

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BIRD ROCK ELEMENTARY SCHOOL**

2020-21

37-68338-6039242
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: Frost, Andrea

Contact Person: Frost, Andrea

Position: Principal

Telephone Number:

Address: 5371 La Jolla Hermosa Ave, Bird Rock Elementary, La Jolla, CA, 92037-8016,

E-mail Address: afrost@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Evaluation of LCFF Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: BIRD ROCK ELEMENTARY

DUE: October 5, 2020

SITE CONTACT PERSON: MARGARET FEGAN

PHONE: 858-488-0537

FAX:

E-MAIL ADDRESS: MFEGAN@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) CSI School

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: <u>9/29/2020</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" 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>9/29/2020</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: 9/29/2020

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.

ANDI FROST
Type/Print Name of School Principal

Andi Frost 10/6/2020
Signature of School Principal / Date

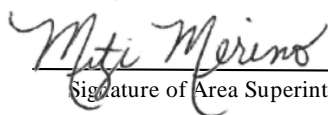
MELISSA KING
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Mitzi Merino
Type/Print Name of Area Superintendent

 _____ **10/6/2020**
Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a schoolwide comprehensive budgeting plan for Bird Rock Elementary (BRE) School. The staff at BRE strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Joyner work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

The school invited stakeholder groups to contribute in a number of ways. These included structured opportunities like SSC and SGT meetings as well as an electronic survey - co-created with our Bird Rock Foundations - sent to parents for feedback on climate and focus.

School Staff: October 1, 2020

SSC: September 29, 2020 SPSA review and approval

September 15, 2020 Parent Compact and Non-Title I policy/parent involvement review and approval

Feb 5, 2020 Input on LCFF budget

RESOURCE INEQUITIES

Our data continue to show equity gaps for students receiving IEP services and for students who are identified as English learners. The inequity gaps are present in the area of ELA and mathematics. Our school wide data show that in 2019, 85.5% of students in grades 3-5 met or exceeded grade level standards. In mathematics, 88% of our students met or exceeded grade level standards. Only 50% of our students identified as students with

disabilities met or exceeded grade level standards in ELA. 53% of our students identified as students with disabilities met or exceeded grade level standards in mathematics. This shows a clear equity gap with the gap in math wider than the gap in ELA

3rd Grade ELA

In 2019 75% of all 3rd grade students met or exceeded standards

50% of 3rd grade SWD met or exceeded standards

3rd Grade math

87.5% of all 3rd grade students met or exceeded standards

54.5% of 3rd grade SWD met or exceeded standards

4th Grade ELA

91.1% of 4th grade students met or exceeded standards

There was not a large enough group size for SWD to be included in 4th grade data for 2019. However comparing data from 2018 show that an equity gap exists. In 2018 80% of all 4th grade students met or exceeded standards while only 58.4% of SWD met or exceeded grade level

4th Grade math

92.9% of 4th grade students met or exceeded standards

There was not a large enough group size for SWD to be included in 4th grade data for 2019. Again, comparing data from 2018 show that an equity gap exists. In 2018 81.1% of all 4th grade students met or exceeded standards while only 27.3% of SWD met or exceeded grade level

5th Grade ELA

90.4% of 5th grade students met or exceeded standards

66.7% of 5th grade students wD met or exceeded standards

5th Grade math

84.7% of 5th grade students met or exceeded standards

33.3% of 5th grade students wD met or exceeded standards

Some possible causes are a lack of opportunity for all students within the classroom setting; lack of alignment with grade level expectations and curriculum; and a lack of using multiple data points to adjust and inform instruction.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Andi Frost	Principal
Melissa King	Teacher
Laurie White	Teacher
Lorraine Turner	Teacher
Meg Fegan	Other
Lori Shearer	Parent
Mindy McNeil	Parent
Amy Mayfield	Parent
Nicholas Trataris	Parent
Katie Morrell	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

We have an SEL focus at the Cluster level. This includes 5 core lessons that counselors at each of the cluster elementary schools teach every child in every classroom. We also have regular PLC's. PLC work ensures support of the whole child and equity at the core.

*Major Differences

The implementation was planned to take place in-person. Not all 5 lessons were able to be taught last year, as a result of our move to Distance Learning and the acclimation required of teachers and counselor.

*Changes

None

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	Increase perception of purposeful instruction	11%	25%	CAL-SCHLS (CHKS)	annually
June 2021	5	Increase perception of caring adult relationships	33%	50%	CAL-SCHLS (CHKS)	annually

***Identified Need**

The California Dashboard shows a need for improving our attendance rates for the school and particularly for students with disabilities, students who are English learners and students identified as two or more races. Additional data from the CHKS also show an alarming need to look at our student-adult relationships and the relevance of our work expectations.

The 2019 CA Dashboard shows that Bird Rock is in the Blue Performance Level for the Conditions & Climate: Suspension Rate indicator with all students at 0.2% suspended at least once, a maintenance from 2018. We have no student groups in the red and one student group in the orange: Students with Disabilities

***Online Learning Implications**

We have a school wide and cluster wide SEL focus and support SEL through weekly assemblies, messages, classroom activities with teachers and our 1-day per week counselor. Our counselor uses "Step 2" predominately.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learners	Increase monthly attendance rates	93.9	96	Attendance	Monthly
June 2021	TK-5	Black or African American	Increase monthly attendance rates	87%	90	Attendance	Monthly
June 2021	TK-5	Students with Disabilities	Decrease the suspension rate	1.6%	0	Suspension	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Unduplicated students/All students will benefit from our increased focus on social emotional growth. This focus is anticipated to improve all students' perceptions of positive student- adult relationships as well as the perception of a curriculum that is worthwhile and engaging. The increased focus on SEL will make the school feel safer and more inclusive for all students and reduce the chronic absenteeism identified on the CA Dashboard with our students who are English learners and our students receiving SpEd services. This strategy also promotes student risk-taking which leads to increased engagement and academic growth for our students who have historically underachieved -- again, our students who are English learners (including reclassified) and our students received SpEd services.

***Strategy/Activity - Description**

At BRE and in the LJ Cluster, we are dedicated to our students' social emotional health and committed to fostering an environment that is safe, collaborative and inclusive for every student. We are continuing to focus on character strengths and development. We focus on -approximately - one strength per month based on school wide agreement. This year we are also focusing on the "BIG 5". These are five traits that LJ counselors and

Bird Rock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

principals determined would be the most beneficial as we support students in becoming well-rounded, productive, kind, collaborative citizens of our world. Our district provided counselor is on site one day per week and will teach at least one lesson per teacher/grade level for each of the BIG 5 traits. Our counselor will also continue to work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates.

