary and aligned with IB standards

Assessment is regular and ongoing, teachers know their students inside and out and are equipped to meet their needs

### **CORE AND SUPPLEMENTAL SUPPORTS**

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

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
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

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**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 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.

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
SAMANTHA BOICE	PARENT REP
CHRISTINE TROHA	Other Staff
AMANDA HAMMOND-WILLIAMS	Principal
MERILEE WILSIE	Teacher            Chair
MICHELE WALKER	Teacher
DINA TUCHSCHER	Teacher
SARAH MIRGOLI	Parent
LAWRENCE CARR	Parent
JULIA CLINE	Parent
JESSICA YORK	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT****Area 1: English/Language Arts****English/Language Arts SMART Goal:**

\* By 07/20/2016, 54 % of Birney Elementary Students will meet common core grade level standards in SBAC

**Closing the Gap SMART Goal:**

\* By 07/20/2016, 40 % of Birney Elementary English Learners Enrolled in School in the United States 12 Months or More will meet or exceed common core grade level standards in SBAC

\* By 07/20/2016, 48 % of Birney Elementary Hispanic or Latino, Students will meet common core grade level standards in SBAC

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):****Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).



**Area 2: Mathematics****Mathematics SMART Goal:**

\* By 07/20/2016, 55 % of Birney Elementary Students will meet or exceed common core grade level standards in SBAC

**Closing the Gap SMART Goal:**

\* By 07/20/2016, 48 % of Birney Elementary English Learner, Students will meet or exceed common core grade level standards in SBAC

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):****Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

\* By 07/20/2016, 30 % of Birney Elementary English Learner, Grades 3-5 will be reclassified in California English Language Development Test

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

EL performance on interim assessments, teacher recommendation

**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

\* By 07/20/2016, 80 % of Birney Elementary Students will be reading at grade level (DRA 34) in DRA

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA2

**Progress and Growth Monitoring:**

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

\* By 07/20/2016, 100 % of Birney Elementary Parents/Guardians will attend a minimum of two activities to promote student achievement measured by in Sign in Sheets

**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:**

Classroom Rosters will be maintained with 2 columns for indicating parent attendance at 2 events. Parents will sign in each column and put date.

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

All 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.

English Learners at Beginner and Early Intermediate in grades K-2 will receive 30 minutes of SELD instruction four times a week and ALL English learners will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

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.)

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.

Teachers will use Thinking Maps to support student understanding.

Daily 3.5 hours of non-classroom push-in/pull-out support from retired teacher with ELST and reading recovery background will work with targeted students to improve language development.

All English learners will be assessed using CELDT (beginning year) and the Express Assessment (year-end) from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling (Story Talk) in 3rd grade.

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.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively for approximately 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.

Teachers will participate in on site and district professional development to strengthen literacy instruction

**Strategic Support (Tier 2)**

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk students. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

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.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.

**Intensive Intervention (Tier 3)**

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

Counselor and support mentors will provide monthly check in with at risk students

Support by Support Team to address literacy needs of students who are two or more years below proficiency.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

**SUPPLEMENTAL SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.1000	\$7,549.40	0031-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05	Additional counselor time above that provided by the district to support student social/emotional needs and to encourage attendance.
Supplies	-	\$4,440.00	0031-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies to enhance core instruction. Items include chart paper, journals, pencils, ink/toner and batteries.
Software License	-	\$10,000.00	0031-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02	Provide additional resources for students to support Literacy and Mathematics instruction.
Interprogram Svcs/Paper	-	\$2,000.00	0031-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Paper to provide students the opportunity for written communication/demonstration of lesson comprehension.
Conference Local	-	\$10,000.00	0031-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Attend local IB conference, common core professional development
Prof&Curriclm Dev Vist Tchr	-	\$3,543.00	0031-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers to provide release time for teachers to work in PLC's two times per year to review student achievement data, plan interventions for targeted students and attend available professional development opportunities to strengthen teaching practices.
Supplies	-	\$245.00	0031-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies to enhance parent involvement activities on campus such as chart paper, markers, manipulatives, etc.
Interprogram Svcs/Paper	-	\$900.00	0031-30103-00-5733-1000-1110-01000-0000	Title I Parent Involvement	05	Provide Xerox paper to copy information for parents to improve parent communication, engagement, and involvement.

## Birney Elementary

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

Inservice supplies	-	\$200.00	0031-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Purchase food drinks, paper goods for parent workshops/involvement activities.
Postage Expense	-	\$250.00	0031-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage to send home attendance letters and invitations to parents to attend school events.
Other Support Prsnl PARAS Hrly	-	\$100.00	0031-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Provide hourly time for paras to provide childcare for parent workshops and/or translation for parent/teacher conferences.