We also are supporting parents in supporting their child’s social-emotional growth and development. We have collaborated with Dr. Wais who will lead three - 4 week long workshops throughout the year for our cluster. Each of the elementary schools will host one of the workshops and each work shop is open to all parents throughout our cluster. Dr. Wais is also collaborating with one of our parents to create metrics to measure the impact our collective work has on students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00296X	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0029-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies/Learning opportunities
N002971	Prof&Curriclm Dev Vist Tchr		\$2,255.00	\$2,757.64	0029-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers for PD/PLC

***Additional Supports for this Strategy/Activity**

Parents, our allocated counselor, teachers and principal as well as Dr. Wais will be providing the strategy/activity. We may also need to purchase materials/PD opportunities for up to the remainder of our LCFF

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

As a staff and in grade level PLC's we are becoming better at analyzing data and using what we discover in the analysis to drive and refine instruction. When looking at the 2018-2019, a school year, we had some growing pains in this area and our percentage of students meeting or exceeding grade level standards dropped by just over 3%. We do not have sufficient data from the 2019-2020 school year to make a definitive claim, yet do believe that we are making progress in more accurately assessing what was taught and in analyzing the results.

*Major Differences

Our LCFF budget was aligned to visiting teacher coverage for our teachers to meet regularly in PLC. We had used these funds by February 2020. When moving to distance learning, our 6-week cycles shifted significantly as teachers adapted to online instruction.

*Changes

In addition to the 6-week cycles for PLC and formative assessments, teachers also meet with the principal for 1-on-1 monitoring meetings. This is an opportunity for all students to be discussed on an individual level and includes an increased focus on students who are learning English and students who receive SpEd services. It is also an opportunity to evaluate what is working well, what is not and informs next steps for learning opportunities for all staff.

*Goal 2 - English Language Arts							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-5	Increase academic performance as measured on SBA	85.5	90	CAASPP ELA	annually	
June 2021	3-5	Increase academic achievement as measured by SBA	85.5	90	SBAC Interims	6 weeks	
*Identified Need							
As a staff and in grade level PLCs we are becoming better at analyzing data and using what we discover in the analysis to drive and refine instruction. In the 2018-2019 school year, we had some growing pains in this area and our percentage of students meeting or exceeding grade level standards dropped by just over 3% and our data for students who are English learners and students who are receiving SpEd services also dropped in the 2018-2019 school year.							
*Online Learning Implications							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	increase academic achievement in ELA	76.9	80	SBAC Interims	approximately every 6 weeks
June 2021	3-5	Students with Disabilities	Increase academic achievement for student receiving SpEd services	50	60	SBAC Interims	approximately every 6 weeks
June 2021	3-5	Black or African American	Increase academic achievement in grade level reading	70	80	DRA	3 times annually
June 2021	3-5	English Learner	increase academic achievement in ELA	76.9	80	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	increase academic achievement in ELA	50	60	CAASPP ELA	annually
Strategy/Activity 1							
*Students to be served by this Strategy/Activity							
All students will benefit from this strategy. This includes an increased focus on students who are English learners and students receiving SpEd services.							

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:

PLC's

Common grade level formative assessments in 6 - week cycles

Guaranteed Viable Curriculum

Alignment of grade level expectations

one-on-one monitoring meetings with principal to inform strengths and needs of all students

Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom

School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable

Our classified aides for SpEd services now participates in our monthly PD's as experts and as learners

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00296X	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0029-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies/Learning opportunities
N002971	Prof&Curriclm Dev Vist Tchr		\$2,255.00	\$2,757.64	0029-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers for PD/PLC

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

As a staff and in grade level PLC's we are becoming better at analyzing data and using what we discover in the analysis to drive and refine instruction. In the 2019-2020 school year teachers focused on and improved mathematics GVC and assessment. We do not have an outside metric, like SBAC for measuring the success of this focus. We are getting better at analyzing and using data to inform instruction and PLC's calendared in approximately 6-week cycles as well as our interim assessments scheduled in approximately 6 week cycles in the 2019-2020 will strengthen this work. Teachers continued this focus in 2020- 2021 We do not have SBAC data for comparison.

*Major Differences

No major differences

*Changes

N/A

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase student academic achievement	88	92	CAASPP Math	Annually
June 2021	3-5	Increase student academic achievement	88	92	SBAC Interims	6 weeks

***Identified Need**

Our math instruction is becoming more aligned with a continued focus on number sense, and increased focus on supporting answers and ideas with logical chains of reasoning. As a staff and in grade level PLC's we are becoming better at analyzing data and using what we discover in the analysis to drive and refine instruction. In the 2018-2019 school year, mathematics improved for all grade levels. Mathematics data also increased for students who are English learners and students who are receiving SpEd services in the 2018-2019 school year.

***Online Learning Implications**

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase academic achievement	83.3	87	CAASPP Math	annually
June 2021	3-5	English Learner	Increase academic achievement	83.3	87	SBAC Interims	6 week cycles
June 2021	3-5	Black or African American	Increase academic achievement	50	75	SBAC Interims	6 week cycles
June 2021	3-5	Students with Disabilities	Increase academic achievement	53.3	60	CAASPP Math	annually
June 2021	3-5	Students with Disabilities	Increase academic achievement	53.3	60	SBAC Interims	6 week cycles

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit from this strategy. This includes an increased focus on students who are English learners and students receiving SpEd services.

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:
 PLC's
 Common grade level formative assessments in 6 - week cycles
 Guaranteed Viable Curriculum
 Alignment of grade level expectations

Bird Rock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

one-on-one monitoring meetings with principal to inform strengths and needs of all students
 Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom
 Our classified aides for SpEd services now participates in our monthly PD's as experts and as learners
 School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Our students who are English learners reclassify quickly - often within about 3 years. Because we have a very low number of students who are English learners - in the upper grades, there may be 1-2 in the entire grade level - our ELD instruction is individualized and integrated. This approach works well for the purposes of raising students English speaking to a high level, but there is still a difference in the data for our reclassified students (there were not enough EL students who were not reclassified for comparison). In ELA, our reclassified students who met or exceeded was 76.9% compared to 85.5% of all students grade 3-5. In mathematics, the difference was less pronounced. 83.3% of students who were reclassified met or exceeded standards compared with 88% of all students grades 3-5.

We are uncertain what this difference can be attributed at this point because theoretically, there should not be such discrepancy in students reclassified as fluent English speakers. One idea is the same as for our students with disabilities and that is the expectation to make meaning and be engaged in the conversations and curriculum. We have agreed as a staff that we will give all students the opportunities to develop their skills and deepen their learning by holding all accountable and employing the "no opt out" method described in [Teach Like a Champion](#)

*Major Differences

No major differences

*Changes

We will be using the same strategies with an increased focus and robustness to our data analysis and use

***Integrated English Language Development**

There are frequent walkthroughs with a lens on supporting multiple modalities and instructional needs through universal design. Teachers also work with student's before/during/after learning experiences to break down tasks and support language needs. The district has restructured the OLA office so that every school will receive coaching in ELD. Our coach has been asked to model and support robust integrated ELD.

***Designated English Language Development**

PD specific for ELD
Walkthroughs for evidence and celebration
PLC and data analysis
District language development curriculum by level

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase % of students meeting and exceeding standards in ELA	76.9	80	CAASPP ELA	annually
June 2021	3-5	English Learner	Increase % of students meeting and exceeding standards in math	83.3	87	CAASPP Math	annually

***Identified Need**

When looking at SBA data, there is an equity gap with our student population as a whole, performing better than students who are English learners. This equity gap is more pronounced in ELA than it is in math

***Online Learning Implications**

- Teachers are meeting with students in small group ELD online.
- Formative assessment data will be collected, analyzed and feedback given to students.
 - Teachers participate in online professional development for our new ELD curriculum, and effective instruction

We monitor and evaluate student progress through PLC work

Frequent, common grade level assessment and grade level agreement about evidence of reaching standards

*Annual Measurable Outcomes (Closing the Equity Gap)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	TK-5	English Learner	Increase % of eligible students who reclassify	90%	95%	Summative ELPAC	annually		
Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
All students will be served by this activity including students who are EL and students receiving SpEd services									
*Strategy/Activity - Description									
<p>Our strategies/activities are a refinement of what we began last year and are getting better at this year:</p> <p>PLC's</p> <p>Common grade level formative assessments in 6 - week cycles</p> <p>Guaranteed Viable Curriculum</p> <p>Alignment of grade level expectations</p> <p>One-on-one monitoring meetings with principal to inform strengths and needs of all students</p> <p>Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom</p> <p>School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable</p> <p>Our classified aides for SpEd services now participates in our monthly PD's as experts and as learners</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00296X	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0029-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies/Learning opportunities
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Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

6- week assessment and PLC cycles
 1-on-1 monitoring solutions-based meetings with principal

*Major Differences

None

*Changes

N/A

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase academic achievement	53.3	60	CAASPP Math
June 2021	3-5	Students with Disabilities	increase academic achievement in ELA	50	60	CAASPP ELA

*Identified Need

There is a significant equity gap when looking at objective data, such as SBA, of our students receiving SpEd services compared to our student population as a whole. In SBA data for math and for ELA, there was a 30% decrease in the percentage of students SpEd services meeting or exceeding

grade level standards. In math, 53.3% of Students with SpEd services met or exceeded grade level standards compared to 88% of all. In English 50% of our students with SpEd services met or exceeded grade level standards compared to 85.5% of all students

***Online Learning Implications**

- SAI hours met in online setting
- Implementation of IEP Services in Online Learning Setting
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team consists of general education teachers, educational specialists, related services providers and paraeducators.
- All staff works as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase % of students meeting goals	Baseline	60	Progress Reports on IEP Goals	IEP Reporting Periods

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will be served by this strategy with an emphasis on students with SpEd services.

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:

- PLC's
- Common grade level formative assessments in 6 - week cycles
- Guaranteed Viable Curriculum
- Alignment of grade level expectations
- one-on-one monitoring meetings with principal to inform strengths and needs of all students
- Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom
- School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable
- Our classified aides for SpEd services now participate in our monthly PD's as experts and as learners

Bird Rock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00296X	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0029-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies/Learning opportunities
N002971	Prof&Curriclm Dev Vist Tchr		\$2,255.00	\$2,757.64	0029-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers for PD/PLC
*Additional Supports for this Strategy/Activity									
LCFF funds will be used for visiting teachers for PLC time and professional growth supports as needed.									

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American	Increase percentage of students meeting or exceeding standard	Baseline	80	Grades	Progress Reporting

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Bird Rock Elementary school site has completed one training in hidden bias and will, with District support, receive anti-bias training in the fall of 2020. This training will occur before conducting any interviews.
- ✓ 2. In 2020-21 school year, Bird Rock Elementary school will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Bird Rock Elementary school will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Bird Rock Elementary school will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, Bird Rock Elementary school will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Bird Rock Elementary school is to maintain or increase the percentage of diverse educators from current year to the follow

*Identified Need

Our African American students are not consistently demonstrating grade level reading proficiency at the same rates as their peers who are not a part of this group.

*Online Learning Implications									
Making learning engaging and relevant has been a focus Ensuring access to technology and resources									
Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
All students will be served by this strategy with an emphasis on Black Youth									
*Strategy/Activity - Description									
Our strategies/activities are a refinement of what we began last year and are getting better at this year: PLC's Common grade level formative assessments in 6 - week cycles Guaranteed Viable Curriculum Alignment of grade level expectations one-on-one monitoring meetings with principal to inform strengths and needs of all students Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable Our classified aides for SpEd services now participate in our monthly PD's as experts and as learners									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00296X	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0029-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies/Learning opportunities
N002971	Prof&Curriclm Dev Vist Tchr		\$2,255.00	\$2,757.64	0029-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers for PD/PLC

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

We offer opportunities for parent and community involvement frequently throughout the school year. Our data form CHKS - parents, show that not all parents and community are feeling that their needs/wants are met.

*Major Differences

None

*Changes

None

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent perception of "School promotes success of all students"	44%	50%	Other - Describe in objective
June 2021	Other (Describe in Objective)	Increase parent perception of the school is a "safe and collaborative environment form	42%	48%	Other - Describe in objective
June 2021	Other (Describe in Objective)	Increase perception of the school is "clean and well-maintained" from	23%	35%	Other - Describe in objective

*Identified Need

We have a very active parent community and are committed to family engagement and partnership. Our data from the CHPS show we can do significantly better in meeting parent expectations and increasing positive perception about how we meet the safety and success of all of our students. We can also do a much better job of keeping and maintaining a clean campus.

***Online Learning Implications**

What systems do you have in place to monitor and evaluate supports for students in the areas of mental health and social and emotional well-being?

Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction:
 Our .2 school counselor is active with teaching online SEL lessons with students as part of teachers' class offerings. She also has and advertises weekly office hours for check-ins for all members of our school community -- students, parents and staff. We are continuing with our weekly assemblies focused on identifying, and practicing mindsets around productive SEL habits. Finally, our parent foundation purchased an SEL program that builds mindfulness practices, and teaching students acceptance of self and others. We share these resources and communications with parents.

What systems do you have in place to monitor and evaluate effectiveness of systems that support and engage parents and families?

District "welcome week"
 Student issued devices
 A tech expert who holds office hours daily for students/parents/staff to address learning needs, or technology issues
 We monitor and evaluate the effectiveness through a weekly principal's coffee; weekly staff office hours; weekly meeting with tech expert; an active google link for all for Q&A

SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment. -- These schedules are based on when the principal can meet with and support students, as no teachers have been comfortable with phase 1 instruction.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent perception of school seeking parent input before making important decisions as measured/tallied through CHPS	26%	32%	Other - Describe in Objective

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families will be served by this strategy.

***Strategy/Activity - Description**

We have increased the focus on SEL for students and parents. Students are taught and supported in learning and practicing particular strategies throughout the year. This information is shared with families via our regular eblasts, at the LJ CLuster and via Power School messenger. We also have regular parent workshops throughout the academic year.

***Additional Supports for this Strategy/Activity**

Community partners are donating time and resources to support the Social-emotional needs of our families and our students.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Because of the discrepancies in data for students as a whole and for students who are receiving SpEd services or who are English Learners, we know that we are not on track for graduating all students at the same rate.

*Major Differences

Again, we are getting better at analyzing and using data to inform instruction and PLC's calendared in approximately 6-week cycles as well as our interim assessments scheduled in approximately 6 week cycles in the 2019-2020 will strengthen this work. Further the 6-week cycles of objective, common formative assessments provides far more opportunities for teachers and teams to analyze student strengths and needs and plan teaching that is responsive to this data. Our LCFF budget is aligned to visiting teacher coverage for our teachers to meet regularly in PLC.