**Local Control Funding Formula Goals****Goal 1: Intervention Supports****Intervention Support Goal::**

Push-in/Pull -out support and extended day learning are provided to increase the number of students meeting grade level standards as evidenced by DRA and site developed assessments.

**Identified Need::**

There are students at all grader levels who are not meeting grade level standards. These students would benefit from push-in/pull-out support.

**Target Group::**

English Learners and students not meeting grade level standards

**Monitoring::**

DRA scores and results of site-developed assessments.

**Personnel Responsible::**

Principal, ILT, Classroom teachers, Push-in/Pull-out teacher, Library Assistant

**Goal 2: Classroom Supports****Classroom Support Goal::**

To increase access to grade-level standards and improve learning in literacy and mathematics, software licenses are necessary.

**Identified Need::**

All students are in need of supplemental instructional resources at school and home.



**Target Group::**

All students are in need of supplemental instructional resources at school and home.

**Monitoring::**

Administrative approval of instructional requests will be based on academic rational provided.

**Personnel Responsible::**

Principal, classroom teachers.

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst, 0.2000		\$5,022.20	0031-09800-00-2231-3110-0000-01000-0000	LCFF Intervention Support	LCFF 2	Library assistance in addition to that provided by the district. This provides students access to the library. Provides resources to students and teachers and planning support to classroom teachers.
Supplies	-	\$780.00	0031-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Classroom supplies to enhance instruction. Items can include chart paper, pencils, ink/toner, batteries.
Retired NonClstrm Tchr Hrly	-	\$25,000.00	0031-09800-00-1986-2490-0000-01000-0000	LCFF Intervention Support	LCFF 1	Provide additional support to EI and targeted students.

## 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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A**

**TITLE I PARENT INVOLVEMENT POLICY  
OR  
PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**  
*(Provided by the School Site)*



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

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***Alice Birney Elementary, an IB World School***  
**TITLE I PARENT INVOLVEMENT POLICY**

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*** has developed a written Title I parental involvement policy with input from Title I parents.  
***The policy is reviewed annually by the School Site Council.***

It has distributed the policy to parents of Title I students.

***The policy is discussed at the first Family Friday in September (Friday of the first week of school) and distributed in the weekly mail packet.***

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***, 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.  
***At Alice Birney Elementary we discuss our parent involvement policy at the first Family Friday in September (Friday of the first week of school) and at our fall 'back-to-school night.'***
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.  
***The cornerstone of our parent involvement is a monthly Family Friday from 2:30-3:35 p.m. on the first Friday of the month. Additional opportunities for parent involvement include a monthly morning ELAC meeting, a monthly Thursday evening meeting of the PTA and Birney Foundation quarterly opportunities for parents to attend PTA mixers, movie nights, playground play dates and more.***
- 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. ***At Alice Birney Elementary we plan, review and improve our programs by means of surveys and feedback taken at Family Fridays and during other meetings at our School Site Council meetings.***
- The school provides parents of Title I students with timely information about Title I programs.  
***At Alice Birney Elementary we send home a weekly newsletter which informs parents of the programs at school and information about how we implement our Title I programs.***
- 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. ***At Alice Birney Elementary, we familiarize our parents with the International Baccalaureate Program of Inquiry every fall, winter and spring by outlining and explaining the six IB units, showcasing the work children do at our family Fridays and explaining how the students performed during our parent-teacher conferences which are held in the fall and the 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 are surveyed twice a year during the Family Friday process, as well as surveys being sent home via email and with the weekly newsletter, to provide feedback on our programs.***

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

***\*\*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)]***

### **School-Parent Compact**

**Alice Birney Elementary** 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 school-parent compact is reviewed annually with the School Site Council and presented to parents at Family Friday and back-to-school night.***

### **Building Capacity for Involvement**

**Alice Birney Elementary** 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. ***This information is discussed at the October, November, March and May Family Fridays, at the two annual parent-teacher conferences and in the weekly newsletter***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***This information is discussed at the December, February and June Family Fridays, at the two annual parent-teacher conferences and in the weekly newsletter.***
- 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. ***This information is discussed with staff members at the opening meeting of the year, and reviewed before parent-teacher conferences.***
- 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. ***At Alice Birney Elementary we coordinate and integrate our Parent Involvement Program with our monthly Family Fridays, our PTA events (Passport to Adventure, etc) and our Foundation programs.***
- 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. ***Weekly newsletter sent home in paper and email format so parents can use Google translate.***
- The school provides support for parental involvement activities requested by Title I parents. ***At Alice Birney Elementary, we use our Title I funding to provide financial support for activities requested by Title I parents.***

### **Accessibility**

**Alice Birney Elementary** 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. ***Translation is available whenever possible.***

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

# 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 2014-2015.*

### **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 this year will be held November 17-21, 2014 and March 23-27, 2015. Every parent is encouraged to make an appointment for each session in order to be informed of their students' progress.