*Changes

We are becoming more data-driven in our planning, instruction and responding to students' needs. Based on research and anecdotal data, we know that data-driven instruction is the most powerful weapon we have in improving academic success and outcomes for all students.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Increase/grade level reading proficiency	90%	95%	DRA	Annually

***Identified Need**

As a staff and in grade level PLC's we are becoming better at analyzing data and using what we discover in the analysis to drive and refine instruction. We are also working toward agreement about what "reading" means. As an example, decoding production is not reading, it is a part of reading. Thus, those students who comprehend at high levels and sound like they decode at lower, need to continue with text they have proven they can comprehend and increase decoding skills. Conversely, those who can decode well, but do not comprehend well, are not really "reading" at grade level. They need targeted instruction around comprehension.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase academic achievement	50	60	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	Increase academic achievement	53.3	60	CAASPP Math	annually
June 2021	3-5	English Learner	Increase academic achievement	76.9	80	CAASPP ELA	annually
June 2021	3-5	English Learner	Increase academic achievement	83.3	87	CAASPP Math	annually
June 2021	3-5	Black or African American	Increase academic achievement in grade level reading	70	80	DRA	3 times annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit from these strategies and the focus students - those receiving SpEd services/who are learning English should show the most gain.

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:
 PLC's
 Common grade level formative assessments in 6 - week cycles
 Guaranteed Viable Curriculum

Bird Rock Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Alignment of grade level expectations
 one-on-one monitoring meetings with principal to inform strengths and needs of all students
 District "Bookend visits" scheduled to observe and provide feedback on supports and alignment (match of teacher to student needs) they observe
 Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom
 School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable
 Coaching to integrate more robust ELD into our curricula for those classes with students who are learning English
 Our classified aides for SpEd services now participate in our monthly PD's as experts and as learners

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00296X	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0029-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies/Learning opportunities
N002971	Prof&Curriclm Dev Vist Tchr		\$2,255.00	\$2,757.64	0029-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers for PD/PLC

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. *How will you integrate the priorities and strategies you outlined in your SPSA?*
2. *What specific leadership actions will you take to meet or exceed your SPSA goals?*

We continue to work at becoming a true PLC school where we each take responsibility for the growth and development – academic and SEL of all of our students using an action research approach. In order to continue to grow this PLC culture, my moves are providing the opportunities and professional development for teachers, These opportunities are during our monthly PD meetings, frequent walkthroughs - each classroom at least once per week, professional readings, 2 of the still objectives for teachers being evaluated this year must include how teachers are using data to inform instruction and increase achievement for our students who are receiving SpEd services and our students who are English learners.

Teachers regularly meet together to revisit pacing and calendared common grade level assessments for the school year and have PLC days calendared for roughly the same cycle time so that the driving force behind the PLC and informing instruction is data. Also calendared are the 1-on-1 monitoring meetings where each classroom teacher and I meet and discuss the academic growth and needs of each and every one of our students.

3. -----*ONLINE LEARNING*:-----

- Our ESA and our library tech conducting outreach, and reengagement as necessary.
- Staff have been trained with the Doug Fisher resources. The principal is also Daring to Lead, with vulnerability as she tries to learn the technology and engender this with students - assemblies, parents - coffees, and staff - meetings,
- The school reaches out to all families through school messenger and Eblast to provide information on distribution of devices/assignments
- We make case-by-case arrangements, as necessary, to meet the needs of our parents who are unable to make regularly scheduled times

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Bird Rock Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 6,426.34

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$6,426.34
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 6,426.34

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$6,426.34

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Bird Rock Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 5,255.00
			3000			\$ 1,171.34
	09800 LCFF Intervention Support Total					\$ 6,426.34
Grand Total						\$ 6,426.34

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Bird Rock Elementary School

PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

Bird Rock Elementary School has developed a written parental involvement policy with input from parents.

It has distributed the policy to all parents.

This policy is distributed through our “Tuesday Envelope”

The policy describes the means for carrying out the following parental involvement requirements.

Involvement of Parents in the Program:

To involve parents at Bird Rock Elementary (BRE) the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.

- The school offers a flexible number of meetings for parents, such as meetings in the morning or evening.
- Volunteer meetings
- Principal’s coffee
- Bird Rock Foundation with school representation
- School Safety meeting

The school involves parents of students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school’s programs and the parental involvement policy.

- Parents are regularly welcomed to share ideas, observations and concerns. Additional meetings are held as necessary to respond to parents’ needs.

The school provides parents of students with timely information about the school’s programs.

- Ongoing communication is a regular part of our culture. Programmatic information is shared via Tuesday Envelope, School Messenger and Foundation Eblast as ways to distribute policy and information to parents.

The school provides parents 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.

- Information regarding curriculum and assessments is shared during our fall Back-to-School night

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children.

- When requested parents are invited to meet with principal and/or additional staff members depending on the nature of the concern to address expressed concerns.

APPENDIX C**SCHOOL PARENT COMPACT**



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

BIRD ROCK ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT

Bird Rock Elementary (BRE) and families of students enrolled at BRE 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 2020-21.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The *BRE* 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:

BRE offers a learning environment rich in rigorous academic standards and high expectations in academics, behavior and citizenship.

The mission of Bird rock Elementary School is to work with parents and students to foster a learning environment characterized by mutual respect and to enrich learning experiences so that skills and attitudes are developed that will prepare students to be positive, productive, and responsible members of society.

At BRE our focus is to meet the needs of our 21st century learners. We provide opportunities for our students to be critical thinkers, problem solvers and communicators. We believe children learn best when given opportunities to analyze, summarize and synthesize real world problems and scenarios. We believe children deserve a comprehensive education that includes visual and performing arts and purposeful integration of technology. We believe that learning/teaching must be differentiated to meet the diverse needs and learning styles of our students. We meet the needs of GATE students in our classrooms through a GATE cluster model in grades 3-5. All teachers in

grades 3-5 hold additional GATE certification. We also support students receiving special education services through differentiated Tier I instruction in the classroom and through additional Tier II and Tier III push-in/pull-out support from education specialists and aids.

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

Parents are welcomed and encouraged to meet with their child's teacher anytime throughout the school year. Two weeks per year are also dedicated to parent-teacher conferences. All parents are asked to a conference to discuss the progress of their student.

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

Teachers regularly communicate progress to parents through ongoing class progress reports, phone calls, notes and informal and formal meetings. Parent-teacher conferences are also scheduled to align with E1 and E2 grade reporting periods.

4. Provide parents reasonable access to staff.

Staff members are available before school and after school to meet with parents as well as during our conference weeks. Teachers are also easily reached through district email.

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

Parents are welcome partners in their students education. Upon completion and screening of a volunteer packet and attendance in a mandatory meeting, parents are invited to volunteer in a host of opportunities. These include volunteering in the classroom, supervising out of classroom activities,

PARENT RESPONSIBILITIES

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's 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 (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

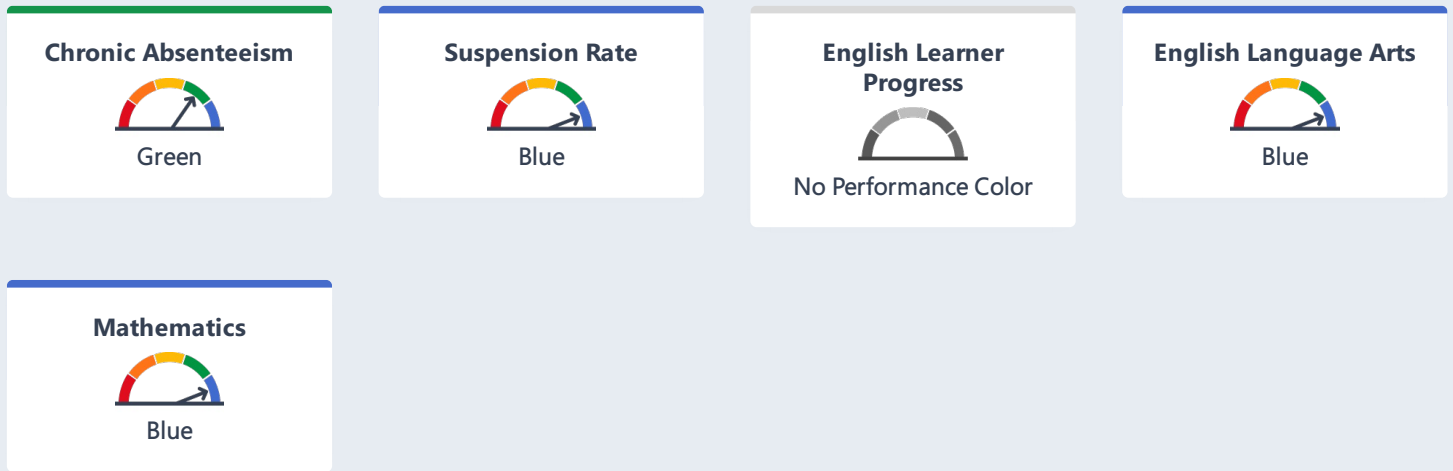
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Bird Rock Elementary

Explore the performance of Bird Rock Elementary under California's Accountability System.



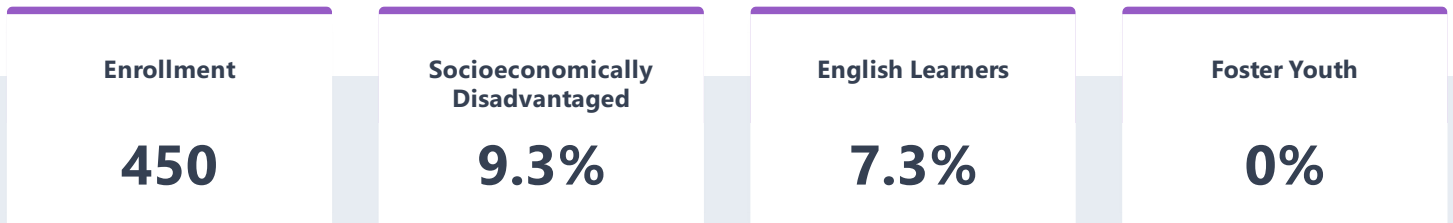
School Details

NAME Bird Rock Elementary	ADDRESS 5371 La Jolla Hermosa Avenue La Jolla, CA 92037-8016	WEBSITE http://www.sandi.net/bi...	GRADES SERVED K-5
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BIRD ROCK ELEMENTARY

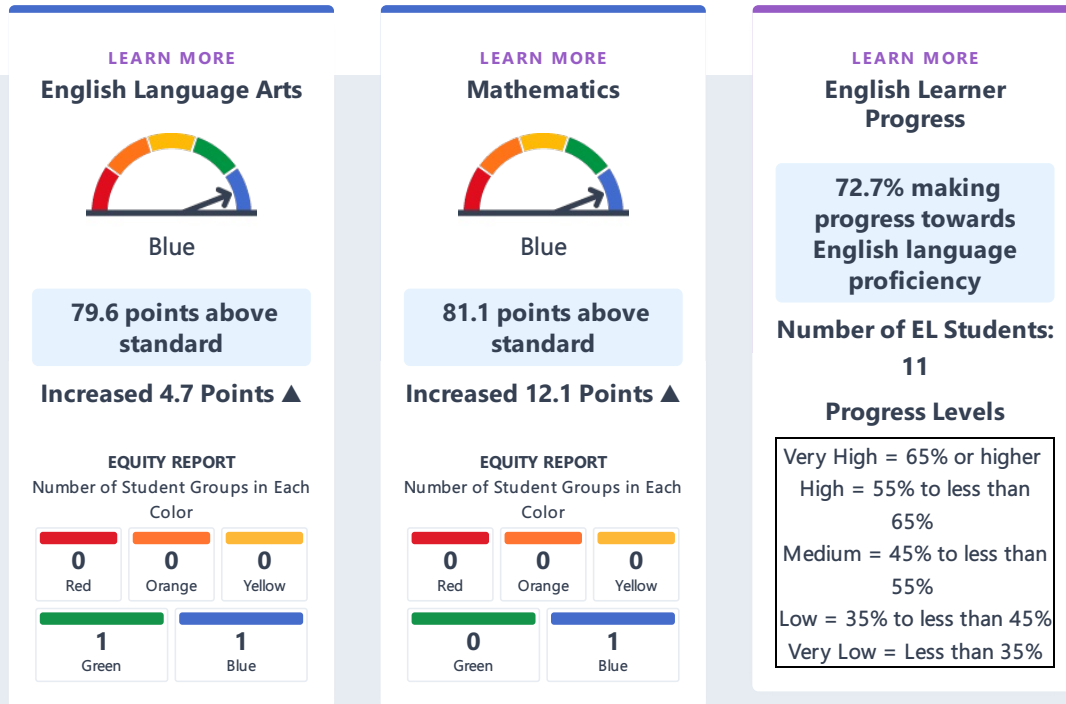
Student Population

Explore information about this school's student population.



Academic Performance

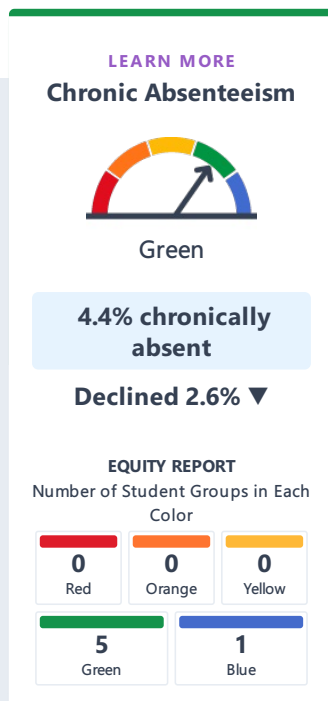
View Student Assessment Results and other aspects of school performance.