- 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 C**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*

San Diego Unified School District  
 Site: 0031 Birney Elementary  
 As of Date 04-15-2015  
 Extended Summary

Name	30100 Title I Basic		30103 Title I	
	FTE	TOTAL	FTE	TOTAL
		\$40,819.00		\$1,718.00
		\$40,819.17		\$1,718.30
		-\$0.17		-\$0.30
<b>Certificated Salaries / Monthly</b>	<b>0.1000</b>	<b>\$7,549.40</b>	<b>0.0000</b>	<b>\$0.00</b>
2605 School Counselor	0.1000	\$7,549.40	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>\$3,543.00</b>		<b>\$0.00</b>
1192 Prof&Curriclm Dev Vist Tchr		\$3,543.00		\$0.00
<b>Classified Salaries</b>		<b>\$0.00</b>		<b>\$100.00</b>
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$100.00
<b>Employee Benefits</b>		<b>\$3,286.77</b>		<b>\$23.30</b>
<b>Books and Supplies</b>		<b>\$4,440.00</b>		<b>\$445.00</b>
4301 Supplies		\$4,440.00		\$245.00
4304 Inservice supplies		\$0.00		\$200.00
<b>Services and Other Operating</b>		<b>\$22,000.00</b>		<b>\$1,150.00</b>
5209 Conference Local		\$10,000.00		\$0.00
5733 Interprogram Svcs/Paper		\$2,000.00		\$900.00
5841 Software License		\$10,000.00		\$0.00
5920 Postage Expense		\$0.00		\$250.00

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

**Birney Elementary**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By July 21, 2015 65% of students at grades 1 and 3 will be at grade level in reading as measured by DRA2.
<b>Mathematics</b>	By July 21, 2015 55% of students in grades 3-5 will be proficient on math assessments to be determined
<b>English Language Development</b>	By July 21, 2015 35% of English Learners in grades 3-5 will be reclassified.
<b>Graduation/Promotion Rate</b>	By July 21, 2015 75% of 3rd grade students with no reported disability will be reading at or above level 34 on the DRA.
<b>Parent Involvement and Community Engagement</b>	By July 21, 85% of Birney students' family representatives will have attended at least 1 parent event.

<b>Academic Program Description:</b>	<b>The budget listed below is supplemental to the base program.</b>
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\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		<b>42,924.00</b>		<b>1,484.00</b>	
1157 Classroom Teacher Hrly		-		300.00	Teacher led parent evenings in Math, Science
1162 Short Term Leave Visiting Tchr		1,000.00		-	Sub time for part-time resource teacher to avoid interruption in pull-out program
1192 Prof&Curriclm Dev Vist Tchr		3,000.00		-	Visiting tteachers to provide twice yearly planning time to analyze student data and pkan for intervention
2251 Custodian Hrly		-		250.00	Parent sponsored weekend and evening programs
2281 Other Support Prsnl PARAS Hrly		-		300.00	Childcare
<b>Employee Benefits</b>		<b>504.00</b>		<b>158.78</b>	
4301 Supplies		10,000.00		-	Provide software, insructional materials to enhance programs
4304 Inservice supplies		-		75.00	chart paper, markers, etc.

5207 Travel Conference	12,420.00	-	IB training; will transfer to local if offered for cost efficiency
5209 Conference Local	2,500.00	-	IB training
5733 Interprogram Svcs/Paper	1,500.00	200.00	Weekly newsletter
5841 Software License	12,000.00	-	STMath, Brain Pop, Raz Kids, Learning Upgrade, keyboarding program TBD
5920 Postage Expense	-	200.00	Parent communication

**TEACHER ALLOCATIONS:**

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
Grade 4-5:	01:32.1

**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
494-726	1.5	0.3
727-960	2	0.4
961-1,195	2.5	0.5
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

**APPENDIX E**

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM  
IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**

School Name: Birney Elementary

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	\$19,161.49
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$19,161.49
10% allocation needed for PD	\$1,916.15

**Please check one:**  Watch List  Year 1  Year 2  Year 3  Year 4  Year 5  Year 5+

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visiting teachers to provide release time for teachers to work in PLC's two times per year to review student achievement data, plan interventions for targeted students and attend available professional development opportunities to strengthen teaching practices.	\$3,543.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	5209	Attend local IB conference, common core professional development	\$10,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$13,543.00
10 % allocation has been met			<b>YES</b>