BIRD ROCK ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0.2% suspended at least once

Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	0 Yellow
1 Green	4 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

79.6 points above standard

Increased 4.7 Points ▲

Number of Students: 192

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Students with Disabilities



Blue

White



No Performance Color

African American

Asian

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners



No Performance Color

50.4 points above standard

Increased 26.6 Points ▲

Number of Students: 15

Hispanic



No Performance Color

80.1 points above standard

Increased 30.2 Points ▲

Number of Students: 19

Two or More Races



No Performance Color

91.6 points above standard

Increased 5.3 Points ▲

Number of Students: 19

Socioeconomically Disadvantaged



No Performance Color

74.8 points above standard

Increased 22.4 Points ▲

Number of Students: 20

Students with Disabilities



Green

18.8 points above standard

Increased 4.5 Points ▲

Number of Students: 30

White



Blue

78.2 points above standard

Maintained 2.9 Points

Number of Students: 147

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	69 points above standard	74.9 points above standard	79.6 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

No Data

No Data

Number of Students: 2

Reclassified English Learners

57.2 points above standard

Increased 29.8 Points ▲

Number of Students: 13

English Only

82.8 points above standard

Maintained 1.7 Points

Number of Students: 161

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

81.1 points above standard

Increased 12.1 Points ▲

Number of Students: 191

Student Group Details

All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

White



No Performance Color

African American

Asian

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners



No Performance Color

45.8 points above standard

Increased 18.9 Points ▲

Number of Students: 14

Hispanic



No Performance Color

63.4 points above standard

Increased 10.5 Points ▲

Number of Students: 19

Two or More Races



No Performance Color

83.4 points above standard

Increased 21.8 Points ▲

Number of Students: 19

Socioeconomically Disadvantaged



No Performance Color

64.7 points above standard

Declined 7.4 Points ▼

Number of Students: 19

Students with Disabilities



No Performance Color

13 points above standard

Increased 18.3 Points ▲

Number of Students: 30

White



Blue

81.5 points above standard

Increased 10.9 Points ▲

Number of Students: 146

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	60.3 points above standard	69 points above standard	81.1 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

No Data

No Data

Number of Students: 2

Reclassified English Learners

59.3 points above standard

Increased 26.2 Points ▲

Number of Students: 12

English Only

84.9 points above standard

Increased 11.6 Points ▲

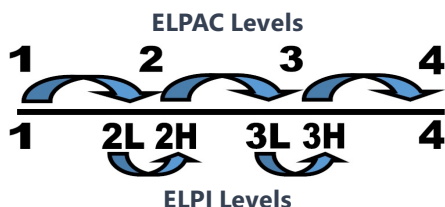
Number of Students: 161

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

72.7% making progress towards English language proficiency

Number of EL Students: 11

Performance Level

Low

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	9%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	18.1%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	72.7%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Green

4.4% chronically absent

Declined 2.6% ▼

Number of Students: 452

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

English Learners

Hispanic

Socioeconomically Disadvantaged

Two or More Races

White



Blue

Students with Disabilities



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

0% chronically absent

Declined 7.1% ▼

Number of Students: 13

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

English Learners



Green

6.1% chronically absent

Declined 1.8% ▼

Number of Students: 33

Hispanic



Green

6.4% chronically absent

Declined 9% ▼

Number of Students: 47

Socioeconomically Disadvantaged



Green

9.1% chronically absent

Declined 2.8% ▼

Number of Students: 44

Two or More Races



Green

4.9% chronically absent

Declined 8.5% ▼

Number of Students: 41

White



Green

4.3% chronically absent

Declined 1.1% ▼

Number of Students: 348

Students with Disabilities



Blue

1.6% chronically absent

Declined 4.2% ▼

Number of Students: 62

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Blue

0.2% suspended at least once

Maintained 0.2%

Number of Students: 457

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

No Students



Green

White



Blue

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged



No Performance Color

African American

Asian

Homeless



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 13

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



Orange

1.6% suspended at least once

Increased 1.6% ▲

Number of Students: 62

White



Green

0.3% suspended at least once

Increased 0.3% ▲

Number of Students: 352

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 35

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 47

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 42

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 46

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	N/A	N/A	0.2%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bird Rock
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	267	83.5	264	84.8	238	81.5	211	85.8	193	85.5	2.0	-0.3	269	78.4	264	83.3	237	80.6	208	83.7	192	88.0	9.6	4.3
Female	127	87.4	126	89.7	121	86.0	97	90.7	92	90.2	2.8	-0.5	129	77.5	126	84.1	121	81.0	96	79.2	92	87.0	9.5	7.8
Male	140	80.0	138	80.4	117	76.9	114	81.6	101	81.2	1.2	-0.4	140	79.3	138	82.6	116	80.2	112	87.5	100	89.0	9.7	1.5
African American	3	-	2	-	0	-	0	-	1	-	-	-	3	-	2	-	0	-	0	-	1	-	-	-
Asian**	10	100.0	9	-	8	-	4	-	5	-	-	-	10	90.0	9	-	8	-	4	-	5	-	-	-
Filipino	0	-	1	-	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Hispanic	23	60.9	23	73.9	20	70.0	17	64.7	18	83.3	22.4	18.6	25	60.0	23	60.9	20	75.0	16	75.0	18	72.2	12.2	-2.8
Indochinese**	0	-	1	-	1	-	1	-	-	-	-	-	0	-	1	-	1	-	1	-	-	-	-	-
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	205	85.9	195	85.6	183	82.5	164	87.2	149	85.2	-0.7	-2.0	205	79.0	195	86.2	182	81.3	162	84.0	148	89.2	10.2	5.2
Multiracial	25	80.0	32	87.5	25	84.0	24	87.5	20	90.0	10.0	2.5	25	88.0	32	81.3	25	76.0	24	83.3	20	90.0	2.0	6.7
English Learner	8	-	7	-	6	-	5	-	2	-	-	-	9	-	7	-	6	-	5	-	2	-	-	-
English-Speaking	259	85.7	257	86.0	232	83.6	206	85.9	191	85.3	-0.4	-0.6	260	80.8	257	84.8	231	82.3	203	84.7	190	88.9	8.1	4.2
Reclassified†	15	80.0	8	-	13	46.2	13	84.6	13	76.9	-3.1	-7.7	15	93.3	8	-	13	61.5	13	69.2	12	83.3	-10.0	14.1
Initially Eng. Speaking	244	86.1	249	85.9	219	85.8	193	86.0	178	86.0	-0.1	0.0	245	80.0	249	84.3	218	83.5	190	85.8	178	89.3	9.3	3.5
Econ. Disadv.*	22	50.0	29	65.5	29	75.9	20	80.0	20	90.0	40.0	10.0	22	50.0	29	65.5	29	65.5	19	78.9	19	84.2	34.2	5.3
Non-Econ. Disadv.	245	86.5	235	87.2	209	82.3	191	86.4	173	85.0	-1.5	-1.4	247	81.0	235	85.5	208	82.7	189	84.1	173	88.4	7.4	4.3
Gifted	110	93.6	122	95.1	99	94.9	62	95.2	69	98.6	5.0	3.4	110	90.9	122	93.4	98	100.0	61	100.0	69	100.0	9.1	0.0
Not Gifted	157	76.4	142	76.1	139	71.9	149	81.9	124	78.2	1.8	-3.7	159	69.8	142	74.6	139	66.9	147	76.9	123	81.3	11.5	4.4
With Disabilities	29	34.5	23	52.2	23	34.8	30	53.3	28	50.0	15.5	-3.3	29	41.4	23	52.2	23	34.8	28	50.0	28	50.0	8.6	0.0
WO Disabilities	238	89.5	241	88.0	215	86.5	181	91.2	165	91.5	2.0	0.3	240	82.9	241	86.3	214	85.5	180	88.9	164	94.5	11.6	5.6
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	3	-	1	-	2	-	-	-	1	-	0	-	3	-	1	-	2	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bird Rock
Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	79	82.3	83	86.7	75	78.7	59	88.1	64	75.0	-7.3	-13.1	79	84.8	83	84.3	75	80.0	59	88.1	64	87.5	2.7	-0.6
Female	46	89.1	43	90.7	36	88.9	27	92.6	28	85.7	-3.4	-6.9	46	84.8	43	86.0	36	75.0	27	81.5	28	92.9	8.1	11.4
Male	33	72.7	40	82.5	39	69.2	32	84.4	36	66.7	-6.0	-17.7	33	84.8	40	82.5	39	84.6	32	93.8	36	83.3	-1.5	-10.5
African American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Asian**	3	-	1	-	3	-	0	-	2	-	-	-	3	-	1	-	3	-	0	-	2	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	6	-	4	-	8	-	4	-	3	-	-	-	6	-	4	-	8	-	4	-	3	-	-	-
Indochinese**	0	-	1	-	0	-	0	-	-	-	-	-	0	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	61	82.0	66	86.4	60	78.3	47	89.4	49	71.4	-10.6	-18.0	61	83.6	66	87.9	60	81.7	47	87.2	49	85.7	2.1	-1.5
Multiracial	9	-	10	90.0	4	-	8	-	9	-	-	-	9	-	10	80.0	4	-	8	-	9	-	-	-
English Learner	2	-	3	-	4	-	3	-	0	-	-	-	2	-	3	-	4	-	3	-	0	-	-	-
English-Speaking	77	84.4	80	87.5	71	83.1	56	87.5	64	75.0	-9.4	-12.5	77	85.7	80	86.3	71	83.1	56	89.3	64	87.5	1.8	-1.8
Reclassified†	1	-	0	-	3	-	2	-	4	-	-	-	1	-	0	-	3	-	2	-	4	-	-	-
Initially Eng. Speaking	76	84.2	80	87.5	68	85.3	54	88.9	60	75.0	-9.2	-13.9	76	85.5	80	86.3	68	83.8	54	90.7	60	86.7	1.2	-4.0
Econ. Disadv.*	6	-	9	-	6	-	6	-	8	-	-	-	6	-	9	-	6	-	6	-	8	-	-	-
Non-Econ. Disadv.	73	86.3	74	87.8	69	78.3	53	86.8	56	73.2	-13.1	-13.6	73	86.3	74	89.2	69	81.2	53	86.8	56	85.7	-0.6	-1.1
Gifted	35	97.1	34	94.1	23	91.3	14	92.9	23	95.7	-1.4	2.8	35	97.1	34	97.1	23	100.0	14	100.0	23	100.0	2.9	0.0
Not Gifted	44	70.5	49	81.6	52	73.1	45	86.7	41	63.4	-7.1	-23.3	44	75.0	49	75.5	52	71.2	45	84.4	41	80.5	5.5	-3.9
With Disabilities	10	30.0	7	-	9	-	10	50.0	10	20.0	-10.0	-30.0	10	50.0	7	-	9	-	10	80.0	10	50.0	0.0	-30.0
WO Disabilities	69	89.9	76	89.5	66	84.8	49	95.9	54	85.2	-4.7	-10.7	69	89.9	76	88.2	66	83.3	49	89.8	54	94.4	4.5	4.6
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-

* 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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bird Rock
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	99	77.8	81	80.2	80	80.0	75	80.0	56	91.1	13.3	11.1	100	77.0	81	85.2	80	76.3	74	81.1	56	92.9	15.9	11.8
Female	37	81.1	46	84.8	39	82.1	36	83.3	27	92.6	11.5	9.3	38	78.9	46	84.8	39	76.9	36	77.8	27	88.9	10.0	11.1
Male	62	75.8	35	74.3	41	78.0	39	76.9	29	89.7	13.9	12.8	62	75.8	35	85.7	41	75.6	38	84.2	29	96.6	20.8	12.4
African American	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Asian**	4	-	4	-	1	-	4	-	0	-	-	-	4	-	4	-	1	-	4	-	0	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	12	58.3	8	-	3	-	10	70.0	5	-	-	-	13	53.8	8	-	3	-	10	60.0	5	-	-	-
Indochinese**	0	-	0	-	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	72	81.9	59	81.4	62	82.3	57	80.7	44	93.2	11.3	12.5	72	79.2	59	88.1	62	75.8	56	82.1	44	95.5	16.3	13.4
Multiracial	9	-	10	90.0	12	83.3	4	-	7	-	-	-	9	-	10	70.0	12	83.3	4	-	7	-	-	-
English Learner	2	-	1	-	1	-	2	-	1	-	-	-	3	-	1	-	1	-	2	-	1	-	-	-
English-Speaking	97	79.4	80	81.3	79	81.0	73	80.8	55	90.9	11.5	10.1	97	79.4	80	86.3	79	77.2	72	83.3	55	94.5	15.1	11.2
Reclassified†	7	-	1	-	6	-	5	-	4	-	-	-	7	-	1	-	6	-	5	-	4	-	-	-
Initially Eng. Speaking	90	81.1	79	81.0	73	83.6	68	80.9	51	92.2	11.1	11.3	90	78.9	79	86.1	73	76.7	67	85.1	51	96.1	17.2	11.0
Econ. Disadv.*	8	-	12	58.3	12	58.3	5	-	5	-	-	-	8	-	12	75.0	12	58.3	5	-	5	-	-	-
Non-Econ. Disadv.	91	80.2	69	84.1	68	83.8	70	80.0	51	90.2	10.0	10.2	92	79.3	69	87.0	68	79.4	69	84.1	51	92.2	12.9	8.1
Gifted	30	86.7	36	94.4	31	93.5	21	95.2	18	100.0	13.3	4.8	30	86.7	36	94.4	31	100.0	20	100.0	18	100.0	13.3	0.0
Not Gifted	69	73.9	45	68.9	49	71.4	54	74.1	38	86.8	12.9	12.7	70	72.9	45	77.8	49	61.2	54	74.1	38	89.5	16.6	15.4
With Disabilities	10	30.0	8	-	8	-	12	58.3	6	-	-	-	10	40.0	8	-	8	-	11	27.3	6	-	-	-
WO Disabilities	89	83.1	73	83.6	72	84.7	63	84.1	50	94.0	10.9	9.9	90	81.1	73	87.7	72	81.9	63	90.5	50	94.0	12.9	3.5
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	0	-	1	-	-	-	0	-	0	-	2	-	0	-	1	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Bird Rock
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	89	91.0	100	87.0	83	85.5	77	89.6	73	90.4	-0.6	0.8	90	74.4	100	81.0	82	85.4	75	82.7	72	84.7	10.3	2.0
Female	44	90.9	37	94.6	46	87.0	34	97.1	37	91.9	1.0	-5.2	45	68.9	37	81.1	46	89.1	33	78.8	37	81.1	12.2	2.3
Male	45	91.1	63	82.5	37	83.8	43	83.7	36	88.9	-2.2	5.2	45	80.0	63	81.0	36	80.6	42	85.7	35	88.6	8.6	2.9
African American	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
Asian**	3	-	4	-	4	-	0	-	3	-	-	-	3	-	4	-	4	-	0	-	3	-	-	-
Filipino	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	5	-	11	81.8	9	-	3	-	10	80.0	-	-	6	-	11	63.6	9	-	2	-	10	60.0	-	-
Indochinese**	0	-	0	-	0	-	1	-	-	-	-	-	0	-	0	-	0	-	1	-	-	-	-	-
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	72	93.1	70	88.6	61	86.9	60	91.7	56	91.1	-2.0	-0.6	72	75.0	70	82.9	60	86.7	59	83.1	55	87.3	12.3	4.2
Multiracial	7	-	12	83.3	9	-	12	91.7	4	-	-	-	7	-	12	91.7	9	-	12	75.0	4	-	-	-
English Learner	4	-	3	-	1	-	0	-	1	-	-	-	4	-	3	-	1	-	0	-	1	-	-	-
English-Speaking	85	94.1	97	88.7	82	86.6	77	89.6	72	90.3	-3.8	0.7	86	77.9	97	82.5	81	86.4	75	82.7	71	85.9	8.0	3.2
Reclassified†	7	-	7	-	4	-	6	-	5	-	-	-	7	-	7	-	4	-	6	-	4	-	-	-
Initially Eng. Speaking	78	93.6	90	88.9	78	88.5	71	88.7	67	91.0	-2.6	2.3	79	75.9	90	81.1	77	89.6	69	82.6	67	86.6	10.7	4.0
Econ. Disadv.*	8	-	8	-	11	90.9	9	-	7	-	-	-	8	-	8	-	11	72.7	8	-	6	-	-	-
Non-Econ. Disadv.	81	93.8	92	89.1	72	84.7	68	92.6	66	90.9	-2.9	-1.7	82	78.0	92	81.5	71	87.3	67	82.1	66	87.9	9.9	5.8
Gifted	45	95.6	52	96.2	45	97.8	27	96.3	28	100.0	4.4	3.7	45	88.9	52	90.4	44	100.0	27	100.0	28	100.0	11.1	0.0
Not Gifted	44	86.4	48	77.1	38	71.1	50	86.0	45	84.4	-2.0	-1.6	45	60.0	48	70.8	38	68.4	48	72.9	44	75.0	15.0	2.1
With Disabilities	9	-	8	-	6	-	8	-	12	66.7	-	-	9	-	8	-	6	-	7	-	12	33.3	-	-
WO Disabilities	80	96.3	92	90.2	77	89.6	69	94.2	61	95.1	-1.2	0.9	81	79.0	92	83.7	76	90.8	68	86.8	60	95.0	16.0	8.2
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF

FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: BIRD ROCK ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:

- PLC's
- Common grade level formative assessments in 6 - week cycles
- Guaranteed Viable Curriculum
- Alignment of grade level expectations
- one-on-one monitoring meetings with principal to inform strengths and needs of all students
- District-provided coaching around best supports for students who are English learners
- District "Bookend visits" scheduled to observe and provide feedback on supports and alignment (match of teacher to student needs) they observe
- Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL ain the mainstream classroom and meeting the needs of students receivng SpEd services in the mainstream classroom
- School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable
- Our classified aides for SpEd services now participates in our monthly PD's as experts and as learners

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support PLC work - visiting teachers, professional readings/learning	Substitutes for PLC's have been working well. We are seeing	N/A	N/A

Bird Rock Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				as needed and required assessments for students who are English Learners.	progress on common grade level assessments, and an increase in reclassification numbers		
--	--	--	--	---	---	--	--

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:
 PLC's
 Common grade level formative assessments in 6 - week cycles
 Guaranteed Viable Curriculum
 Alignment of grade level expectations
 one-on-one monitoring meetings with principal to inform strengths and needs of all students
 District-provided coaching around best supports for students who are English learners
 District "Bookend visits" scheduled to observe and provide feedback on supports and alignment (match of teacher to student needs) they observe
 Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom
 Our classified aides for SpEd services now participates in our monthly PD's as experts and as learners
 School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support PLC work - visiting teachers, professional readings/learning as needed and required assessments for students who are English Learners.	Visiting for PLC's have been working well. We are seeing progress on common grade level assessments, and an increase in		

					reclassification numbers		
--	--	--	--	--	-----------------------------	--	--

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:
 PLC's
 Common grade level formative assessments in 6 - week cycles
 Guaranteed Viable Curriculum
 Alignment of grade level expectations
 One-on-one monitoring meetings with principal to inform strengths and needs of all students
 District-provided coaching around best supports for students who are English learners
 District "Bookend visits" scheduled to observe and provide feedback on supports and alignment (match of teacher to student needs) they observe
 Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom
 School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable
 Our classified aides for SpEd services now participates in our monthly PD's as experts and as learners
 District provided coaching cycle and PD

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$9,282.06	09800-1192	Visiting teacher money to support PLC development in supporting our English Learners and other unduplicated students.	Visiting teachers for PLC's have been working well. We are seeing progress on common grade level assessments, and an increase in		

					reclassification numbers		
--	--	--	--	--	-----------------------------	--	--

Note/Reminders (optional):

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Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Our strategies/activities are a refinement of what we began last year and are getting better at this year:
 PLC's
 Common grade level formative assessments in 6 - week cycles
 Guaranteed Viable Curriculum
 Alignment of grade level expectations
 one-on-one monitoring meetings with principal to inform strengths and needs of all students
 District "Bookend visits" scheduled to observe and provide feedback on supports and alignment (match of teacher to student needs) they observe
 Monthly PD's focused on: data collection and analysis; using analysis to inform instruction; meeting the needs of students who are EL in the mainstream classroom and meeting the needs of students receiving SpEd services in the mainstream classroom
 School wide commitment to implement a "no opt out" culture within classrooms to ensure that all students are engaged, on task and accountable
 Coaching to integrate more robust ELD into our curricula for those classes with students who are learning English
 Our classified aides for SpEd services now participate in our monthly PD's as experts and as learners

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support PLC work - visiting teachers, professional readings/learning as needed and required assessments for students who are English Learners.	Visiting teachers for PLC's have been working well. We are seeing progress on common grade level assessments Visiting teachers have also been		

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SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					provided ELPAC coordinators to prepare and proctor assessment		
--	--	--	--	--	---	--	--

Note/Reminders (optional):

What are my leadership strategies in service of the goals?